

# Inmans Primary School

Inmans Road, Hedon, Hull, HU12 8NL

**Inspection dates** 12–13 January 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early Years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Pupils' progress, from their below average starting points, is good. This is particularly evident in Key Stage 2, where the gaps between different groups of pupils are closing rapidly.
- Pupils make good progress in reading throughout the school. They are keen and eager to read and the school promotes reading well.
- Teaching is good, which results in pupils learning quickly and enjoying their lessons, evident in their improved attendance.
- Teaching assistants are skilled in supporting the learning and personal development of individuals and small groups of pupils. This makes a big difference to the progress made by these pupils.
- Leaders and governors have high aspirations for pupils. They have developed a strong sense of purpose and determination amongst all staff that all pupils should achieve their potential.
- The curriculum is well organised and successfully enhanced with a wide range of activities that appeal to many pupils.
- Governors are well informed about the quality of teaching and the progress made by different groups of pupils. They hold leaders to account well, asking challenging questions.
- The mixture of planned and child initiated activities in the early years is exciting and, combined with strong teaching, results in children making good progress. Parents make an effective contribution to their children's learning.
- Pupils behave well, take responsibility posts seriously and enjoy helping others, especially with their reading. They treat others with respect and consideration.
- Parents have high levels of confidence in the work of the school.

### It is not yet an outstanding school because

- Occasionally, not enough is demanded of the most-able pupils and their progress slows.
- Opportunities for pupils to write at length are underdeveloped.
- Pupils' understanding of different faiths and cultures is not fully developed.
- Plans for improvement lack measurable indicators that would enable leaders to check whether actions are making a difference. Learning time is not maximised because not all lessons begin sharply in the mornings.

## Full report

### What does the school need to do to improve further?

- Ensure that all teaching is consistently of a high standard so that all pupils, from early years to Year 6, can make rapid progress and reach even higher standards by:
  - raising the expectations of all staff even further so that the most-able pupils in particular are challenged and stretched continuously
  - providing opportunities for pupils to develop their writing stamina
  - making sure that all lessons start promptly in the mornings so that learning time is not wasted.
- Ensure that pupils' understanding of other faiths and cultures is developed further.
- Improve the impact of the work of all leaders by ensuring that they are crystal clear about how planned actions will contribute to improvements in teaching and pupil progress, particularly for those who are most able.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher is very well supported by the deputy headteacher. They have the full support of staff in driving forward improvement. Staff morale is high.
- Senior leaders have a clear understanding of the strengths within the school but also recognise that there are some areas that need their attention. Much has already been put in place and, as a result, pupil outcomes and progress overall continue to improve. The monitoring of teaching is more refined than at the time of the previous inspection. Regular pupil progress meetings, involving a number of different staff, take place so that the progress being made by different pupils can be checked and decisions made so that support can be provided. Now, gaps are closing and all pupils have an equal opportunity to succeed.
- Subject leaders monitor and support teachers well in improving the quality of teaching. Their contribution to leadership is secure and they influence improvements within the school.
- School plans identify appropriate areas for improvement and many activities are already taking place. Currently, the plans lack clear criteria by which success can be measured in terms of improving the progress made by different groups of pupils.
- The setting of challenging targets for teachers to improve is used well to identify the skills that teachers need. Appropriate training is arranged to improve teaching and help those who are new to the profession. In discussion with inspectors, staff confirmed that the support and challenge they receive is 'second to none' and makes a significant difference to their work.
- Leaders use additional government funding well. The help and support for these pupils has ensured that they are making good progress in line with their peers and that the gap between them and other pupils in the school is closing rapidly.
- The curriculum is enhanced with a wide range of clubs and after-school activities, which are valued and enjoyed by pupils. Inspectors were shown the work going on in the craft club and were told about the gardening club. Visits to places of interest enhance class-based lessons.
- The classroom curriculum is well planned so that different subjects link to an over-arching question. Pupils are able to find things out for themselves at home so that they can answer the key questions as well as learning in class. This way of learning is enjoyed by pupils who told inspectors that 'we can link geography, science and English together'. French is also included in the curriculum so pupils become familiar with the language and life of another country. Many lessons include opportunities for pupils to discuss events and start to understand how democracy works and the importance of right and wrong actions. Inspectors saw the result of this work in pupils' spiritual, moral, social and cultural awareness. Although pupils know that people from many different backgrounds live in Britain, their depth of knowledge about differences is limited.
- The PE and sport premium funding is used very effectively to extend pupils' sporting skills and to ensure that many take part in the activities provided. Pupils told inspectors about the different sports on offer and how taking part helps to keep them fit and healthy.
- The local authority has maintained a light touch to check on how well the school is doing. They make sure that leaders can provide appropriate evidence to support their judgements.
- The arrangements for safeguarding are effective. Staff are vigilant and well trained to ensure that pupils are kept safe and know how to identify any potential issues. Policies and procedures are firmly established and reviewed appropriately. Staff work closely with parents and external agencies when needed.
- **The governance of the school**
  - Governors share the vision and expectations of the headteacher. They have a wide range of appropriate skills. They hold all leaders regularly to account, receiving reports and presentations from them. These activities are supplemented by their own visits, so that they know the school well. Governors ensure that pupils are doing as well as possible across the school and check that support activities are having the right impact. They are clear about the progress that pupils are making through their good knowledge of national performance measures.
  - The governing body understands the arrangements linking teachers' performance to pay. They set high standards to be reached by the headteacher. They ensure that all additional funding is used

appropriately and is making a difference to pupil outcomes.

