

Intake Primary School

Mansfield Road, Intake, Sheffield, South Yorkshire, S12 2AR

Inspection dates 14–15 January 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
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.

- All groups of pupils achieve well from their different starting points in reading, writing and mathematics. Standards of attainment are broadly average by the end of Year 6.
- Pupils read and write well. This helps them to make good progress in their work.
- Pupils are well taught in most classes. Lessons are interesting and pupils work hard because they like their teachers.
- Behaviour is good in lessons and around the school. Pupils are polite and friendly and enjoy each other's company.
- The school makes sure that pupils are safe and secure. Parents agree that their children feel safe at school and are happy.
- The curriculum is well thought out to interest pupils, develop their general knowledge and foster skills in art, music and sport.
- Good, well organised leadership of teaching means that pupils' achievement continues to improve.
- Governors support and challenge the school. They visit often and know what is going on because they talk to staff and pupils regularly.
- Leadership and management are strong. They have created a school which pupils enjoy coming to and parents recommend to others.

It is not yet an outstanding school because

- A small minority of teaching requires improvement, especially in lower Key Stage 2. Teachers do not always question pupils well enough. Sometimes they set pupils work that is too hard or too easy.
- Middle leaders are just beginning to check pupils' achievement and teaching effectiveness in different subjects and so they do not have a very clear overview as yet.

Information about this inspection

- The inspection team observed 23 lessons or parts of lessons taught by 16 teachers.
- The inspectors held meetings with staff, the Chair and the vice-chair of the Governing Body and one governor, a representative from the local authority and three groups of pupils from Years 3 to 6.
- The inspection took into account the 43 responses in the on-line questionnaire (Parent View) and the views of parents when they talked to inspectors informally.

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Susan Hall

Additional Inspector

Mick Blaylock

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is high compared with the average. The majority of these pupils joined the school in the last three years.
- The proportion of pupils supported through the pupil premium is average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The school is led and managed by an executive headteacher. He is a national leader of education and the former headteacher of the school. He is supported by the acting headteacher of school, formerly the deputy headteacher.
- There have been several staffing changes in the past three years.
- The school is one of four schools in the City Community Learning Trust. This has charitable status. All staff are employed by this organisation.
- The executive headteacher takes a leading role in supporting schools within the City Community Learning Trust. He is also the executive headteacher of a local authority school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that all teaching is consistently good or better, especially in lower Key Stage 2, by:
 - improving the quality of teachers' questioning
 - ensuring that all teachers give pupils who are supported through school action work that is at the right level for their ability and expect the most from all pupils
 - giving the most able pupils harder work that moves their learning on at a fast rate and challenges them to think for themselves.
- Better establish middle leaders' roles in checking pupils' achievement and teaching effectiveness.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from individual starting points that are generally below expected levels, especially in speech, vocabulary, general knowledge and understanding of the world. By the start of Year 1, the majority are working within the level expected of their age and a few reach a good level of development.
- Reception children make good progress. They develop enquiring minds because they learn through investigation and discovery. A group of most able children, for example, constructed sturdy towers so they could compare different heights, excitedly counting the bricks beyond 20.
- Pupils make good progress overall in Key Stage 1. Their attainment in the phonics (letters and the sounds they make) screening check at the end of Year 1 is above average.
- Progress accelerates in Year 2 because teachers expect the most from all groups of pupils. Standards of attainment in reading, writing and mathematics have risen as a result and are now broadly average by the end of Year 2.
- Pupils read and write well for their age in Year 2. They understand what they read and know how to improve their writing, pointing out, for instance, 'I wish I'd used speech marks.'
- Achievement is steady in lower Key Stage 2, accelerates in Year 5 and is extremely fast in Year 6. Pupils make the best progress in both literacy and mathematics in upper Key Stage 2, where the work is more precisely targeted to their needs.
- The large majority of pupils reach the expected Level 4 in national tests in reading, writing and mathematics and an increasing proportion exceed expected levels by the end of Year 6.
- Pupils read fluently and expressively. They enjoy reading, swap books regularly and have favourite authors. Most-able and average-attaining pupils have good inference and deduction skills, pointing out why, for instance, Macbeth's joy at Banquo's death is short-lived.
- Achievement is good in mathematics. Pupils tackle increasingly difficult work and practise mathematical skills in other subjects. For example, writing 'Pig Latin' involved systematic substitution and rearrangement of letters.
- Pupils write well. Results in national tests for English, grammar, spelling and punctuation at the end of Year 6 are above average. Pupils' handwriting and presentation are exceptionally neat.
- Pupils develop a good vocabulary because they use their literacy skills in different subjects and read a wide range of modern and classic texts. They write confidently, for example in an appropriately Victorian style, as to why small children should sweep chimneys.
- Pupils supported through school action plus or who have a statement of special educational needs make good and sometimes outstanding progress. This is because teachers make sure that their needs are fully met in lessons and that they have the right support to help them to learn.
- Pupils supported through school action make good progress overall. Their progress slows in some lessons when the work is not tailored to their needs.
- The pupil premium funding is used well to support individual pupils. Pupils who are known to be eligible for free school meals are about one term ahead of similar pupils nationally. There is no significant difference between their performance and that of others in school who are not known to be eligible for free school meals.
- The school promotes equality of opportunity and tackles discrimination successfully.

