

Intake Primary School

Inspection report

Unique Reference Number	106996
Local Authority	Sheffield
Inspection number	356070
Inspection dates	2–3 March 2011
Reporting inspector	Kevin Johnson

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair	Mrs Valerie Cottam
Headteacher	Mr Chris Jennings
Date of previous school inspection	13 December 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 24 lessons and observed the work of 14 teachers. Meetings were held with groups of parents and carers, pupils, members of the governing body and staff. Inspectors observed the school's work and looked at national test data and the school's assessments, policies and minutes of the governing body meetings, samples of pupils' work and documentation relating to safeguarding. One hundred and seven questionnaires returned by parents and carers were taken into account as well as those completed by pupils and members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Does teaching and learning lead to consistently good or better progress?
- Are there signs of improved attainment at the end of Key Stage 1?
- Is the school doing all that it reasonably can to improve attendance?

Information about the school

The very large majority of pupils in this larger-than-average-sized primary school are White British. The proportion of pupils known to be eligible for free school meals is below average. A slightly smaller-than-average number of pupils has special educational needs and/or disabilities.

The school has recently become a Foundation School with charitable trust status. A Cooperative Trust has been formed with four other schools. Healthy School status and the Activemark have been achieved and the school provides additional care by way of a breakfast club.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school which has seen rapid improvement in all areas of its work since the last inspection. Highly effective leadership and management and an excellent response from all staff and the governing body to pupils' needs have had an immense impact. The quality of teaching and learning has improved dramatically, and the school's unremitting focus on attainment and progress has created a dynamic learning environment in which the drive for continuous improvement is fully established. Leaders and managers at all levels have an accurate view of the school's success and what needs to be done further. There is outstanding capacity to sustain the current rate of improvement.

Children in the Early Years Foundation Stage are given a good start to their education. From entering Reception with skills which are, overall, below expectations for their age they make good progress.

Pupils' exceptional enthusiasm for school and the joy they experience through their learning are products of the outstanding curriculum and equally exceptional care, guidance and support. Both of these ensure excellent personal qualities and prepare pupils well for their future economic well-being.

The quality of teaching and learning is good. Although there is some excellent teaching, there is not enough to judge its quality as outstanding overall. Academically, pupils make good progress throughout the school. Attainment is broadly average and improving well.

Extremely capable leadership, particularly from the headteacher, has established a very strong team of staff and governing body. The entire focus is to provide the best for pupils in terms of the quality of the learning environment and their achievement. Excellent work with Trust partners and highly effective links with parents and carers enhance the school's purposeful ethos and provision for learning by contributing to its outstanding promotion of community cohesion and of equality of opportunity.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and learning and hence further raise attainment and further accelerate pupils' progress by sharing existing best practice across the whole school and evaluating the success of this action.

Outcomes for individuals and groups of pupils

1

Pupils' achievement is good, given their below-average starting points. The good quality of pupils' learning is underpinned by their outstanding attitudes and behaviour. Pupils'

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concentration and eagerness to succeed are strong features in lessons and they enjoy the challenges they are given. They quickly absorb new ideas and practise and apply skills effectively across all areas of the curriculum. They find daily literacy and mathematics lessons interesting and older pupils particularly enjoyed the challenge of working out the cost of their residential visit. Pupils are increasingly motivated to continue their learning at home, using their skills to improve their topic work. They keep account of what they have learned by writing 'learning logs,' which include their own ideas about what they can improve.

Average and steadily improving attainment at the end of Year 6 is an accurate measure of pupils' good progress and achievement and demonstrates the strong improvements made since the school was last inspected. At the end of Year 2, more pupils than previously are on track to reach at least the expected level, with an increased number well placed to attain higher levels. No group of pupils underachieves. The gap between girls' and boys' attainment in mathematics has been successfully eliminated. Pupils with special educational needs and/or disabilities achieve well because the additional support provided for them is well tailored to their particular needs.

Pupils' outstanding spiritual, moral social and cultural development is fully reflected in their general behaviour and attitudes towards others. They feel entirely safe and do not tolerate bullying or racist behaviour. Pupils' cultural development is enhanced, for example by writing to pen-pals in a Kenyan school. Very conscientious teams of prefects, play leaders and playground buddies are always on hand to support justice and fair play in the playground. Pupils have a very mature understanding of what it means to keep healthy. A well-packed trophy case is witness to their sporting success. The very effective workings of the school council and pupils' willingness to take on daily responsibilities typify their excellent contribution to school life. These attributes, together with their average and improving attendance, contribute to pupils' good acquisition of skills for the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Whole-school involvement in a 'Leading the Learning' project with the Trust partnership schools has had a very positive influence on teachers' ability to assess pupils' progress accurately and involve them in setting their own targets. Well-planned lessons are now based on teachers' accurate understanding of pupils' varying needs. Independence and resourcefulness are routinely expected of pupils, so much so that perseverance when tackling a tricky problem was one of the objectives in a mathematics lesson. Teachers' subject knowledge is good and resources, especially information and communication technology (ICT), are used well to help maintain a brisk pace in lessons and to make learning more effective. The best practice, however, is not consistently evident across the whole school. Through their rigorous monitoring and evaluation of teaching and learning, school leaders are aware that this could be shared more effectively and its impact evaluated in order to improve the overall quality of teaching and to secure the best possible progress. Teaching assistants are valued members of the teaching team. Their strong contribution adds considerably to pupils' progress and enjoyment of learning.

