

Ings Primary School

Ings Road, Hull, HU8 0SL

Inspection dates 14–15 October 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, key leaders and governors have high aspirations for all pupils. They are driving improvements in teaching strongly, so that the vast majority of pupils now achieve well.
- Children start school with skills and understanding that are below those expected for their age. They make good progress to reach increasingly above-average standards in reading, writing and mathematics, by the end of Year 6.
- Teaching is generally good and pupils are motivated by interesting lessons that stimulate their thinking.
- Pupils with special educational needs achieve well because all adults provide timely challenge and support.
- Pupils' spiritual, moral, social and cultural development is strong. It is promoted effectively through the good relationships in school, and through a wealth of visits and activities that enrich pupils' confidence and personal qualities.
- Pupils' behaviour is good. Pupils are proud of their school, well-mannered and welcoming to visitors.
- The early years provision develops inquisitive children's minds right from the start. Outdoors and indoors, children have access to stimulating resources and equipment.
- Parents are very pleased with the progress their children make, and by the ways in which they are looked after by all the adults.
- The school is well led and managed by the headteacher. He has developed a team of able and committed practitioners, all with the same aspiration of enabling all children to be successful. Key leaders and managers are determined to raise achievement even higher.
- Governors make strong contributions to the school's outcomes, holding leaders and managers, at all levels, to account, and evaluating rigorously the performance of the school, through the detailed information they receive.

It is not yet an outstanding school because

- A minority of boys, and a small minority of the most able pupils, do not make enough progress across Years 1 to 6, particularly in writing.
- Occasionally, teaching does not provide checks that all pupils' needs are being sufficiently met, and that all pupils are challenged enough.
- Marking does not always provide pupils with precise information about how to improve their work.
- Not all pupils respond to teachers' comments inviting them to improve their work.

Information about this inspection

- Inspectors observed teaching and learning in 13 different lessons, of which one was a joint observation with the headteacher. Inspectors also listened to pupils from Years 2 and 6 read.
- Pupils' work was sampled informally in lessons, and inspectors looked at a number of Year 5 and Year 6 pupils' writing, mathematics and science books in detail, to gain evidence about the quality of teaching and pupils' progress over time.
- Inspectors also reviewed a range of documents, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governors' meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Meetings were held with pupils, governors, and school staff, including those with management responsibilities. A discussion also took place with a representative from the local authority.
- Inspectors evaluated the 20 responses of parents to Parent View (the Ofsted online questionnaire), as well as responses by 97 parents to the school's own questionnaires. Inspectors also took account of the views of seven members of the school's staff through the inspection questionnaires they returned.

Inspection team

Andrew Swallow, Lead inspector	Additional Inspector
Barbara Martin	Additional Inspector
Edward Price	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- This is an average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of disadvantaged pupils (those for whom the pupil premium funding provides support), is well below the national average.
- The proportion of pupils supported through school action is similar to the national picture, whilst the proportions of pupils supported through school action plus or with a statement of special educational needs are below those found nationally.
- The school met the government's current floor standards in 2013, which are the minimum expectations for pupils' attainment and progress.
- The school receives support from the local authority, and is a member of a local cooperative trust of schools.
- Since the last inspection, there have been some changes in staffing and governance.

What does the school need to do to improve further?

- Ensure that a higher proportion of pupils make consistently better than expected progress in writing, especially a minority of boys, and a small minority of the most able learners, by:
 - providing contexts and resources for learning that are relevant, and of particular interest to boys
 - insisting that all pupils respond to teachers' comments about editing written work, especially the most able, to improve the effectiveness of language used for different audiences and purposes, the impact of different forms of punctuation in sentences, and clarity in sequencing ideas through well-defined paragraphs.
- Improve the quality of teaching even further, by ensuring all teachers make more careful checks on pupils' understanding in lessons, so that all are consistently challenged, especially the most able, and learn exceptionally well.

