

Inspection of a school judged good for overall effectiveness before September 2024: Inmans Primary School

Inmans Road, Hedon, Hull HU12 8NL

Inspection dates:

1 and 2 April 2025

Outcome

Inmans Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are safe and happy. They enjoy coming to school. The school has high expectations for pupils' achievement, which are realised.

Pupils cooperate well during break times and play respectfully with their peers. Behaviour is managed effectively. Established routines support a calm and highly focused atmosphere in classrooms.

The school is committed to supporting pupils' personal development. Extra-curricular activities enrich pupils' experiences. These include developing music and sport skills. The school choir performs regularly in the community. This supports pupils' confidence and resilience effectively. Pupils demonstrate a secure understanding of personal safety. This is particularly strong in terms of online safety and recognising unhealthy behaviours. Pupils access several residential trips to outdoor activity centres. This supports their character development when completing teamwork activities.

Pupils take on a range of leadership roles in the school. These include well-being ambassadors, 'reader leaders' and 'maths mates'. Pupils contribute actively to school life through these roles.

The school has forged strong links with the community. This includes welcoming visitors into the school and visiting different industries in the community. These experiences link what the pupils are learning to real life and reinforce their aspirations.

What does the school do well and what does it need to do better?

Children get a positive start to their education in the early years. Relationships between adults and children are nurturing. Staff know the children's learning needs well. They use

this understanding to design activities that support further development. Interactions between staff and children are effective. Staff ask questions that allow children to practise the things they are learning. This extends and reinforces children's understanding.

The school prioritises learning to read. Staff access useful training to support their phonics knowledge. They use this to model and introduce the sounds that make up words effectively. This supports pupils to use these sounds accurately when learning to read. Pupils take home books that include the phonics sounds they know. This is effective in supporting pupils to develop their reading fluency. The school checks regularly what pupils know and remember. They use this information successfully to support pupils if they have any gaps in their understanding. The school has identified a range of texts to capture pupils' interests. Adults read these to pupils daily. This is supporting pupils to develop a love of reading. Many pupils say these are their favourite books and can retell the stories in detail.

The curriculum is embedded well and ambitious. Staff have strong subject knowledge. They introduce new concepts effectively. This includes providing time for discussions and using different resources. Staff design engaging activities that spark pupils' interest. This motivates them to learn. In lessons, pupils are eager to share their understanding. Pupils are rightly proud of the work they produce. Their work reflects the school's ambitions.

The school identifies pupils with special educational needs and/or disabilities (SEND) promptly. It works with external agencies diligently to make sure that accurate support is secured. The school has a detailed understanding of the adaptations pupils with SEND need. The provision in lessons is effective. The specially resourced provision for pupils with SEND provides precise support for pupils with autism. Skilled staff support pupils effectively. Provision is designed carefully in line with these pupils' individual needs.

The school has considered its approach to pupils' broader development deliberately. Pupils learn about how to identify risk and what they need to do to keep themselves safe. This includes road safety and water safety. Pupils learn about fundamental British values in lessons and assemblies. Pupils can articulate and apply their understanding clearly. They are respectful and tolerate difference. However, pupils' understanding of different faiths and religions is mixed.

Leaders demonstrate a clear and strategic approach to school improvement. They make decisions that are consistently in the best interests of pupils. Leaders review and refine practice regularly. They are committed to staff development. This ensures that staff remain equipped to deliver a high-quality curriculum. Staff are extremely positive about how leaders consider their well-being and workload. The school works effectively with parents and carers to build positive relationships between home and school. This is supporting pupils to attend regularly.

Governors are committed to supporting and improving the school. They have an accurate picture of the school and are fulfilling their responsibilities well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils' understanding about different faiths and cultures is limited. As a result, pupils are not as prepared for life in modern Britain as they could be. The school should ensure that the approach to supporting pupils' understanding of different faiths and cultures is effective, so that pupils are better prepared for life in a diverse society.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in January 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117911
Local authority	East Riding of Yorkshire
Inspection number	10346323
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	The governing body
Co-chairs of governing body	Susie Rix and Victoria White
Headteacher	Sue Fellows
Website	www.inmansprimaryschool.co.uk
Dates of previous inspection	15 and 16 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a breakfast club, which is overseen by the governing body.
- The school does not use any alternative provision.
- The school has a specially resourced provision for 12 pupils with SEND. The provision is for pupils with autism.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the acting headteacher and members of the senior leadership team.

- The inspector met with representatives of the governing body and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to Ofsted's online surveys for pupils, staff and parents. This included any free-text responses to Ofsted Parent View.

Inspection team

Andrew Yeomans, lead inspector

Ofsted Inspector

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