

# Intake Farm Primary School

Armstrong Road, , Mansfield, NG19 6JA

**Inspection dates** 19–20 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The good leadership of the headteacher, senior leaders and governors has secured good improvement since the last inspection.
- Actions taken to improve teaching have been effective and it is now consistently good and some is outstanding.
- By the end of Year 6, pupils reach broadly average standards in reading, writing and mathematics. They make good progress in all subjects in all year groups.
- All groups of pupils, including those eligible for the pupil premium, disabled pupils and those who have special educational needs, achieve well.
- The school is an inclusive community and pupils who need extra help receive good support.
- Attendance has improved since the last inspection and for the large majority of pupils is above average.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils develop positive attitudes to learning.
- Pupils feel safe in school. They form good relationships with each other and adults. They enjoy their time at school and feel supported in their learning.
- The school works well with other schools in the local area and outside agencies.
- Staff morale is high and they work well as a team to secure school improvement.

### It is not yet an outstanding school because

- Pupils are given too few opportunities to solve mathematical problems, and the marking of their mathematics work does not always show them how to improve.
- Pupils have too few opportunities to check the quality of their own work, to think for themselves, and to work on their own.

## Information about this inspection

- Inspectors visited 22 lessons, of which two were joint observations with the headteacher.
- Inspectors heard some pupils read, observed playtimes and attended an assembly.
- Pupils' work was examined, including the 'learning journey' records of the youngest children.
- Meetings were held with groups of pupils, senior and other leaders and members of the governing body.
- A telephone discussion was held with a representative of the local authority.
- The views of staff, including those expressed in the 17 responses to the questionnaire, were considered.
- Inspectors took account of the 14 responses to the online questionnaire (Parent View), and the views expressed by some parents and carers spoken to during the inspection and two letters received by the inspection team.
- Other aspects of the school's work were checked. A range of documentation was examined including information about pupils' progress and attendance, school self-evaluation and improvement planning, information about the curriculum, the central record of checks on staff and safeguarding.

## Inspection team

Alison Cogher, Lead inspector	Additional Inspector
Stephen Palmer	Additional Inspector
Malcolm Johnstone	Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- The vast majority of pupils are of White British heritage. A very few pupils are learning English as an additional language.
- The proportion of pupils known to be eligible for free school meals is above average and a very few pupils are looked after by the local authority. The school receives additional funding (the pupil premium) for these pupils.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher provides support in aspects of leadership to other schools in the area.

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

- Increase the proportion of outstanding teaching by making sure that:
  - the marking of pupils' mathematics work gives them clear information about how to improve
  - pupils have more opportunities in mathematics lessons, and when working in other subjects, to use their mathematics knowledge and skills to solve problems
  - pupils are given clear guidance about what makes successful learning in their activities so they can check the accuracy and quality of their work for themselves
  - pupils are given more opportunities to think for themselves, to contribute to the planning of their lessons and to carry out their own research and investigations.

## Inspection judgements

### The achievement of pupils is good

- Pupils of all abilities and backgrounds are doing well in reading, writing and mathematics and their achievement is good.
- Children start in the Nursery with skills and knowledge that are much lower than those typically seen. They are often particularly low in aspects of children's personal development and communication skills. They make good progress through their Nursery and Reception years and are well prepared for Year 1.
- Pupils continue to make good progress in Key Stage 1. Standards are rising in reading, writing and mathematics. This is because activities are well matched to pupils' interests and what they need to learn next.
- Pupils make good progress in Key Stage 2 in reading, writing and mathematics. By the end of Year 6, the proportion of pupils making expected or better than expected progress in all subjects compares well with that found nationally.
- A strong emphasis is placed on developing pupils' speaking and listening skills. Talking with a partner to find answers to challenges set by their teacher is a feature of most lessons that helps pupils to develop competence as thinkers, and fluency as speakers. The teaching of phonics (the sounds letters make) is good. In the first national screening check for six-year-olds the school's results were above the national average.
- Progress in reading across the school is particularly strong. This is a result of the high profile given to this subject from when pupils start school. Daily reading activities and the very effective individual additional support given to younger pupils make sure that pupils develop quickly into skilled and confident readers.
- Pupils use their reading and writing skills well to support their learning in other subjects. Their use of mathematics, particularly its use to solve problems in other subjects, is not as well developed.
- Disabled pupils and those who have special educational needs receive support that is tailored to their specific needs. Regular checks are made to make sure this support is working and, if not, then a different approach is taken.
- Pupils supported by the pupil premium achieve as well as other pupils. The assistance they receive is tightly matched to their individual needs and helps them to be successful in their learning. In the 2012 national tests these pupils attained almost identical average points scores to other pupils in English and mathematics so that there were no gaps in their attainment.

### The quality of teaching is good

- Teachers have good subject knowledge, use a wide range of resources to stimulate pupils' interest and have an enthusiasm for learning that is catching. They plan activities that are very well matched to pupils' ages and interests and, as a result, pupils are motivated and keen to learn. For example, pupils in Year 1 could not wait to write to 'Goldilocks' in reply to an e-mail they received from her asking if they had any different food she could eat.

