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5 July 2013

Mr J Roe
Headteacher
Ings Primary School
Ings Road
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Dear Mr Roe

Serious weaknesses first monitoring inspection of Ings Primary School

Following my visit to your school on 4 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school was judged to have serious weaknesses in April 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During this inspection, meetings were held with the headteacher and deputy headteacher, the Chair of the Governing Body and with a representative of the local authority. The local authority's statement of action and the school's improvement and action plans were evaluated. Additional documentation provided by the school was reviewed.

Context

There have been no significant changes to the school since the section 5 inspection.

The quality of leadership in and management of the school

The headteacher and deputy headteacher have secured a strong commitment to improvement from staff and governors. The school's action plan, which the leaders have developed in partnership with the local authority, is comprehensive and closely matched to the areas for improvement identified in the inspection. The plan builds on the school's existing improvement plan and the progress which the inspection report recognised had been made in some areas. The headteacher and deputy headteacher have made sound

choices about their initial priorities. As a result, they have secured some rapid benefits for pupils. For example, behaviour at lunchtime has improved as a result of redesigning the dining area and modifying meal arrangements. In addition, playground activity areas have been created and equipment installed; these had been planned but were not in place at the time of the inspection. Through establishing some 'non-negotiables' about aspects of classroom practice, including planning, the school has ensured a sound basis for further improvement. The most recent monitoring of lessons, undertaken with the support of local authority staff, identified some improvements to teaching in comparison with the observations made during the inspection. The action plan sets out a range of further strategies to improve teaching and a clear timetable for training and support. These are appropriate but require careful monitoring and robust evaluation to ensure that improvements are consolidated and teaching becomes consistently good throughout the school. The school has taken steps to improve its curriculum. For example, it is well positioned to move forward quickly with its programme to improve mathematics in the new school year because of the sound work undertaken this term. Although the school has not yet received all the information about pupils' attainment in the Year 6 external tests (SATs), the provisional data available indicate a marked improvement on the previous year's performance.

The external review of governance, recommended in the inspection report, has been completed although not yet presented to the full governing body. The process has already proved beneficial and steps have been taken to increase the effectiveness of the governing body, particularly in holding the school to account. The streamlined committee structure, and in particular the more frequent scheduling of the revised standards committee, is of particular significance in this respect. Governors are increasingly better informed about the work of the school, partly through the 'governor half-days' spent in school with a particular focus. In addition, the new systems and procedures established by the headteacher have improved governors' access to information and the sharing of knowledge. While the external review has made a number of recommendations, these relate mainly to improving procedures or schedules in addition to developing knowledge and expertise. The review did not highlight any major weaknesses and noted the clear commitment of governors to the school.

The local authority, through the school's standards and improvement officer, has provided good support to the headteacher and deputy headteacher. This includes support to build the expertise of the leadership team in lesson observations and feedback as well as support for planning and prioritising. The local authority's key meeting to review the school's progress to date is scheduled for early September when the full performance data for 2013 are available. Although there have been some glitches in ensuring that governors are kept informed of the local authority's view of the school's progress, this is being resolved and there are strategies to secure and enhance this aspect of the local authority's role. The school is continuing to benefit from the support of local authority consultants and the expertise of a partner school, brokered by the local authority. The school entered into a cooperative trust with other local schools immediately prior to the inspection. There is recognition on the part of the school and the local authority that, while there are many potential benefits from this arrangement, it is important that the school is not distracted from its main purpose as the trust establishes itself.

Following the monitoring inspection the following judgements were made:

The school's improvement and action plans are fit for purpose.

The local authority's statement of action is fit for purpose.

I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Corporate Director, Adults, Children and Family Services for Kingston upon Hull. This letter will be published on the Ofsted website.

Yours sincerely

Heather Richardson

Additional Inspector