

Inspection of a good school: Inmans Primary School

Inmans Road, Hedon, Hull HU12 8NL

Inspection dates:

15–16 October 2019

Outcome

Inmans Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending school. They study a wide range of subjects with each topic starting with an interesting question. Pupils enjoy joining in with exciting activities to try and answer these questions.

Pupils take part in a wide range of extra-curricular activities. These include a gardening club and even an interior design club. Pupils value the opportunities they have to take part in competitions. They recently won the local rugby and cross-country competitions. The school is proud to have achieved the National Spiritual, Moral, Social and Cultural (SMSC) gold award.

Leaders and staff greet pupils each day as they enter the school. Leaders know the pupils well. The school environment is attractive. It celebrates the good work that pupils do across the curriculum. However, in key stage 1, pupils' presentation and handwriting are not as good as they should be. This can make their work untidy.

Pupils' behaviour is good. Pupils are polite and respectful. They move around the school sensibly. Pupils listen carefully in lessons and like to join in discussions. Pupils who shared their views said they feel safe, including when using the internet. Pupils say that bullying is not an issue because teachers deal with any incidents of poor behaviour quickly.

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

Leaders have thought carefully about the subjects they lead, including the sequence that pupils will learn important content. Leaders have good subject knowledge. This helps teachers to know what they must teach and why it is important. As pupils move from class to class, their learning builds on what they already know and can do. For example, pupils used their knowledge of trade in Victorian times to understand why the fishing industry declined in Hull.

Pupils' learning is not sequenced as well in reading comprehension. Pupils do not get time to develop their reading skills in depth. This means their answers can be inaccurate or lack detail. Sometimes, pupils' work is not presented well enough in key stage 1. Letters are not as well formed as they should be.

Leaders have introduced a new mathematics programme. Teachers appreciate the training they have had to use this new approach. They feel that it has improved the quality of their teaching. Pupils enjoy their mathematics lessons. They say that the new activities help them to learn. Pupils have lots of opportunity to solve problems. There is less opportunity for them to talk about their work and explain their thinking. Sometimes, teachers do not spot which pupils need help or need more difficult work. This means that some pupils, particularly the most able, do not achieve as well as they might.

Children settle well in Reception. Staff involve parents to help pupils to learn their letters and sounds. Pupils read books that include only the sounds that they know. Teachers check regularly to see how well pupils are doing. If they are falling behind, they provide them with extra support. This helps them to keep up with their peers. Leaders make reading a high priority. Staff encourage pupils to enjoy the books they read. Reading ambassadors promote reading to their friends. Some pupils are trained as reader leaders. They read with pupils who do not manage to read regularly at home.

Teachers assist pupils with special educational needs and/or disabilities (SEND). Pupils with SEND carry out the same activities as other pupils, when they are able to. Leaders check on the learning that these pupils undertake. Leaders and staff use plans to give some of these pupils extra support. The school has a new resource base for pupils with autism spectrum disorder. Leaders have put in place clear plans for pupils using this resource.

Disadvantaged pupils do well because the staff adapt the curriculum to meet their needs. Pupils access a range of cultural visits and activities beyond their own experiences. There are many opportunities for pupils to contribute to the community. This encourages pupils to empathise with others. The amount of food they have gathered for a local charity, to support homeless people, is impressive.

Leaders are ambitious. They know what they need to do to improve the school. They have clear plans in place to make things even better. The leadership team works well together to support staff. Staff appreciate the efforts that leaders go to when considering workload. Staff work well as a team to help each other and share ideas.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide good training for staff. This helps staff to identify the signals that may indicate a pupil is at risk. Leaders check whether new staff are suitable to work with children. New staff receive information and training about safeguarding. This ensures that they are ready to work at the school.

Staff know pupils and families well. There are effective systems for recording and reporting information. Pupils learn how to stay safe in a wide range of situations, across the curriculum. This includes learning about fire and road safety. Pupils say they feel safe. They say that leaders will take care of them if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are not forming letters well enough or taking enough pride in their work. The quality of presentation and handwriting in key stage 1 needs to improve. Leaders and teachers need to ensure that the school's handwriting policy is followed and that teachers help pupils to produce neater, more legible work.
- Phonics is well sequenced and taught effectively. However, reading comprehension lessons are not as well sequenced and there is less clarity about how these should be taught. As a result, pupils do not always build upon what they already know. They are not as confident as they should be in understanding the meaning of texts they read. Leaders need to review the school's approach to reading comprehension and ensure that pupils build upon the knowledge and skills they already have.
- Although leaders have introduced a new approach to the teaching of mathematics, some of the most able pupils are not sufficiently challenged. This is because teachers are not noticing quickly enough that these pupils need more difficult work. Leaders need to help teachers further develop assessment strategies, to ensure that they identify these pupils quickly during lessons.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Inmans Primary School to be good on 12–13 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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117911
Local authority	East Riding of Yorkshire
Inspection number	10110763
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	398
Appropriate authority	The governing body
Chair	David North
Headteacher	Susan Fellows
Website	www.inmansprimaryschool.co.uk
Date of previous inspection	12–13 January 2016

Information about this school

- The school is an above-average-sized primary school.
- The school provides a breakfast club and after-school club.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils with an education, health and care plan is above the national average. The proportion of pupils who receive support for SEND is below average.
- The school has a separate resource base for autism spectrum disorder.

Information about this inspection

- I met with the headteacher, assistant headteachers, special educational needs coordinator (SENCo) and curriculum leaders. I met with the local governing body and the school business manager. I also spoke to a representative from the local authority on the telephone.
- I focused on reading, mathematics and history during this inspection. I visited lessons with senior leaders and talked to some of the pupils and teachers from the lessons I visited. I met with senior and curriculum leaders to look at pupils' work.

- I checked documents relating to safeguarding on the school's online recording system. I looked at safeguarding policies and procedures. I talked to staff about how they keep pupils safe.
- I observed lunchtime in the playground and in the dinner hall. I talked to children about their views of the school.
- I met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- I took account of 93 responses to Ofsted Parent View, the online questionnaire, including free-text commentaries.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

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