

Ings Primary School

Inspection report

Unique Reference Number	117797
Local Authority	Kingston-upon-Hull
Inspection number	312706
Inspection dates	13–14 November 2007
Reporting inspector	Derek Sleightholme

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 on roll	
School	300
Appropriate authority	The governing body
Chair	Mrs J Hudgell
Headteacher	Mrs L M Huckstep
Date of previous school inspection	1 March 2004
School address	Ings Road Hull HU8 0SL
Telephone number	01482 374367
Fax number	01482 798519

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an above average size, urban school serving an area that includes social and economic disadvantage. The number of pupils has increased significantly in recent years. Most pupils are from a White British background. There are few pupils from minority ethnic backgrounds and a small minority are at an early stage of learning English. The percentage of pupils entitled to free school meals is above average. The number of pupils with learning difficulties and/or disabilities is broadly average. The percentage of pupils with a statement of special educational need is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. 'I cannot fault the dedication, attitudes, teaching and care given at Ings; the school really is second to none,' is a typical comment that reflects most parents' high opinions of the school. The headteacher, supported by an enthusiastic staff and knowledgeable governors, has given good leadership in setting relevant priorities for the school's development. Working effectively, the staff team have improved standards, extended pupils' skills and promoted positive relationships.

Pupils enjoy school and welcome visitors politely. They find lessons interesting, especially those that have challenges such as designing a bridge in technology and solving mathematical problems. They feel safe and understand the importance of being healthy. Pupils form good relationships, most behave well and like to help others. For example, Year 4 pupils helped to improve the facilities of the Reception outer area by constructing a willow den. Pupils react well to responsibility, such as organising playground activities. Being involved in such activities prepares pupils well for their future lives. Attendance is satisfactory.

Pupils' achievement is good when their low starting point is considered. National test results for 2007 which have not yet been validated, showed that standards at the end of Years 2 and 6 were average. Standards are higher in mathematics than in English and science. In recent years, pupils have often attained above average standards in mathematics. Progress in mathematics is better than other subjects because of the teachers' great enthusiasm for the subject which motivates the pupils. Recent standards have been adversely affected by a significant number of pupils joining school with gaps in their learning. Girls regularly outperform boys although the difference is less apparent in mathematics. Pupils with learning difficulties and those who are at an early stage of learning English make similar progress to other pupils. For many pupils, the standard of presentation, particularly of handwriting, could be much better.

Teaching strengths include good planning, clear explanations and good pupil management. Teachers are particularly skilled in using assessment to support the needs of individuals. The curriculum is good. It is enriched well by good provision for personal and social education, modern foreign languages and effective use of educational visits and visitors. Pupils benefit from a good range of school clubs. Literacy, numeracy and information and communication technology skills (ICT) are often taught through other subjects. The care, guidance and support provided to pupils are good. Those with learning difficulties benefit from individual and group support programmes. Academic guidance for pupils is focused well on the next steps in learning and successfully developed in partnership with parents.

Leadership and management are good. The headteacher is supported well by an enthusiastic team which is dedicated to raising standards. All issues from the previous inspection have been successfully tackled and the school is well placed to make further improvement. School leaders know the strengths of the school well. The governors fulfil their role as 'critical friends' diligently because they are actively involved in school improvement. The school provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. Children are admitted to the Nursery from starting points that are below what is typical for their age. This is particularly evident in personal and social skills, language, literacy and in mathematical understanding. Progress is good in all areas of learning through the Nursery and Reception years. Most children reach expected standards at the end of the Foundation Stage because teaching, learning, the curriculum and leadership are good. The curriculum provides a good balance between adult-led and child-selected activities.

Parents are happy to support their children's learning. Many joined a number 'fun morning' in the Nursery to work alongside their children in an appealing range of activities. Both outer area settings provide good opportunities for children to extend their learning.

What the school should do to improve further

- Raise standards in English and science.
- Improve boys' achievement.
- Improve standards of presentation, particularly handwriting.

Achievement and standards

Grade: 2

Pupils' achievement is good. Children make good progress in the Foundation Stage. By the end of Reception, most children reach levels of development expected for their age. In Years 1 and 2, pupils make good progress and standards are broadly average by the end of Year 2. Good progress continues in Years 3 to 6. Standards in Year 6 have fluctuated in recent years though they are rising gradually. They have been adversely affected by the significant number of pupils who join the school part way through Key Stage 2 with gaps in their learning and the proportion of pupils with learning difficulties. Nevertheless, most pupils achieve well although some of them have only benefited from the good teaching at this school for a short time. The 2007 results for Year 6 pupils were broadly average overall and in English and science. Standards in mathematics were above average.

The school's information on pupils' progress shows that girls outperform boys. Pupils with learning difficulties and those at an early stage of learning English make similar progress to other pupils.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including spiritual, moral, social and cultural development, are good. Pupils feel safe and know how to get help from adults or 'buddies' at playtime. They value the playground 'friendship stop'. The school's designation as a Healthy School is reflected in pupils understanding the importance of making healthy lifestyle choices. A young pupil, pointing to a poster, reminded one inspector that he should have five portions of fruit or vegetables a day!

