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Mr Jonathan Roe
Executive Headteacher
Ings Primary School
Ings Road
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Dear Mr Roe

Short inspection of Ings Primary School

Following my visit to the school on 25 April 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your predecessor school was judged to be good in October 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Your self-evaluation is thorough and accurate. You have identified priorities for improvement and have put detailed improvement plans in place. The impact of your actions is carefully measured through the progress that pupils are making.

You and your team are totally committed to providing the pupils in your care with the skills, knowledge and understanding that they need to be successful in life. Together, you foster high aspirations and constantly strive to give pupils better chances to realise their goals.

The whole school team works relentlessly to open all pupils' eyes to the world by providing a broad, rich curriculum. Positive attitudes to learning are fostered. Pupils are encouraged to work both independently and collaboratively. Pupils show resilience and enjoy challenge. They are not put off when the going gets tough, seeing mistakes as opportunities to learn rather than failures.

Leaders have acted to improve the teaching of reading. The success of this work can be illustrated with attainment and progress data from 2018. The proportion of pupils reaching the greater depth standard in Year 2 increased. However, the impact of this work is most evident in key stage 2. The proportion of pupils reaching the expected standard in Year 6 increased to the national average. The proportion reaching the higher standards also increased and was above the national average. Progress across key stage 2 remained average overall but showed improvement.

Leaders have also taken effective action to increase the proportion of pupils reaching the greater depth standard in Year 2 and the higher standard in Year 6 in other subjects. In 2018, the proportion reaching these standards in writing and mathematics increased. The proportion reaching the higher standard in mathematics in Year 6 was above the national average.

The local governing body has a good knowledge of the work of the school. This is gained from a range of sources, including leaders' reports, governor visit days and published data. Although they are very supportive, they are not afraid to challenge leaders by demanding thorough explanations and answers to what the chair of the governing body called 'awkward questions'.

Pupils were keen to explain how they enjoy the many opportunities that school life has to offer. They explained how new topics are introduced by 'hook days' with trips, visitors or special activities. They appreciate being able to take part in a wide range of sporting and musical activities which are designed for pupils of all abilities. They were especially keen to show me a photograph of some of them singing at an event that was attended by Her Majesty Queen Elizabeth.

Most parents and carers who made their views known are very positive about the work of the school. They praise the school for the work it does to foster a love of learning and to give their children a well-rounded education.

Staff appreciate the many opportunities for professional development that the school provides. They say that leaders strike an appropriate balance between giving support and challenge.

Safeguarding is effective.

Leaders have made sure that all policies and procedures are fit for purpose. All staff are well trained and have a thorough understanding of their corporate responsibility. Record-keeping is detailed and well organised and shows that appropriate actions are taken in a timely manner. Staff know pupils and their families well and work well as a team to make sure that vulnerable pupils receive the support they need. As a result, there is a strong culture of safeguarding across the school.

Parents say that their children feel safe and are well looked after at the school. One parent summed up the views of many by saying, 'Any concerns I raise are effectively and efficiently dealt with, with compassion and understanding.'

Pupils say they feel safe in school and are confident that any concerns they raise will be quickly dealt with by adults. They spoke enthusiastically about how they are taught to keep themselves safe in different situations. Their examples included how to stay safe near water, when crossing the road, riding their bikes and when using the internet.

Inspection findings

- Recent changes to the teaching of phonics are already having an impact. Pupils are engaged in lessons by interesting activities. They enjoy the routines of these sessions and clearly understand what is expected of them. Adults check pupils' learning carefully and are quick to provide appropriate support and challenge. Pupils show resilience and are eager to spot and correct their mistakes. Pupils are given many opportunities to apply their developing phonics knowledge in reading and writing. Most books that pupils are asked to read are well matched to phonics ability and they are encouraged to reread books to develop fluency. As a result, the proportion of pupils on track to meet the expected phonics standard is in line with the 2018 national average.
- Writing has been a focus for improvement over this academic year. The curriculum is now led by texts which have been carefully chosen to engage reluctant writers. There has been an increase in teacher modelling and the use of language games. Leaders say that these are the strategies that are having the most impact on pupils' writing. Work in pupils' books and folders show that pupils of all ages are now making good progress in writing.
- Pupils make good progress in the early years from generally low starting points. Staff have developed good relationships with parents and know the children well. The curriculum is carefully designed to engage all pupil groups. Children are given lots of opportunities to develop their early writing skills both indoors and out. Leaders say that the rhymes that are taught in phonics sessions are supporting the development of correct letter formation. The development of a positive can-do attitude is fostered effectively through the use of story book characters. For example, like Mr Bump, pupils show resilience by saying, 'I'm okay, I'll get up and keep going.'
- Disadvantaged pupils are well supported by the school. Leaders begin by thoroughly assessing pupils' needs. There is a strong focus on removing as many barriers to learning as possible so that these pupils can access learning alongside their peers. The school has developed strong relationships with outside agencies and is quick to engage their services. School staff are well trained and are very skilled in providing individuals with high-quality, bespoke support. As a result, the proportion of disadvantaged pupils reaching the greater depth standard in Year 2 and the higher standard in Year 6 in reading, writing and mathematics increased in 2018. However, leaders recognise the need to continue to improve attainment and progress for these pupils.
- The school uses a range of effective strategies to promote good attendance. These include engaging with parents through letters and meetings and giving pupils rewards for good attendance. As a result, attendance has improved and is currently in line with the national average for the previous year. However, the proportion of pupils disadvantaged by persistent absence remains high.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- improvements to teaching and learning continue so that all groups of pupils, including disadvantaged pupils, reach the expected standards in reading, writing and mathematics by the end of key stage 1 and 2, and more pupils exceed these standards
- improvements in attendance continue so that fewer pupils are disadvantaged by persistent absence.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Kingston Upon Hull City Council. This letter will be published on the Ofsted website.

Yours sincerely

Chris Cook
Her Majesty's Inspector

Information about the inspection

During the inspection, I made visits to all classes with you, the head of school or the early years leader. I looked at work in books with English leaders. I met with other leaders to discuss safeguarding, attendance and behaviour.

I met with a governor and two trustees. I also met with the chief executive officer of the multi-academy trust.

I talked with several parents as they dropped their children off at the start of the school day. I also took account of the 20 responses to Ofsted's online survey, Parent View, and 90 responses to a recent school questionnaire by parents.

I talked informally with pupils in lessons, met formally with a group of pupils and listened to several pupils read. I also met with a group of staff.

I scrutinised a range of documents, including: the school's self-evaluation document, the school improvement plan, minutes of governing body meetings, school assessment information, and attendance and safeguarding documentation.