- Governors know how leaders are preparing pupils to be ready to take their place in society as good citizens.

## **Quality of teaching, learning and assessment** is good

- Pupils welcome the way lessons are planned so that all subjects link to an overarching theme for the term. They are keen to do their best in different subjects. During the inspection, a class were given the materials they needed for an experiment to see if light travels in a straight line. Ideas and suggestions were made by pupils as they worked out whether the statement was true. The work was challenging and pupils 'rose to the occasion' and made good progress.
- Older pupils talk confidently about how to improve their work and reach the goals that have been set. They understand the feedback provided and they are keen to deepen their understanding. Some pupils told inspectors that sometimes they should be given harder work to do so that they can make even better progress. This lack of challenge for the most-able pupils in particular was seen in some mathematical lessons and in their books.
- Questioning is used well to assess pupils' understanding. Pupils are encouraged to share their work with their peers and to learn from others how and why improvements should be made. In the best cases, teachers adjust the challenge appropriately to ensure that pupils make good progress.
- Many pupils are keen and eager to learn and lessons get off to a prompt start with pupils taking responsibility for their 'morning work' so that learning time is not wasted. On occasions, lessons start slowly and pupils' initial enthusiasm is not captured appropriately.
- Teaching assistants are well trained, respected and contribute well to pupils' learning, both during lessons and when working with groups and individuals. They understand their roles in different lessons.
- Teachers provide good opportunities for pupils to develop their literacy skills across a wide range of subjects because of the way that they have planned the curriculum. Speaking and reading by pupils in class has a high priority. Reading has had a high significance recently and this means that standards in reading have risen. However, some younger pupils in particular struggle to use their knowledge of phonics (the sounds that letters make) when they try to work out new words. Pupils write regularly but the opportunities pupils have to write at length, for example to develop their writing stamina and to apply their literacy skills in different styles, is underdeveloped.
- Homework is provided regularly and is welcomed by many pupils who enjoy the challenges and the chance to research and investigate different topics. Parents who responded to the online Parent View survey are happy with the information they receive about the progress being made by their children.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and ready to talk with visitors. The inspectors found themselves involved in a survey of favourite fairy tales being undertaken by Reception children as part of the work done to improve their speaking and listening skills.
- Pupils have to apply for many positions of responsibility. This introduces them well to the voting and democratic systems in Britain. However, despite activities to promote awareness of other faiths and cultures within the curriculum, pupils understanding of this is underdeveloped.
- Pupils told the inspectors that there is good participation in the wide range of clubs and activities out of school time. Pupils, including those in the Reception class, also said how important it is to eat healthily and to keep themselves fit.
- Considerable work is undertaken to keep pupils safe in different situations. Pupils talk well about being sensible in school and how to keep themselves safe when using modern technology. Parents and staff who responded to the online surveys are unreservedly positive about their children's safety.
- Pupils recognise that bullying sometimes takes place in the school. They are confident that any issues will be quickly tackled by adults.

## Behaviour

- The behaviour of pupils is good.
- Pupils move around the school sensibly and conduct themselves well inside the classroom. They socialise well together during play and lunch times. Inspectors saw that older pupils help the younger ones with their reading, which both enjoy.
- Any incidents of misbehaviour are recorded and pupils told inspectors that the penalties for these incidents are used fairly. Pupils were also keen to point out the rewards they can earn both for positive behaviour and good work.
- Pupils are keen to learn. For the great majority of lessons, they listen carefully to each other and respect others' views. A scrutiny of pupils' books showed that pupils are proud of their work and there are many examples of good presentation.
- After concerns about attendance at the previous inspection, effective action has been taken and attendance has improved considerably. Most pupils arrived ready to learn and got on with their morning work.
- Displays of pupils' work and other educational material in the corridors are of good quality, interest pupils and promote the school well.