- Good relationships mean that lessons are rarely disrupted and pupils engage well in their learning. Pupils respond well when tasks are open-ended and they are challenged to think for themselves. However, at times, teachers direct pupils' learning too much so the opportunity for pupils to work on their own is lost. In these lessons, they have too few chances to find things out for themselves, to devise their own questions or pursue their own investigations.
- Teachers assess pupils' work accurately and make good use of this information to plan lessons that take pupils' learning forwards quickly. Modifying planning, sometimes on a daily basis, means that the good pace of pupils' learning is sustained. In some lessons pupils are helped to check the quality of their own work to see how successful their learning has been, but this skill is not developed consistently across the school.
- Disabled pupils and those who have special educational needs receive the help they need, often from skilled teaching assistants who are trained well, so they learn successfully. Spending of the pupil premium provides similarly effective support for eligible pupils.
- Pupils understand their own targets for improvement in writing and are clear about how well they are doing. The marking of pupils' work is supportive and helps pupils to see what they have achieved and what they need to learn next.
- Good teaching means pupils secure good calculation skills. Teachers are not consistent in the extent to which they give pupils the opportunity to learn how to use these skills to solve problems. Pupils are less sure how well they are doing in mathematics because marking of their work does not always show them how to improve.

### **The behaviour and safety of pupils are good**

- Pupils are proud of their school and work hard. They appreciate the help they are given and are confident that 'no-one is left behind' because of the support and encouragement they receive from adults, and each other.
  - Pupils behave well in lessons and around the school as a result of the school's effective procedures and high expectations. There is very little disruption in lessons. In outstanding lessons pupils behave extremely well as they are motivated and stay focused on the task they have been set.
  - Pupils feel safe at school. They have a good understanding of the different forms of bullying and discrimination, which they consider to be extremely rare events at school. They are clear about how to manage personal risk, including how to avoid harm from misuse of the internet. They are confident that if they have a problem an adult would support them to resolve it.
  - Very few parents and carers responded to the online questionnaire, but the vast majority of those who did consider that the school looks after pupils well and keeps them safe.
  - When working together, pupils listen attentively to each other, and value all the views and opinions expressed. They are keen to share ideas and to take responsibility both in and out of lessons.
  - School councillors carry out their role in a mature and responsible way. They gather the views
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and ideas of pupils and present these to senior staff and governors. Conversely, they relay information and expectations back to pupils once agreed with school leaders.

### **The leadership and management** are good

- The headteacher is ably supported by leaders at all levels, and by governors. They all have high aspirations for pupils and for continuing school improvement. A clear and well-constructed school improvement plan is based on an accurate view of all aspects of the school's work. Regular checking of progress towards the improvement priorities set means that the pace of improvement does not slow.
  - The local authority provides light-touch support for this good school. The headteacher, deputy headteacher and other staff work closely with staff from other schools to support them in aspects of professional development and school improvement. Strong links with outside agencies and community organisations help the school to offer pupils and their families good support.
  - Since the last inspection, there has been a marked improvement in pupils' progress and attainment as a result of much improved teaching. Accurate assessment of pupils' learning is used to set challenging targets. Progress towards these targets is checked often to make sure pupils are on-track to achieve the goals set for them.
  - The impact of any additional support provided for pupils is checked and modifications are made if necessary to see that pupils are being supported as well as possible to achieve well. The school is an inclusive community. Pupils of all abilities and from all backgrounds have equal access to learning and are afforded the same opportunities to do as well as they can.
  - Procedures for the management of the performance of staff are clear and very thorough. They mean teachers receive constructive criticism balanced with tailored support for their work in the classroom. If an aspect of teaching gives cause for concern then it is followed up after a month to check on the progress being made towards addressing it.
  - Subjects and topics are enriched by a good range of visits and visitors to the school. This helps pupils to broaden their view of the wider world. Links, although not extensive, are made between subjects and this helps pupils to see the relevance of their learning.
  - Pupils' spiritual, moral, social and cultural development is promoted well. Adults are good role models for pupils. The school's high expectations of pupils to behave in a morally and socially acceptable manner are shown particularly well by staff, between staff and pupils and the consistent approach to managing pupil behaviour.
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**■ The governance of the school:**

- Governance has improved since the last inspection as governors have sought training and have become more involved in checking the quality of the school's work. Governors are well informed through visits, reports they receive from school leaders and their own checking of the quality of teaching and information about pupils' progress. This includes making sure that spending of the pupil premium is making a positive difference to the achievement of eligible pupils. Similarly, governors check that the additional support provided for disabled pupils and those who have special educational needs is helping them to do as well as possible. They consider how well the school is doing compared to other schools and make sure that the school complies with statutory requirements such as those linked to safeguarding. Governors are knowledgeable about the procedures for managing the performance of teachers and are well-informed when considering pay awards for performance. They know what the school is doing to reward good teaching and to tackle any underperformance.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	133273
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	406506

This inspection of the school 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	252
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shantell Miles
<b>Headteacher</b>	Gareth Parsons
<b>Date of previous school inspection</b>	9 June 2011
<b>Telephone number</b>	01623 625552
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