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13 November 2013

Mr J Roe
Headteacher
Ings Primary School
Ings Road
Hull
HU8 0SL

Dear Mr Roe

Serious weaknesses monitoring inspection of Ings Primary School

Following my visit to your school on 11 and 12 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and findings of the inspection. 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 previous monitoring inspection.

The inspection was the second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in April 2013. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of the serious weaknesses designation.

This letter and monitoring inspection report will be published on the Ofsted website. 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.

Yours sincerely

Heather Richardson

Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in April 2013

- Improve the quality of teaching so that it is at least good in order to raise pupils' attainment, particularly in mathematics and in Key Stage 2, by making sure that:
 - work given to pupils always matches their varying needs and abilities and that all groups of pupils are effectively challenged, particularly the more-able
 - all teachers have high expectations of what pupils can achieve so that pupils reach their potential
 - pupils are given work that captures their interest and so remain focused on their learning
 - teachers' marking always gives pupils clear and specific information about how to improve their writing skills
 - teachers provide more time in lessons for pupils to find things out for themselves and especially to solve mathematical problems
 - teachers make better use of the questions they ask their pupils so that they develop an improved depth and breadth of knowledge, skills and understanding, particularly in mathematics.

- Ensure that pupils' behaviour is good at all times, not only in lessons but outdoors at break and lunchtimes by:
 - increasing the range of outdoor play opportunities and ensuring that pupils are shown how to make good use of them
 - making sure all staff consistently apply school policies and procedures to manage pupils' behaviour.

- Improve the effectiveness of leadership and management, including governance by:
 - further developing the role of senior and subject leaders in assessing the quality of teaching and learning, so that they all can provide more effective support in driving improvement forward, especially in teaching
 - ensuring that checks on the quality of teaching and reviews of pupils' work focus more closely on the impact on learning
 - ensuring that the new curriculum engages pupils' interest well
 - developing governance so that all governors are fully involved in helping to drive improvement and know precisely how to hold the school to account.

- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Report on the second monitoring inspection on 11-12 November 2013

Evidence

The inspector met with the headteacher, members of the senior leadership team, a group of teachers and a group of pupils. Meetings were also held with the Chair of the Governing Body and a representative from the local authority. Lessons were observed in six classes; these were joint observations with members of the senior leadership team. Documentation provided by the school was examined and the school's single central record was checked. The focus of the inspection was to review the progress made by the school since the previous monitoring inspection, especially in relation to pupils' achievement and their behaviour, the quality of teaching and the effectiveness of the school's leaders and managers in promoting improvement.

Context

There have been no major changes to the school's staffing since the previous monitoring inspection; two teachers have returned from maternity leave. There has been a small number of changes to the membership of the governing body.

The quality of leadership and management at the school

The school's leaders and managers are very focused on bringing about improvements. The senior leaders, and in particular the headteacher, have a clear understanding of what needs to be achieved. They have ambition for the school and a vision for its success which is focused explicitly on improving the life chances of pupils. The clarity of purpose which senior leaders demonstrate is supported by well-considered systems and procedures, largely at the instigation of the headteacher. These systems are shared, transparent and increasingly effective in driving improvement. For example, the framework for the regular monitoring of teaching and learning is well understood by teachers who value the feedback they receive to develop their classroom practice.

The strategies adopted by senior leaders to improve the quality of teaching in mathematics have resulted in higher standards in this year's Key Stage 2 national tests. Pupils enjoy their mathematics lessons and relish the challenge and competition these lessons provide. Teachers are increasingly matching work in all subjects to pupils' needs and using their assessment of pupils' progress to adapt work in subsequent lessons.

Senior leaders are not complacent. While recognising that standards have improved in mathematics, they know they need to rise further. Senior leaders also acknowledge where the results in the 2013 national assessments were not strong enough and hence the need to focus more effort on these aspects, such as the teaching of phonics (the sounds which letters make). Their understanding is based

on a thorough review of the data on the school's performance in comparison with national averages and the performance of similar schools. All members of the senior leadership team have contributed to this analysis; such collaboration is developing the effectiveness of the team as well as the expertise of individual leaders. The headteacher's evaluation of data is particularly thorough. This is also evident in data relating to pupils' behaviour and attendance, which both show improvement since the time of the inspection. One reason why behaviour has improved is the action taken to develop the facilities in the dining area and in the playgrounds, which was noted in the previous monitoring inspection. Pupils appreciate these facilities, which they helped to plan, and they recognise that behaviour is better.

The governors have continued to benefit from both the external review and the restructuring of their systems and procedures. The records of their meetings demonstrate that they are holding the school to account with increasing effectiveness. There has been a clear focus on ensuring that all governors are trained and equipped for their role. Systems are now in place to enable all governors to learn from each other's experiences of visits to school. Governors recognise the need to consolidate the progress which has been made in developing their roles.

Strengths in the school's approaches to securing improvement:

- The leadership qualities demonstrated by the headteacher have secured the firm commitment of staff to improvement. Staff feel valued and appreciate the clarity of direction and the support provided to enable them to reach individual and collective goals for improvement.
- Senior leaders do not shrink from tackling concerns.
- There has been a clear focus on promoting consistency. The headteacher and senior leaders have been precise about expectations, for example in relation to lesson plans, behaviour-management strategies and the implementation of particular approaches to teaching and learning. Teachers report the benefit of increased collaboration. Both teachers and pupils recognise the benefits of consistency in the use of warnings and sanctions in relation to classroom behaviour.
- The development of the skills and expertise of those new to the senior leadership team is being managed effectively by the headteacher. Colleagues are rising to the challenge and hence the school's capacity for securing improvement is being increased.

External support

The support provided by the local authority has been valued by the school. In particular, there has been appropriate challenge and support provided by the school's improvement officer. Teachers have acknowledged that the professional

development provided by consultants has been particularly beneficial. They have appreciated that it has provided them with practical strategies for use in their classrooms.