## Outcomes for pupils

are good

- Since the previous inspection, outcomes have improved despite some variability in subjects during that time. This is due to continued good teaching. Where the standard of teaching drops as seen, but not exclusively, in Key Stage 1, then pupil outcomes and the progress that they make weakens.
- Pupils in Year 6 who took the national tests in 2015 made progress slightly above the national average in reading, writing and mathematics and reached standards that were broadly average. There was a similar picture for those pupils who took the national tests in Year 2. However, a below average proportion of pupils in Year 1 reached the expected standard in the phonics check.
- Leaders thoroughly analysed the variation in results and the progress made by different groups of pupils following the national tests. Changes have been put in place already and leaders were able to demonstrate to inspectors the effect that these are having on the progress being made by different groups of pupils. An analysis of pupils' books undertaken during the inspection showed that many groups of pupils are making good progress in English and mathematics. Nevertheless, there is still some variation, especially in Key Stage 1, where teaching is less strong.
- The most-able pupils make similar progress to their classmates, although opportunities are sometimes missed to add further to the level of challenge and ensure that they move on at an even faster rate. The proportion who reached the higher levels in the 2015 national tests was above the national average in reading, writing and mathematics but below in the English grammar, punctuation and spelling test.
- The gap between the progress made by disadvantaged pupils and those who are not disadvantaged has closed especially for pupils in Key Stage 2. In Key Stage 1, disadvantaged pupils are catching up with their peers, but they still have a way to go.
- Pupils with disabilities and special educational needs, some with profound needs, make generally good progress from their starting points. The needs of these pupils are identified well and staff provide good support both inside and outside the classroom.
- Leaders are aware that more pupils should be achieving better in extended pieces of writing. The recent work to promote and interest pupils in reading has had a good impact, with pupils enjoying reading and discussing their books.

## Early years provision

is good

- Teaching engages and motivates children so that they enjoy taking part in activities and learning new things. Children, including those who are disadvantaged, are disabled, or who have special educational needs join the setting with skills below what would be expected for their age.
- By the end of the Reception class, in many areas, children make good progress and develop skills that are above those found typically. However, despite this positive picture, leaders know that more children

should make better than expected progress in the important areas of reading, writing and mathematics.

- Children are safe and happy because of the rigorous procedures in place in the early years provision. Strong relationships exist and the staff all know the children well. Parents welcome the way they are involved and able to contribute to their child's learning through meetings and workshops.
- Children behave well and show good attitudes to their learning. They follow instructions well and share resources sensibly.
- The classrooms both indoors and outside are bright, stimulating places with a range of activities for children to discover as they learn and develop different skills. Help is provided, when needed, for those children who need extra time on certain activities. This work is well planned and enables children who may be falling behind to catch up quickly.
- Leadership of the early years is good and drives improvement. Leaders recognise the need to improve some of their planning arrangements so that they can measure more easily if different actions are having the intended impact.
- Transition arrangements are well planned so that when children leave Reception they have begun to understand the social and academic skills needed when they start in Year 1.

## School date

<b>Unique reference number</b>	117911
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10001478

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Baker
<b>Headteacher</b>	Sally Morgan
<b>Telephone number</b>	01482 899485
<b>Website</b>	<a href="http://www.inmansprimaryschool.co.uk">www.inmansprimaryschool.co.uk</a>
<b>Email address</b>	<a href="mailto:Inmans.head.primary@eastriding.gov.uk">Inmans.head.primary@eastriding.gov.uk</a>
<b>Date of previous inspection</b>	17 February 2011

## Information about this school

- This is a larger than average sized primary school.
- The proportion of pupils supported with additional government funding, known as the pupil premium, is below the national average. This funding is provided for those pupils known to be eligible for free school meals and looked after children.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds and with English as an additional language is well below average.
- A below average proportion of pupils receive support for their particular special educational needs.
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Children start early years with full-time education in the Reception class.
- There is a breakfast club once a week for pupils who are in receipt of free school meals.

## Information about this inspection

- Inspectors observed lessons in all classes, and many were jointly observed with members of the senior leadership team. They also made a series of short visits to observe small group teaching. They also observed assemblies and heard pupils from Years 2, 3 and 5 read.
- Inspectors reviewed pupils' work in lessons and also analysed samples of pupils' books.
- Inspectors met with senior leaders, middle leaders, the Chair of Governors and five other members of the governing body and a representative of the local authority.
- Meetings were held with groups of pupils from Years 2, 4 and 6. Other pupils were spoken with informally at lunch and play time.
- Inspectors analysed a range of data provided by the school relating to pupils' attainment, progress and attendance. They also received a number of other documents covering leader's monitoring and tracking of the quality of teaching; pupils' progress; school policies; plans and improvement documents; records of behaviour and support for disadvantaged pupils and those with special needs.
- Seventy-eight parents responded to the online Parent View questionnaire.
- The inspectors took account of 20 responses to the staff questionnaires and the 17 responses from pupils.

## Inspection team

Marianne Young, lead inspector	Her Majesty's Inspector
Helen Lane	Her Majesty's Inspector
Ian Carnell	Ofsted Inspector
Rajinder Harrison	Ofsted Inspector
Sue Twaites	Ofsted Inspector

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