

Intake Primary School

Sidney Road, Doncaster, South Yorkshire, DN2 6EW

Inspection dates 12–13 March 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires Improvement	3
Achievement of pupils		Requires Improvement	3
Quality of teaching		Requires Improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires Improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' rate of progress is not good in all year groups, particularly in writing, because of inconsistencies in the quality of teaching.
- Pupils' progress in writing lags behind that in reading and, particularly, their progress in mathematics. The gap between writing and other subjects is too wide.
- Teaching has improved but not enough pupils are reaching the higher levels in their work because the tasks they are given to do are not appropriate.
- The attendance and punctuality in the mornings of a small number of pupils means that they miss important work.
- The findings of regular monitoring are not used to set new targets so that all leaders can have a secure understanding as to whether interventions and improvements are making a difference.
- Governors keep a close eye on and are working to improve their knowledge about the school's performance. However, some aspects of their work are underdeveloped.

The school has the following strengths

- The headteacher provides a persistent focus to raise pupils' achievement and improve the quality of teaching.
- Good teaching in the Early Years Foundation Stage ensures that children make good progress.
- Pupils work well and support each other in lessons, displaying positive attitudes to their learning.
- Visits to places of interest out of school and the topic choices in lessons are enjoyed by pupils. These help to promote their spiritual, moral, social and cultural development well.

Information about this inspection

- Inspectors observed teaching and learning in 13 lessons and listened to pupils read. They also observed an assembly, breaks and lunchtimes, and made short visits to lessons.
- Meetings were held with the headteacher, staff, groups of pupils and governors. A telephone conversation was held with a representative from the local authority.
- Inspectors observed the school's work and looked at a range of evidence presented, including: the school improvement plan; tracking of pupils' progress; monitoring reports; pupils' books; and the school's documentation relating to safeguarding.
- There were no responses from parents to the online questionnaire (Parent View).

Inspection team

Marianne Young, Lead inspector

Her Majesty's Inspector

Stephen Fisher

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is an average sized primary school.
- Just over half of the pupils are known to be eligible for the pupil premium (additional government funding); this is well above average.
- The proportion of pupils identified with special educational needs 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 majority of pupils are White British; there are a small number of pupils from Eastern Europe.
- The school exceeded the government's floor standards, which set the minimum expectations for pupils' attainment and progress, in mathematics in 2012 but failed to do so in English.
- The school has made links with other primary schools in the area to share practice, especially the quality of teaching.
- When the school was previously inspected in March 2011 it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. One of Her Majesty's Inspectors subsequently monitored the school on four occasions to check its progress.

What does the school need to do to improve further?

- Ensure that the quality of teaching and learning is at least good by:
 - making sure that teachers plan lessons carefully so that all pupils make the progress of which they are capable
 - ensuring that more pupils reach the higher levels in their work
 - ensuring that all pupils understand and can demonstrate what they are to learn and that teachers check how much pupils have learnt at the end of lessons.
- Raise standards in writing and ensure that all pupils make progress which at least matches national expectations by the time they leave school in Year 6 by:
 - insisting that all written work done by pupils in all subjects is carefully presented
 - closing the gap between pupils' progress in writing and their progress in mathematics.
- Make sure that all reasonable steps are taken to secure better attendance and punctuality to school in the morning.
- Improve the effectiveness of leaders and managers, particularly those new to their roles, by:
 - ensuring those in leadership roles have the necessary skills and knowledge to understand how to use results from monitoring activities appropriately so that they can decide on the next steps and justify to others that their actions will improve pupils' progress
 - making sure that governors have a deeper knowledge of how the pupil premium is used and how the quality of teaching influences their decisions regarding whether pay rises are justified.

Inspection judgements

The achievement of pupils

requires improvement

- Children join the Early Years Foundation Stage with skills that are well below those expected for their age, particularly in language and communication. They are taught well and make good progress. By the time they enter Year 1 more pupils than previously are approaching the levels expected in most areas of their learning. Classes are exciting places to learn, activities are well organised and a close eye is kept on individual children's development. As a result, children are starting to make much better progress than they did before.
- Pupils' test results and the school's own data for 2012 show that, while pupils' attainment improved at the end of Years 2 and 6, it is still below that seen nationally, particularly for pupils at the end of Year 6. Pupils did less well in writing compared to reading and mathematics, with girls doing better than boys.
- Inspectors saw that some teachers understand clearly what pupils are capable of doing in lessons. However, this is not consistent and, as a result, some pupils are given work that is too hard or too easy for them. Consequently, pupils do not always achieve as well or as rapidly as they should.
- The progress made by all pupils, including disabled pupils and those with special educational needs, while improving strongly, is not consistent in all year groups. In 2012 more pupils made the progress expected of them in mathematics compared to the progress they made in reading and writing. This is because of a concerted whole-school approach to improve pupils' mental mathematical skills, for example learning their times tables regularly. School data and discussions with staff suggest that improving pupils' writing remains a key priority.
- Pupils supported by the pupil premium make the progress expected of them. In writing and mathematics in 2012 they reached standards above those seen nationally for these pupils. The additional help they receive is a key reason why this happens.
- Reading is a regular part of lesson time and staff work hard to raise the profile of reading across the school. Pupils enjoy talking about their favourite books and many read with understanding and expression. They are encouraged to read at home; however, in school their enjoyment of books is hampered, on occasions, by a lack of books for everyone in the class.