Inspection judgements

The leadership and management are good

- The school is well led by a committed headteacher who has high aspirations for all pupils. He is highly respected by parents, and by all who work with him. The staff are a cohesive team and work very well together. The headteacher is ably supported by senior leaders, and by an ambitious and effective governing body.
- Key leaders at all levels are now fully involved in carrying out regular and accurate checks on the quality of teaching and learning. Governors complement this work with their own evaluations of the school's work, particularly through the standards committee. Performance management of staff is well organised, and appraisal procedures identify the precise training needs of all individuals.
- The school has an accurate picture of its strengths and areas for development and produces clear plans with actions to tackle these. There have been good improvements, since the previous inspection, in the quality of teaching, and in pupils' achievements in mathematics. Senior leaders recognise the work still to be done to improve teaching even further, and to heighten the progress of a minority of boys, and a small minority of the most able pupils, across Years 1 to 6, in writing.
- Training opportunities draw on the expertise of staff within school, local authority personnel, and 'expert' practitioners from other schools. The headteacher has the right systems in place to make decisions about teachers' movement up the salary scale on the basis of robust information about their quality of teaching and its impact on pupils' learning.
- Teachers know their pupils well. Information about pupils' achievement is gathered carefully and used successfully to take away any difficulties that prevent pupils from learning. As a result the school is well placed to make sure all pupils have an equal opportunity to do well. Gaps in performance between disadvantaged pupils and their peers are closing. In some years, the gaps are slight or have entirely closed.
- The curriculum is extensively enriched by music, sport, visitors and residential visits. For example, all Year 4 pupils learn a brass instrument, pupils in all years take interest in growing and cooking their own vegetables, pupils of all abilities talk enthusiastically about the animated films they make using digital cameras, and of the trip to London to sing alongside professional artists. This is because the headteacher is determined that every individual has the opportunity to find and develop their talents, as well as a clear understanding of life and the values of modern Britain. The wide range of visitors to school, and the many outdoor activities, incorporating an appreciation of the natural world, are the basis for pupils' good spiritual, moral, social and cultural development.
- Partnership with parents is good. Parents express clear confidence in the work of the school, and the impact on their children's lives.
- Safeguarding arrangements meet requirements.
- The local authority knows the school well and provides appropriate support to improve further the quality of teaching, check the accuracy of teachers' assessments, and moderate the school's judgments about its overall effectiveness.
- **The governance of the school:**
 - Governors receive up-to-date information about the achievement of pupils. Through the regular meeting of the standards committee, governors develop a good understanding of the quality of teaching and its impact on the progress of the different groups of pupils. Minutes of all governors' meetings show they are confident in challenging the headteacher and senior staff about all aspects of the school's work.
 - Governors have discerning discussions about the value of spending decisions, in particular the allocation of pupil premium funding. For example, governors have authorised additional resources to enhance pupils' reading, writing and mathematical skills, as well as more time for one-to-one tuition. Governors have also taken decisions to strengthen teachers' skills in delivering quality sporting opportunities, through the appointment of a specialist physical education coach, drawing on the primary school sports funding.
 - Governors are rigorous in annually reviewing the performance of the headteacher, and receiving information about the performance targets set for teachers, and their link with salary progression.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are sociable at play and lunch times with each other, very

welcoming of visitors, and take pride in their school.

- The school's over-riding caring ethos forms the basis of a warm, friendly atmosphere, in which relationships flourish.
- In lessons, pupils enjoy working together and support each other well. They clearly enjoy what staff plan for them to do and are highly interested, for example, in learning how to separate materials in science using lentils and paper clips. On the very few occasions when activities are insufficiently motivating and challenging, some become less involved, as their attention drifts.
- Pupils are well aware of how to keep themselves and others safe at all times, for example, when learning outdoors, on trips and residential experiences. They are well aware of how to keep safe in a variety of situations, including use of the internet.
- Pupils know of the different types of bullying, particularly racist, homophobic and cyber-bullying. Records show that incidents of inappropriate behaviour are unusual. Any incidents are dealt with effectively and quickly by staff.
- Attendance has risen over time and is now above average. This is due to the successful work, carried out with individual families, to make parents more aware of the importance of regular attendance in supporting high achievement.

Safety

- The school's work to keep pupils safe and secure is good. Governors are vigilant in ensuring that checks of safety are regularly undertaken and acted upon.
- Staff are well trained in behaviour management and restorative practices. Pupils say confidently that they are well looked after, and that there is always someone to share a problem with.
- In the playground and in the dining hall, pupils take care of one another. They behave maturely when using the extensive outdoors equipment, and take seriously their daily roles as school councillors, play leaders and buddies.
- Parents are highly supportive of the school's work. All parents who responded on Parent View, and to the school's questionnaires during the past academic year, say that their children feel happy and safe.

The quality of teaching

is good

- Staff are keen to reflect on the quality of their teaching alongside other staff in school, and within the cooperative trust of schools. As a result teaching is improving continuously and pupils learn and achieve well.
- Teachers are conscientious and committed. The vast majority have high expectations, plan meaningful experiences that will motivate pupils, so that most are eager to learn. For example, in a Year 6 English lesson, pupils were keen to discover the various features of the front page of a newspaper, carefully chosen to appeal to young people's interests and viewpoints. Similarly, in Year 4, pupils concentrated well in geography, matching key rivers of the world with the correct countries, and developing rapidly initial ideas about sources of rivers and tributaries.
- Expectations of the way pupils present their work, and of the amount of work to be completed in a given time, are high. Most pupils rise to meet these expectations and work is usually well presented and organised.
- Relationships with pupils are good, as is the ethos in almost all lessons. The atmosphere is one in which pupils are expected to help and encourage each other, as well as ask for guidance from the adults.
- The teaching of phonics, (specific letters and the sounds that they make), has improved since the previous inspection, and is now good. Pupils decode and read words well, and have good opportunities to develop inference and comprehension skills in their reading. Guided reading sessions are well organised, with a focus on reading for pleasure, as well as locating information.
- The teaching of mathematics has also improved, over time. In pupils' books there is a judicious balance of calculations and problem-solving activities, during which previously practised mathematical knowledge and skills can be applied. The teaching of science is an increasing strength of the school's work, with well-conceived opportunities for pupils to predict, test, and then check their initial thinking.
- The teaching of writing is developing strongly through an emphasis on pupils talking extensively about what they intend to write, and on writing about relevant and interesting events. On occasions, a minority of boys, and a small minority of the most able pupils, are insufficiently stimulated and stretched by the planned topics and activities.
- Not all pupils respond in sufficient depth to teachers' marking that invites them to improve their writing,

through varying the language and punctuation they use for effect, as well as sequencing ideas better, in well-defined paragraphs. This is particularly the case with a small minority of the most able pupils. Sometimes it is because marking is insufficiently precise, and demanding, about the improvements required.