The curriculum provides exciting opportunities for pupils to engage in cross-curricular work. Consequently, pupils' literacy, numeracy, ICT and other skills develop at a good pace. The richness of their learning is evidenced by the way that pupils draw on their understanding of different cultures, as seen in their high quality displays of their topic work. The opportunities to follow their personal interests are enhanced by an extensive

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range of activities outside lesson time. Pupils' work with a local high school develops their enterprise skills, art and creativity and provides an excellent boost to their learning and enjoyment.

Exceptional care and support for some potentially vulnerable pupils has boosted their achievement and helped to secure positive relationships. Support from outside agencies is very productive in ensuring that pupils' specific needs are targeted. The variety of strategies used by the school to raise attendance is effective in bringing about good improvement in reducing absenteeism. Parents and carers overwhelmingly share the view that their children are safe and well cared for and they are happy with the information they receive from school about their children's progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at every level are highly committed to the success of the school. They are driven by clear direction from senior leaders and an unerring understanding of their roles in, and accountability for, sustained improvement. The effectiveness of teaching and learning has improved enormously because of teachers' incisive use of assessment. Nevertheless, this has not diminished leaders' drive to achieve outstanding quality of teaching overall. Despite the school's achievements over the past three years, there is no complacency in their ambition to ensure that every pupil, equally, has excellent opportunities to succeed. To that end, the school strongly opposes all forms of discrimination and sets challenging targets for all pupils. The governing body is extremely well informed about the school and fully involved in checking its progress and planning for its further improvement. Safeguarding procedures are good. Leaders work in pupils' best interests and ensure that they and all staff are fully aware of their responsibilities. The school is a truly harmonious community with a strong sense of cultural awareness which stems not least from studies of world-wide responses to global issues such as, for example, water supplies in some African communities. There are also very productive links with schools with differing characteristics both locally and in Kenya. It, therefore, makes an outstanding contribution to community cohesion.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Improved provision in the Early Years Foundation Stage means that children progress well from their starting points. Children's personal, social and emotional development is promoted well so that they quickly learn classroom routines, make friends and become confident, independent learners. The curriculum is planned well, with a good balance between activities led by adults and those which children choose for themselves. Reception staff are resourceful in setting out equipment to create a challenging environment which effectively stimulates children's curiosity and play. Adults engage with children well and support them effectively in their learning and in the development of their skills, through searching questioning and by encouraging children to think for themselves. Good attention is paid to early literacy and numeracy skills. In all activities staff are quick to use opportunities that help children to improve their speaking or counting. Provision for children's welfare is good. Staff members are watchful over the groups of children designated to their care. Very positive relationships with parents and carers ensure that children's introduction to Reception is well managed. Staff observe children's progress closely and use well the information they gain to plan next steps for children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage

Views of parents and carers

A minority of parents and carers returned questionnaires. A very large majority were entirely supportive of the school. A few parents and carers raised concerns, the most common of which was about how well the school helps pupils to have healthy lifestyles. Inspectors questioned groups of pupils about this and found that the school supports pupils extremely well and that pupils themselves are fully aware of what it means to maintain good health, stay fit and to keep themselves safe. A similar number of parents and carers to those with concerns commented on how happy they are with the school and recognised the significant improvements which have taken place.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Intake Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 374 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	60	41	38	2	2	0	0
The school keeps my child safe	69	64	37	35	1	1	0	0
My school informs me about my child's progress	45	42	55	51	5	5	0	0
My child is making enough progress at this school	55	51	48	45	3	3	0	0
The teaching is good at this school	55	51	48	45	2	2	0	0
The school helps me to support my child's learning	46	43	56	52	4	4	0	0
The school helps my child to have a healthy lifestyle	48	45	50	47	9	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	38	53	50	3	3	0	0
The school meets my child's particular needs	50	47	49	46	4	4	0	0
The school deals effectively with unacceptable behaviour	38	36	55	51	7	7	1	1
The school takes account of my suggestions and concerns	28	26	67	63	6	6	0	0
The school is led and managed effectively	57	53	47	44	2	2	0	0
Overall, I am happy with my child's experience at this school	67	63	36	34	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 March 2011

Dear Pupils

Inspection of Intake Primary School, Sheffield, S12 2AR

Thank you for the very warm and friendly welcome you gave me and my colleagues when we came to inspect your school recently. It was a pleasure to talk to you about your school, partly because of your exceptional politeness and good manners, but mostly because you are so proud of what you have achieved.

Intake Primary is an outstanding school. Your contribution to the school through your behaviour, the jobs you do and the way in which you take care of one another is excellent. The standards you reach in your work are steadily improving. That is also true of the progress you make. Your teachers work successfully to make your lessons fun. All of your lessons are good, and some are better than that. Your teachers plan some fantastic ways for you to learn. All of the grown-ups in school take excellent care of you. As a result of all of those things, your school has improved enormously since it was last inspected.

Nevertheless, although your progress is improving and is now good, it could be even better. In order to help that to happen we have asked your headteacher and teachers to make more of your lessons as good as the very best ones and to check that your progress really does continue to improve as a result. You can play your part by continuing to enjoy school working as hard as you do at present.

Yours sincerely

Kevin Johnson

Lead inspector

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