The quality of teaching

requires improvement

- The quality of teaching has improved significantly over the last year but requires improvement because of its impact over time on pupils' low attainment and because the progress made by pupils in Years 1 to 6 is uneven.
- Too often, a strength in teaching, for example the relationships between pupils and adults, questioning pupils to ensure they understand what they are learning, and planning tasks that are at the correct level, is counter-balanced by teaching where these are not strong features. As a result, there is work to do so that all lessons match those of the best.
- Where the teaching and planning are at their very best, the impact on pupils' enjoyment and progress is evident. Year 4 pupils made rapid progress in a physical education lesson because the teacher had high expectations of pupils' capabilities. He modelled what they were to do well and through skilful questioning ensured that pupils knew and understood what they had learnt.
- When inspectors looked at pupils' books they saw that the quality of marking is strong within the school and is helping pupils to understand why they have made mistakes. Pupils confirmed that they understand teachers' comments and know why they have to correct their work. 'We need to get it right' was a typical comment from several pupils.
- Teaching in the Early Years Foundation Stage is good. Regular modelling by adults and ensuring that children listen carefully to each other and speak in full sentences are key factors to

improving children's language and communication skills.

The behaviour and safety of pupils are good

- Pupils' attitudes in lessons are mostly positive and they work and support each other well. No lessons observed were disrupted by inappropriate behaviour. Pupils told inspectors that lessons are more exciting now. However, pupils' attention does wander when lessons fail to grab their attention.
- Instances of bullying are rare and pupils are adamant that, if this situation occurs, it will be dealt with swiftly. Staff keep a sharp look out for any potential problems and ensure that pupils are clear why bullying, in any form, is not acceptable.
- Pupils report that they feel safe in the school and have a clear understanding about what constitutes a safe and unsafe situation. They talk positively about the school and pupils understand and use the recently introduced 'golden rules' well. These rules have been agreed by staff and pupils. Consequently, pupils' respect for each other and for adults in the school has a high priority.
- Although pupils enjoy much of what the school has to offer and attendance is broadly average, a small number of pupils do not attend regularly and are often late at the start of the day. Parents and pupils are made aware of the importance of attendance and punctuality but there is still more work to do.

The leadership and management require improvement

- The headteacher has led the school decisively and been central to the removal of special measures. The inadequacies identified at the previous inspection were considerable. Instability in staffing and a lack of external consultants to help provide support and training for staff have been additional barriers. However, the headteacher has turned the school around, sourced additional help and made links with other schools so that improvements are evident.
- Senior leaders, some of whom are new to leadership, have raised the expectations of most staff and there is a strong focus on where further improvements are needed so that the school can become good. Ambition is evident and regular monitoring activities provide a clear picture what is going well. However, the school development plan lacks a regular time frame so that leaders can check if all pupils are on track to reach their targets.
- Teachers benefit from visiting other schools and understanding what constitutes effective learning. Staff training and observing each other's lessons are commonplace. As a result, teachers are more aware of the impact of their work on pupils' progress and the need for them to prove that their teaching is making a difference and that they are reaching their performance management objectives. These activities demonstrate leaders' commitment to equality and in tackling discrimination and pupils' underachievement.
- Pupil premium funding is making a difference to the progress made by pupils in both English and mathematics because of the additional help these pupils receive. Close monitoring by the Parent Support Adviser ensures that their attendance is better than that of their peers.
- The curriculum has a clear focus on the development of pupils' social, moral, spiritual and cultural development. There is a variety of visits out of school which are enjoyed by pupils and they talk enthusiastically about visitors to the school. Inspectors saw evidence of exciting artwork throughout the school which gives pupils a good awareness of different cultures. Pupils told inspectors that they enjoy finding things out about different subjects and setting each other puzzles to solve.
- The local authority has conducted regular reviews of progress and the quality of teaching. They have brokered links between schools in the area so that different schools can work and learn

from each other.

■ **The governance of the school:**

- Since the previous inspection governance has improved. As a group, members of the governing body have worked closely with senior leaders to move the school forward. They have supported staff well and been instrumental in taking difficult decisions when necessary. Governors are active within the school and are developing their links with parents through newsletters and questionnaires. They ensure that statutory duties, including those relating to safeguarding, are secure. Improving their knowledge about how the pupil premium can make a difference and whether teachers should have a pay rise are underdeveloped. As a result, although governors ask questions when information is presented to them, they are not doing so from a secure and detailed knowledge.

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

Unique reference number	106729
Local authority	Doncaster
Inspection number	409630

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair	Mike Morgan
Headteacher	Helen Broad
Date of previous school inspection	22 March 2011
Telephone number	01302 344743
Fax number	01302 360811
Email address	admin@intake.doncaster.sch.uk

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