The quality of teaching is good

- Teachers use up-to-date technology effectively to make teaching points clear and to reinforce new vocabulary.
- Lessons are designed to broaden pupils' general knowledge and understanding of the world. They involve pupils in using their literacy and mathematical skills extensively in different

subjects.

- Most lessons involve pupils in discussing ideas with a partner. This helps them to make good progress as when, for example, they checked each other's work and suggested sensible points to improve, such as 'Add in some adverbs'.
- Teachers in the same year group work together so that pupils have similar lessons.
- Teaching is good in Reception where short taught sessions alternate with exciting and constructive indoor and outdoor activities. As a result, children quickly become independent, confident young people who are keen to learn.
- Teaching is often outstanding in Year 2 and upper Key Stage 2. Lessons are fast-paced but interspersed with frequent checks on pupils' learning.
- Year 6 pupils explained, 'Our teachers go slowly with harder things so we understand it. Lessons are fun. Most of the lessons are challenging.' Questioning in these lessons is a strength because it probes pupils' understanding.
- In other year groups, questioning is less effective, especially in lower Key Stage 2. The work set for some pupils is too hard; for others, it is too easy. As a result, lower-attaining pupils sometimes struggle and the most able pupils have limited opportunities to learn at a fast rate and think for themselves, building on what they know and can do already.
- Across the school, teachers successfully promote reading for understanding, set high standards of presentation in written work and encourage pupils to speak clearly and confidently.
- Marking is good and tells pupils how to improve their work. The recent initiative whereby pupils correct their work using a green pen helps pupils to learn from their mistakes.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are courteous and friendly, holding doors open for adults and one another. They move around school in an adult manner.
- Playtimes are happy occasions because pupils clearly enjoy each other's company and play leaders organise interesting games.
- Year 6 pupils and the prefects set a good example to younger pupils. They take their responsibilities seriously and act as good role models for the rest of the school.
- Pupils have good learning behaviour in lessons. They listen attentively and discuss ideas sensibly together.
- In most lessons, pupils work with a real sense of urgency, striving to meet their teachers' high expectations. They get out equipment speedily and quickly settle to work.
- The school's work to keep pupils safe and secure is good. Parents agree.
- Pupils are not afraid of being bullied. They know about the different forms of bullying and have a good understanding of e-safety and of how to stay safe. Name-calling is rare and pupils know that it is unkind.
- Pupils have a mature understanding of pupils with behavioural difficulties. They recognise that some need help to manage their behaviour and agree that the 'pupil referral room' has improved behaviour.
- There is a good take-up of extra-curricular activities, including sports and the creative arts. These make a valuable contribution to pupils' physical, spiritual and emotional well-being. Pupils sing very well. The school won the city's Best Live Action Film award three years running.
- Pupils are energetic and sporty. They make full use of the school's varied outdoor space to practise ball skills and gymnastics.
- Attendance is broadly average and improving. A few pupils have poor attendance because of medical needs.

The leadership and management are good

- The local authority gives light-touch support to the school because of the executive headteacher's known qualities as a very effective leader.
- Through his work as a national leader of education, the executive headteacher supports other schools and shares elements of this school's effective practices within the local authority and the City Community Learning Trust.
- The executive headteacher and acting headteacher of school provide consistent leadership and management. The arrangement has benefited the school. It has strengthened the leadership capacity through giving senior staff increased responsibilities.
- As a result, the school continues to be popular with parents and enjoyed by pupils who say 'Teachers turn lessons into fun. We look forward to coming to school.'
- At the same time, it has revealed that the role of middle leaders is generally less well established in terms of checking pupils' achievement and teaching effectiveness.
- Well organised leadership of teaching means that teaching is good or better in most classes. Senior leaders are well aware of where teaching needs to improve. They give pertinent advice and support based on an accurate evaluation of what needs to improve further.
- Regular meetings to check on pupils' progress ensure that teachers are fully accountable for the progress their pupils make.
- Performance management and appraisal are used well to ensure that successful teachers move up the pay scale and to give further support and professional development when needed.
- The curriculum, with its strong focus on developing pupils' spiritual, moral, social and cultural awareness, enriches pupils' understanding and general knowledge. Creative links between subjects help pupils to learn well because they use and apply skills in wide-ranging contexts.
- The pupil premium funding is used well to support pupils' academic achievement, minimising the gap between their achievement and that of others.
- The new primary school sports funding is allocated to improve pupils' skills and the teaching of sport. The impact is seen in the school's success in city-wide competitions and improved participation rates. In addition, pupils supported through the pupil premium have access to lunchtime sports activities.
- Safeguarding ensures that staff and pupils are safe. It fully meets current government requirements.
- **The governance of the school:**
 - Governors fully support the school. They are well informed and look carefully at the data on the school's performance. As a result, they fully understand how well pupils, including those supported through the pupil premium funding, are progressing. Governors know what is happening in school because they visit often and spend time talking to staff and pupils about their work. They understand how well teaching is led. They have a good understanding of what is being done to reward good teachers and to tackle underperformance through detailed discussions in governors' meetings. Governors are closely involved in the management of staff and have made bold decisions that have developed the leadership capacity both within and beyond the school. This has resulted in good continuing professional development for all staff.

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	106996
Local authority	Sheffield
Inspection number	431779

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Valerie Cottam
Headteacher	Chris Jennings (Executive Headteacher)
Date of previous school inspection	2 March 2011
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