Pupils behave well and know the difference between right and wrong. At break-times and lunchtimes, pupils play together amicably. Pupils are keen to take on additional responsibilities. Through service as school councillors, pupils develop citizenship skills. They are rightly proud of the innovations they have introduced such as the seating area for older pupils. Attendance

is satisfactory. Most pupils enjoy school citing mathematics, sports, music and art as favourite activities. Pupils are keen to learn about other cultures in lessons and through visits such as, for example, to the Ferens Art Gallery. Extra-curricular activities are popular and well attended. Pupils are aware of others less fortunate than themselves and successfully support good causes such as a wheelchair campaign. The pupils' good attitudes and relationships, coupled with good academic achievement, prepare them well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. Teachers successfully plan to meet the needs of pupils of all abilities. They challenge pupils, expecting them to make good progress. Teachers possess good subject knowledge, particularly so in mathematics. This is why pupils often gain above average results in this subject. More able pupils in a Years 5 and 6 class knew that by trying hard they could complete mathematics tasks that are normally undertaken in Year 7. As the challenging work on percentages developed, the teacher made a meaningful link to the school's attendance target; this brought relevance to the topic.

Pupils quickly settle into lessons, they listen to instructions and are keen to contribute. Teachers form good relationships with their pupils and manage them well. Discussions in lessons are lively. In an infant literacy lesson, speaking and listening skills were promoted effectively when each pupil held a question and answer session with a partner. The teacher's good deployment of a teaching assistant helped ensure pupils with learning difficulties and those who are at an early stage of learning English also made good progress.

Teachers make good use of assessment to guide pupils. Marking is used well to guide pupils towards what they need to do to improve. Expectations for pupils' handwriting, however, are often too low with handwriting often being untidy.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that fully meets requirements. The school's accreditation of the Basic Skills Quality Award is reflected in the strong emphasis on literacy and numeracy skills. The curriculum is being successfully broadened and good cross-curricular links are evident. A group of lower ability infant pupils used their ICT skills and art software confidently to design posters to promote the rule of 'no running' in school. Planning successfully addresses the needs of the most able pupils, those with learning difficulties and those at an early stage of learning English. Pupils' personal development is supported through a well planned programme, including relationships and drugs education.

Pupils and parents appreciate the way the school enriches the curriculum through a host of well attended out-of-school activities and a broad range of visits and visitors. The pupils particularly enjoyed the trip to the Guildhall in Hull. The good partnerships with sports coaches, visiting music teachers and public service staff such as the fire officers help pupils to extend their knowledge and skills.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Child protection procedures are in place and all staff have been appropriately trained. Safeguarding requirements are met.

Parents feel that the school has a very caring attitude towards the pupils. Health and safety issues are regularly reviewed and risk assessments are carried out efficiently. There is good support for pupils with learning difficulties. Consequently, they make similar progress to other pupils. Pupils identified for specific support are promptly placed on suitable programmes. Pupils benefit from good liaison between the school and external specialists.

Assessment, setting pupils' targets and tracking their progress are well embedded and recognised as being of good quality by the local authority. Parents and pupils are involved in setting targets and pupils have a clear idea of how to improve their work. Classes offer advice to parents about how to help their children with mathematics. Parents are kept well informed of their children's progress through open evenings, newsletters and regular reports.

Leadership and management

Grade: 2

Leadership and management, including governance, are good. The headteacher, through her resolute leadership ensures that the school promotes its mission statement 'to release the full potential of both adults and children inspiring them to be the best they can be'. She is well supported by skilled senior leaders and an energetic staff team who are effectively deployed to raise standards. They do particularly well in raising mathematics standards, promoting creativity and improving behaviour through delivery of the Social and Emotional Aspects of Learning (SEAL) programme.

Effective self-evaluation gives an accurate picture of the school. Quality assurance systems are well established with the views of pupils, parents and visitors routinely sought. Regular checks on teaching, pupils' work, the tracking of pupils' individual progress and analyses of assessment data keep the senior management team well informed and directly influence the areas for school improvement. The use of challenging targets confirms that the school regards inadequate progress as unacceptable. Senior managers successfully extend the concept of target-setting to other aspects of the school such as raising attendance to above average.

The governors are well informed. They use their 'Quality and Standards' Committee to focus on monitoring pupils' academic progress and personal development by regularly checking delivery of the school improvement plan. Recently, one governor compiled a full, pictorial analysis of a parents' survey and led the discussion on the implications of the findings. The school has improved since the last inspection and has a good 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?	2
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	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	3
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

15 November 2007

Dear Pupils

Inspection of Ings Primary School, Kingston-upon-Hull, HU8 0SL

Thank you for the help you gave us when we inspected your school. We all enjoyed meeting you and we were impressed by your friendliness, good manners and good behaviour. We enjoyed visiting your classrooms, looking at your work and talking to you about your school. We know that everyone in your school wants you to have a say in how your school develops and your school councillors told us how you have helped to improve it.

These are the things we found out about your school. You attend a good school. We know that you make good progress as you move through each school year and, by the time most of you leave at age 11, your knowledge, skills and understanding are what is expected for pupils at that age. Standards are better in mathematics than in English and science. Many of you told us you are enjoying mathematics and we know you often make really good progress with this subject. We know that the teachers give you clear information on how you can improve and that you understand well what it means to work towards reaching targets.

You told us you enjoy school, feel safe and know how to get help quickly when you need it. You also reminded us how important you think it is to be fit and healthy. We know you like helping at school by taking on responsibilities and you have been successful at raising funds for good causes. You told us you enjoy the many opportunities to learn when visitors come to school to work with you, as well as the educational visits the staff organise.

There are some things the school could do to be even better. These are to:

- improve standards in English and science
- improve the progress made by boys
- improve standards of presentation, in particular your handwriting.

We wish you and all the staff the very best for the future.

Yours sincerely

Derek Sleightholme

Lead inspector