

Inmans Primary School

Inspection report

Unique Reference Number	117911
Local Authority	East Riding of Yorkshire
Inspection number	301685
Inspection dates	4–5 December 2007
Reporting inspector	Tony Anderson

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	4–11
Gender of pupils	Mixed
Number on roll	
School	379
Appropriate authority	The governing body
Chair	Mr Brian Stockdale
Headteacher	Ms Sally Morgan
Date of previous school inspection	1 March 2003
School address	Inmans Road Hedon Hull HU12 8NL
Telephone number	01482 899485
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Inmans is a larger than average primary school situated in the village of Hedon a few miles to the east of Hull. The vast majority of pupils are of White British heritage. Fewer pupils than average are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is below the national average. The school has attained the Healthy Schools and Investors in People Awards.

The school suffered severe flood damage in June 2007 and all pupils have been taught off-site for part of the recent summer and current autumn terms. The Foundation Stage 2 class and Years 1, 2 and 3 returned to the main school after the autumn half-term break in October, but Years 4, 5 and 6 only returned on the second day of the inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inmans Primary is a satisfactory school and provides satisfactory value for money. Good features include pupils' personal development which leads to a friendly and caring family ethos. This has a positive impact on pupils' attitudes and well-being. They enjoy school. As one pupil declared, reflecting a typical view in relation to the recent floods, 'We are glad to be back and we are looking forward to enjoying our lessons and school clubs.' Pupils demonstrate growing confidence and self-esteem as exemplified by the positive work of the school council, and in the way pupils conduct themselves in classrooms and around the school.

Children enter the school at different times during the Reception Year and have skills which are broadly typical for their age. Achievement is satisfactory and standards by the end of Year 2 and Year 6 are broadly average. The standard reached in English in Year 6 is below average and lags behind mathematics which is average. Higher attaining pupils are not making enough progress because work is not always fully extending their learning. This is not the case in science and standards are above average. The quality of teaching and learning, whilst satisfactory overall, is variable across the school. Some lessons go at a brisk pace and pupils are encouraged to take responsibility for their own learning. However, these positive features are not seen consistently: in many lessons, there were too few opportunities for pupils to engage in challenging activities, and there was an overuse of work sheets restricting independent learning. The curriculum is good and provides a positive input to pupils' learning. It is enhanced by a wide range of extra-curricular clubs and enrichment activities, in addition to the good use of visits and visitors. The school successfully meets the pastoral needs of a few vulnerable pupils who are well supported by the teaching and support staff. Pupils with learning difficulties and/or disabilities make satisfactory progress due to the correct match of provision to their individual needs. The academic guidance given to pupils in the classroom and through the marking of books is not always making pupils aware of what they need to do to improve.

Leadership and management are satisfactory. The determined headteacher and management team have managed the temporary move to off-site learning accommodation very well. Self-evaluation makes effective use of assessment information when deciding the school's priorities for improvement. However, the monitoring of teaching is less robust in raising the quality of teaching. Governors take a keen interest in pupils' welfare and personal development in addition to providing regular challenge to the leadership team. Improvement since the last inspection is satisfactory. Although some progress has been made in addressing all the areas identified for improvement there is still some way to go before they are all fully resolved. The school's capacity to improve further is satisfactory.

Effectiveness of the Foundation Stage

Grade: 3

When they start school most children have skills and knowledge that are typical for their age. Induction procedures are good and children settle happily. All staff ensure children are welcomed into a warm and bright environment, where they feel safe and settle well into the daily routine. Children quickly respond to the high expectations that they should behave well. Teaching, learning, and the curriculum are satisfactory. Staff make good use of the indoor spaces where children play and explore a wide range of activities, but the present provision for dedicated outdoor learning and play is inadequate. Children grow in confidence and begin to work together, learning to share equipment and to take part in group activities. Leadership and management

are satisfactory. Regular checks are made of how well children are progressing, and there is a strong focus on speaking and listening. Parents take a keen interest in helping their children, for example by sharing books with them. Progress is satisfactory; most children reach, and some surpass, the levels expected for their age by the time they enter Year 1.

What the school should do to improve further

- Make teaching more challenging and provide more opportunities for pupils to be actively involved in their own learning.
- Improve the quality of marking in order to ensure that all pupils know what they need to do to improve.
- Establish a dedicated external area for learning and play in the Foundation Stage.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and the standards they achieve are broadly average. Children start school with skills that are broadly typical for their age. They make satisfactory progress and by the time they enter Year 1 most have reached the expected levels for their age and some have exceeded them. Pupils make satisfactory progress in Key Stage 1 and teachers' assessments at the end of Year 2 show standards are broadly average, although standards in writing declined a little in 2007. The rate of progress made in Key Stage 2 is satisfactory and by the end of Year 6 standards are broadly average despite the significant dip in English test results in 2007. The school's records show that this was linked to the relatively high number of pupils with learning difficulties and/or disabilities in that particular cohort and the fact that a few pupils were absent from the tests in English. However, some of the more able pupils do not always achieve as well as expected, particularly in English. This is not the case in science where standards are above average with all pupils making good progress. Pupils with learning difficulties and/or disabilities are well supported and make similar progress to other pupils in response to the additional help they receive.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Their enjoyment of school is reflected in good attendance levels, punctuality, positive attitudes to learning and good behaviour. Incidents that involve bullying and racism are rare. Relationships between pupils are positive and their attitudes towards teachers respectful. Pupils are also safety conscious. They are careful about the way they move around school and respect other pupil's property.