- On occasions, pupils' progress in lessons is not checked well enough, and work is not adjusted to stretch the most able learners further.
- The skills of teaching assistants are good. On the whole, they are well trained to support individuals and small groups, to ensure they make good progress.

The achievement of pupils is good

- The majority of children join the school with skills and understanding below those expected for their age. In the early years, they make good progress and have a good level of development by the time they join Year 1.
- Across Key Stages 1 and 2, most pupils make good progress, reaching overall above-average standards in reading, writing and mathematics by the end of Year 6 in 2014.
- Progress is good in Years 1 and 2. Assessments at the end of Key Stage 1 in 2014 show that most pupils reached national averages in reading, writing and mathematics.
- Attainment at the end of Key Stage 2 shows an improving trend. This is due to increasing proportions of pupils making more than expected progress in reading, writing and mathematics, and in attaining the higher levels.
- Progress across the school is particularly strong in reading. Pupils are taught to read effectively in their earlier years, read often, and with growing confidence and understanding. Fluent readers are encouraged by staff to make use of the school library. All pupils have opportunities to read from a wide range of books and other materials.
- Pupils' mathematical skills are much improved since the previous inspection. Pupils respond enthusiastically to the many problem-solving opportunities in mathematics, and in other subjects, particularly science. They apply with assurance their good understanding of number, record carefully outcomes of investigations, and draw accurately simple charts and graphs.
- The vast majority of pupils are competent writers. Their curiosity is ignited often by passionate teaching, the many visits to places of interest, and through a wide array of poets, authors and artists who regularly visit the school. Increasingly, pupils set out their ideas in a logical manner and write expressively for different audiences. A small minority of boys are not always inspired to persevere and develop more effective language, best suited to the task at hand. They sometimes lack confidence in using a full range of punctuation, and in persisting to craft paragraphs that convey clearly emerging thoughts and ideas.
- In 2013, disadvantaged pupils made better progress overall than their peers in school; and all pupils nationally. The school's information for 2013 shows that gaps between their attainment and that of others in the school in reading, and mathematics were closed and almost closing in writing. In comparison to all pupils nationally in 2013, they were approximately two terms behind in reading and writing, and just over two terms in mathematics. The school's success in raising attainment for all pupils meant that the attainment of disadvantaged pupils in 2014 matched the above-average standards of all pupils in the school.
- The most able pupils also make generally good progress. In 2014, the proportion that attained the higher levels in reading and mathematics increased, comparing favourably with the national picture. Attainment at the higher level in writing also rose, albeit short of the national figure. A small minority of the most able pupils are not consistently stretched by the work set for them in writing, and do not always amend their first efforts sufficiently to reach even higher standards.
- Pupils with special educational needs also make similar progress to their peers. This is because they benefit from individually tailored support. Everyone in the school is highly committed to removing any barriers to learning for all pupils. This shows the school's commitment to equality of opportunity for all.
- Pupils' experiences in physical education and sport are good. They participate in a wide range of activities, competitive and informal, funded from the government's national initiative for primary school sports.

The early years provision is good

- Children make good progress and are well prepared for entry to Year 1 having achieved a good level of

development.

- Good induction procedures on entry to the Nursery, or Reception, ensure children settle quickly. These procedures include parental visits to school and staff visits to parents' homes. These help to provide a detailed picture of each child's needs and interests.
- All early years staff communicate well with parents. Information about what is happening in school each week can be found in the children's bespoke 'learning journey' folders, accessible to all parents. As a result parents make a valuable contribution to their child's learning by doing exactly the right thing at home to support their child's progress.
- Children of nursery-age happily play and learn outdoors together with a wide range of resources. The quality of teaching is good. Adults ask questions, while at the same time noting the children's interests, so that they can plan resources which will motivate at a later stage. For example, the current theme 'superheroes' captured all children's imagination, during the inspection, in re-enacting the life and times of 'Mr Muddy'.
- In the Reception class, children spend more time on learning literacy and numeracy skills. Activities provided often follow children's interests. For example, children enjoy using the 'magic pencil', playing bingo and making patterns in paint, to reinforce key letters, as part of early sentence construction.
- The early years provision is well led and managed by a knowledgeable and creative member of staff. Teamwork is an asset and ensures that all children are well cared for, and are safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117797
Local authority	City of Kingston upon Hull
Inspection number	447709

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair	Mrs J Hudgell
Headteacher	Mr J Roe
Date of previous school inspection	16 April 2013
Telephone number	01482 374367
Fax number	01482 798519
Email address	admin@ings.hull.sch.uk

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