

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

Ings Primary School, Ings Road, Hull HU8 0SL

Inspection dates:

28 and 29 January 2025

Outcome

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

The headteacher of this school is Lisa Allen. This school is part of Thrive Co-operative Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jonathan Roe, and overseen by a board of trustees, chaired by Ken Battye.

What is it like to attend this school?

Pupils welcome visitors to the school. They are proud of their school and capture this in their assertion that 'Ings are kings!' Pupils are happy and demonstrate a strong sense of belonging to their school.

The school has high expectations for its pupils. It has recently undertaken a review of its curriculum. The school has made considerable changes to ensure that the curriculum now meets the needs of its pupils effectively. However, the impact of this work is not reflected in the school's end of key stage outcomes.

The school has created a positive environment for learning. Pupils rightly agree that the newly implemented behaviour expectations are fair. Pupils play cooperatively with resources and share equipment respectfully. Pupils who attend the specially resourced provision for pupils with special educational needs and/or disabilities (SEND) (specially resourced provision), known as 'The Orchard', enjoy their calm learning environment.

The school's 'learning muscles' enable pupils to develop eight skills linked to embracing challenges, resilience and independence. The school rewards pupils who demonstrate curiosity or concentration in their assemblies. It supports pupils to engage well in their own learning.

The school builds community relationships through its Friday 'chat and choose' sessions effectively. Staff and other agencies are available to meet with families to offer advice and support.

Pupils demonstrate a strong awareness of equality, safety and protected characteristics. They debate important topics through initiatives, such as Black History Month and the White Ribbon campaign. This enables pupils to challenge, discuss and explore important social issues.

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

The school uses a curriculum the trust has developed. The school adapts this curriculum to meet the needs of its pupils, such as tailoring their geography curriculum to their local area. The trust provides training that impacts positively on the delivery of the curriculum. Consequently, teachers have good subject knowledge. They use it to ensure that pupils learn essential knowledge effectively. The school checks what pupils know and remember at the start of each lesson. This helps pupils to make links between their prior and current learning.

End of key stage 2 outcomes for pupils over the last two years are below the national average. The school recognised that the core areas of the curriculum, such as English and mathematics, were not helping pupils to learn effectively. As a result, they have rewritten the curriculum and improved how it is taught. Expectations of what pupils can achieve are much higher than before. Pupils now learn the curriculum well. However, this is not yet reflected in published outcomes.

In the early years, children play well together. For example, a group of Nursery and Reception children helped each other to balance along large outdoor equipment. Children tidy up their resources when they finish playing. They are responsible and follow the school's expectations.

Children in the early years benefit from teaching that emphasises communication and language development. Staff ensure that important words are shared with children effectively. For example, staff support children during their play to repeatedly use words like 'full' and 'empty'. Staff help children with SEND to interact effectively with staff and their fellow pupils. For example, staff use specific communication methods such as simple, two-word phrases where appropriate. Such strategies enable pupils with SEND to successfully participate in group activities.

Staff teach the school's phonics programme consistently well. Staff check the sounds pupils know and provide targeted support for pupils who are not keeping up. They check that pupils are selecting the right sounds systematically when writing unfamiliar words. As a result, pupils develop effective reading and writing skills.

Pupils' presentation has improved considerably in some year groups. However, this is not consistent across the school, where handwriting and letter formation can be of poor quality.

The specially resourced provision, 'The Orchard', offers bespoke support for its pupils' communication and interaction needs. The school ensures the curriculum is adapted to their specific needs, focusing on life skills, alongside pupils' academic learning. However, the tasks some pupils with SEND are set in the mainstream school do not consistently meet their needs. They find these tasks difficult to complete and rely too heavily on adults to complete tasks. The school's recent work to adapt provision so that pupils with SEND can work with greater independence is new and needs time to show impact.

The school provides a rich variety of experiences for pupils, such as making effective use of their local area for educational visits. It uses visitors thoughtfully, such as authors to enhance learning. The school prioritises pupils' physical and mental health appropriately. Pupils enjoy mindfulness activities, such as colouring or running a mile around the school's grounds. Pupils relish taking on leadership roles, such as mathematics and reading 'ambassadors'. They take responsibility for running the 'times table club' or tidying the library. These experiences help pupils develop their self-confidence and organisational skills.

The trust and local governing board recognise the journey the school is on to improve the quality of education for pupils. The trust completes useful visits to support and challenge the school's progress. This enables governors and trustees to ensure the school continues on its development journey.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's expectations of pupils' handwriting and presentation are not high enough. This means that errors in letter formation and wider presentation are not consistently addressed. The school should ensure that it raises expectations for handwriting and presentation and checks that these expectations are implemented consistently.
- In some lessons, curriculum activities are not matched sufficiently to meet the needs of pupils with SEND. This means that these pupils do not learn the curriculum as well as they should. The school should ensure that activities enable pupils with SEND to acquire and practise their knowledge and skills with greater independence.

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 first ungraded inspection since we judged the predecessor school, of the same name, to be good for overall effectiveness in October 2014.

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	143224
Local authority	Kingston upon Hull City Council
Inspection number	10346612
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	Board of trustees
Chair of trust	Ken Battye
CEO of the trust	Jonathan Roe
Headteacher	Lisa Allen
Website	www.ingsprimaryschool.co.uk
Date of previous inspection	25 April 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Thrive Co-operative Trust.
- The headteacher was appointed in September 2024. Prior to this, they were head of school, supported by an executive headteacher.
- The school has a specially resourced provision that provides 10 places for pupils with communication and interaction needs. Places are allocated by the local authority.
- The school uses one registered alternative provision.

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 their evaluation of the school.

- The inspector met with the headteacher and other leaders in the school.
- The inspector also met with the chair of the local governing board, the CEO of the trust and trustees.
- The inspector held a discussion, by telephone, with a representative from the registered alternative provision used by the school.
- 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 Parent View, including the free-text comments. They also considered the responses to Ofsted's online survey for staff. Inspectors spoke with groups of staff and pupils to gain their views about the school.

Inspection team

Alison Stephenson, lead inspector

His Majesty's Inspector

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