Pupils' spiritual, moral, social and cultural development is good. They are developing an understanding of other cultures and beliefs through assemblies and work in lessons. Pupils understand the difference between right and wrong. They are keen to take on responsibility within the school community. An example of this is shown by Year 5 pupils when they act as peer mentors in the playground. The school council has been involved in forming the school rules, promoting recycling and involving themselves in the various play schemes. Pupils are also aware of their responsibilities in the wider community and are involved in many activities

to make a positive contribution, as shown by their active fund-raising for a range of charities. The annual 'Inman's Industry Day' helps pupils to understand about the world of work. Their satisfactory numeracy and literacy skills mean they are soundly prepared for the future.

Pupils are aware that they need a sensible diet and exercise to stay healthy. Many join in the sports activities provided by the school and they proudly mention that they attained the Healthy School Award in 2006. Healthy eating is promoted in school through a fruit snacks only policy and water is available for all children.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory although there is variation in quality across the school. Relationships in the classroom are good and pupils behave well across the whole school. Teachers usually make it clear to pupils what they are to learn and lessons often go at a good pace and sustain pupils' interest. However, some lessons are too adult-led and teachers talk at length, providing little opportunity for the pupils to become involved in independent activities. Work set for pupils is not always sufficiently challenging especially when photocopied worksheets are used. Pupils' work is marked regularly. However, teachers' written comments do not always make it clear what pupils need to do to move forward.

The school is including pupils in their own learning by the introduction of literacy and numeracy targets which are understood by pupils because they are expressed in 'must, should and could' child friendly statements. These targets are shared with parents who say that they help them understand and appreciate what is expected of their child in school.

Where teaching assistants are used well, their skills of supporting pupils' progress are effective. However, in some of the introductions to lessons, teaching assistants are too passive and do not interact effectively with pupils.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets all statutory requirements and provides pupils with sufficient opportunities to learn the basic skills of literacy, numeracy and information and communication technology in addition to other subjects. The curriculum meets the needs of pupils with learning difficulties and/or disabilities, but the provision for pupils with special gifts or talents is still at an early stage of development. The children in the Foundation Stage enjoy practical activities, but this is restricted by inadequate outdoor provision. Throughout the school the good provision for pupils' personal, social and health education and citizenship enhances many aspects of their personal development. Since the last inspection the provision for religious education has improved, and observed assemblies give pupils many opportunities to experience elements of Christian worship and reflect on moral and social issues. The school has a strong commitment to anti-racism and the development of multicultural elements in the curriculum.

There is good enrichment of the curriculum through a range of activities for pupils at lunchtime and after school. These activities, such as the sporting and dance clubs, play an important role in developing children's skills, attitudes and self-esteem. Additionally, from Year 3 upwards, pupils have the opportunity to learn French or German. The curriculum is enhanced further by links with the community, visitors to school and educational visits.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. All staff are committed to the care of individual pupils and this contributes well to their personal development and well-being. The school's policies and procedures for risk assessment and child protection are in place and the systems for vetting staff and visitors to the school meet with the latest national guidelines. The school uses outside agencies effectively, when required, and the support for vulnerable pupils and those with low self-esteem is good. Assessment and procedures to track pupils' academic progress have recently been improved. However, it is too early to judge their longer term impact and effectiveness in moving pupils' forward.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory. The headteacher provides determined leadership. She is well supported by the senior leadership team and governing body who all share her priorities for development. The school works well in collaboration with parents who are regularly consulted on a wide range of issues. The vast majority of parents are very complimentary about the way the senior leadership team have managed the recent severe upheaval caused by the flooding of the school in June 2007.

The school is using assessment information effectively to set realistic and challenging academic targets for national test outcomes over the next two years. The senior leadership team are very clear about the reasons for the low results in English in the 2007 tests for Year 6 and steps have been taken to avoid a repetition in 2008. Self-evaluation is satisfactory. Effective analysis of pupils' performance is used well when deciding the school's priorities. The present monitoring of teaching and learning in the classroom is not yet sufficiently consistent or systematic to identify weaknesses and improve teaching.

Governors fulfil their statutory obligations and demonstrate a positive level of commitment to the school's work through visits and attendance at regular meetings. In their capacity as critical partners they provide support towards pupils' personal development and hold the school to account for the progress of its pupils. The leadership team and governing body demonstrate a satisfactory capacity to improve further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

6 December 2007

Dear Pupils

Inspection of Inmans Primary School, East Riding of Yorkshire, HU12 8NL

Thank you very much for being so friendly and kind to us during our recent visit to your school. We very much understand the recent difficulties you have had following the flooding of your school in June and we think that you, your teachers and your parents have all coped with the problems very well.

We think that your school is providing you with a satisfactory education and that your personal development is good. The school curriculum provides you with many exciting things to do both during the school day and through a number of clubs and extra curricular activities and visits.

There are just a few things we think could be improved to help with your learning and make your life at school even more enjoyable and interesting.

- For the school to make all lessons interesting and exciting so that you are able to make better progress in your learning.
- For teachers to ensure that the advice given to you in the classroom and when they mark your books makes it more clear just what you need to do to improve.
- For an outside area to be provided next to the Reception class to give children more opportunities to learn through increased activities and play.

We wish you all well in your future education and we know you will work closely with your teachers as they support and guide in your lessons.

Yours sincerely

Tony Anderson

Lead inspector