

# Inspection of a good school: Intake Primary School

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

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Inspection dates:

8 and 9 May 2024

## **Outcome**

Intake Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are cared for well. Staff and pupils know each other well. They stop to chat to each other around the school and enjoy relationships that are polite and courteous. Whether in class or moving around the school, most pupils behave well. The school environment is well organised and welcoming. Classroom displays provide pupils with a range of useful information.

Pupils enjoy experiences that enrich the curriculum. The curriculum is brought to life through opportunities to visit places of interest, such as a farm and an outdoor pursuits centre. The 'Intake 50' encourages pupils to take part in new experiences, such as making an ice cream or dressing up as a roman soldier. Pupils are inspired by these experiences. They are keen to join in conversations about their learning and listen carefully to other pupils' ideas.

The school is aspirational for pupils. Pupils respond well to the school's high expectations. All pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. Pupils have positive attitudes to learning. They listen carefully to teachers' instructions and concentrate in lessons.

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

The school ensures that learning to read is a priority. It has introduced a well-planned reading curriculum. Children start to learn to read as soon as they enter the Reception Year. The school makes sure that children and pupils practise their reading using books that closely match the sounds they know. In lessons, teachers introduce new sounds to pupils clearly. Teachers regularly check the letters and sounds that pupils know. If pupils fall behind, they receive extra support to help them catch up. Most pupils are well on their way to becoming fluent readers by the end of Year 1.

In mathematics, pupils build logically on what they learn each year. Starting in Reception, children quickly grasp important mathematical skills, such as counting and manipulating shapes. Pupils spend time each day practising skills they have learned. Pupils have frequent opportunities to develop their problem-solving abilities and apply their knowledge and skills. They remember important mathematical knowledge well. For example, pupils are able to talk confidently about how to tell the time using an analogue clock. They link this learning to what they had learned about fractions.

Leaders have ensured that pupils study a broad range of subjects. Children are inquisitive about learning from the very start of school. The school has reviewed and improved the curriculum. In most subjects, the curriculum is well designed. In less well-designed subjects, the school has not identified the important knowledge that pupils must know clearly enough. As a result, the school finds it difficult to check whether the pupils have a thorough understanding. The school has plans in place to develop the curriculum further in these subjects.

Children develop independence from an early age. They are well behaved. Pupils respond positively to the school's behaviour system. A small number of pupils find it difficult to adhere to the school rules. The school supports these pupils well. Their peers are sensitive to their needs. Pupils enjoy taking part in a broad range of extra-curricular experiences, such as gardening and craft clubs. Clubs are well attended by all groups of pupils. Pupils have a sound awareness of the strategies that promote mental health and well-being. The techniques they are taught help them if they feel anxious. Pupils understand what it means to discriminate against others. They know this is wrong and do not tolerate this in school.

The school has ensured that pupils with SEND are well supported. Staff work closely with professionals from external agencies to ensure that pupils with SEND receive the help that they need. Support plans help teachers to meet the needs of these pupils well.

The school provides a range of support and training for staff. For example, the school employs a mental health councillor to support both staff and pupils. Leaders have established a positive team culture. Staff are supportive of one another. Governors have a clear understanding of the school's priorities. All leaders are committed to ensuring that the quality of education for pupils continues to improve.

## **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 has not identified the precise knowledge that pupils should learn in a small number of subjects. This means that pupils do not make the progress of which they are capable. The school should identify the important knowledge that pupils should learn in all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 school to be good in October 2018.

## 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 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

<b>Unique reference number</b>	106996
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10297197
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	416
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lucy Fallon
<b>Headteacher</b>	Lisa Reid
<b>Website</b>	<a href="http://www.intakeprimary.org.uk">www.intakeprimary.org.uk</a>
<b>Date of previous inspection</b>	16 October 2018, under section 8 of the Education Act 2005

## Information about this school

- This foundation school is part of the City Community Learning Trust.
- The governing body provides a breakfast club for pupils.
- The school uses one registered alternative provision.

## Information about this inspection

Inspections are a point-in-time judgement 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 this evaluation of the school.
- The inspector met with the senior leaders, groups of staff, groups of pupils and representatives of the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.

- The inspector listened to some pupils reading to an adult.
- 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 observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to Ofsted Parent View, as well as the responses to staff and pupil surveys.
- The inspector reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

### **Inspection team**

Jaimie Holbrook, lead inspector

Ofsted Inspector

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