

CfBT Inspection Services T 0300 1231231
Suite 22 enquiries@ofsted.gov.uk
West Lancs Investment Centre www.ofsted.gov.uk
Maple View
Skelmersdale
WN8 9TG

Direct T 01695 566932
Direct F 01695 729320
hcarnall@cfbt.com
www.cfbt-inspections.com



22 September 2011

Mrs H Broad
Headteacher
Intake Primary School
Sidney Road
Doncaster
South Yorkshire
DN2 6EW

Dear Mrs Broad,

Special measures: monitoring inspection of Intake Primary School

Following my visit with Mr Terry McDermott, additional inspector, to your school on Tuesday 20 September 2011 and Wednesday 21 September 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in March 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures - satisfactory

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Doncaster.

Yours sincerely

Susan Bowles
Her Majesty's Inspector

January 2011



Annex

The areas for improvement identified during the inspection which took place in March 2011

- Raise pupils' attainment and accelerate the rate of progress made by all groups of pupils by:
 - improving the quality and consistency of teaching so that all pupils learn equally well
 - ensuring accurate assessments of pupils' attainment and progress are used to match work to their different needs and to provide appropriate levels of support and challenge
 - ensuring the curriculum is planned so that it systematically develops pupils' basic skills through interesting and engaging tasks
 - ensuring all pupils receive detailed feedback on how well they are doing and how to achieve their targets.

- Improve attendance by:
 - working with parents and carers to emphasise the importance of ensuring that their children attend regularly
 - taking specific action in relation to those pupils who are persistently absent.

- Improve the effectiveness of the Early Years Foundation Stage by:
 - ensuring leaders are fully knowledgeable about the Early Years Foundation Stage requirements and what constitutes good practice
 - improving the quality of provision so that it is well matched to the needs of all children and engages their interest
 - ensuring that regular and accurate assessments of children's small steps in learning are used by staff to inform their interactions with individuals in order to promote faster progress in learning.

- Improve leadership, management and governance by:
 - ensuring that all leaders, both permanent and temporary, have the knowledge, understanding and skills necessary to carry out their responsibilities effectively
 - ensuring that all leaders rigorously monitor and evaluate the effectiveness of their areas of responsibility and take the action necessary to bring about further improvement
 - ensuring that the governing body has an accurate understanding of the school's effectiveness and carries out its responsibilities effectively.

- Improve safeguarding arrangements and ensure they fully meet requirements by:
 - taking immediate steps to rectify identified weaknesses
 - ensuring that all procedures are robust
 - ensuring monitoring of arrangements is regular.

Special measures: monitoring inspection of Intake Primary School

Report from the first monitoring inspection on 20 September to 21 September 2011

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, a group of pupils, the Chair of the Governing Body, a Local Leader of Education from the partner school and a representative of the local authority.

Context

The school's context remains much as it was at the last inspection, but staffing is more stable. An associate deputy headteacher has been appointed for one term. The substantive deputy headteacher was absent at the time of the monitoring inspection. One class is currently taught by a supply teacher. There is now a full team of Early Years Foundation Stage staff. A new Chair of the Governing Body has been appointed.

Pupils' achievement and the extent to which they enjoy their learning

Attainment remains low overall. National tests and teachers' assessments at the end of the summer term 2011 showed pupils had generally made slow progress. The priority to improve attainment and accelerate progress through improving the consistency of teaching and assessment is understood by staff. Suitably focussed training and monitoring are beginning to show some positive effect and the quality of learning observed has improved. However, it is not yet consistently good enough to raise attainment and accelerate progress. At present, many pupils show below-average levels of skill in mathematics, reading, writing, speaking and listening. The presentation of work is often poor. Although pupils' attitudes to learning are positive and behaviour is not an obstacle to learning, their skills for learning independently are generally underdeveloped.

Teachers generally maintain a positive climate for learning, manage behaviour calmly, and successfully encourage effort by all groups of pupils. Teachers have responded willingly to recent guidance and training: this is evident in the way they share the purpose of lessons with pupils and are adopting an agreed approach to teaching and marking writing. However, middle- and higher-attaining pupils are sometimes insufficiently challenged. Occasionally, pupils' concentration wavers because they are not sure how to proceed with tasks. One reason for this is that teachers do not in every case have sufficiently precise assessment information to enable them to set individual targets and match work to pupils' different needs. Systems to track pupils' attainment and progress with more accuracy are being implemented but are not yet established. Another underlying factor is that teachers' use of an effective range of strategies to develop pupils' knowledge and understanding is variable. Work to improve pupils' literacy and numeracy skills through interesting activities across the curriculum is at an early stage.

Progress since the last section 5 inspection:

- raise pupils' attainment and accelerate the rate of progress made by all groups of pupils - satisfactory

Other relevant pupil outcomes

Better adherence to clearer expectations for following up non-attendance has increased the awareness of its importance by pupils, parents and carers. The recent appointment of a Parent Support Adviser indicates the school's commitment to targeted work with families to overcome obstacles to regular attendance. However, there is no firm evidence yet that attendance has risen or that persistent absenteeism has reduced.

Progress since the last section 5 inspection on the areas for improvement:

- improve attendance - satisfactory

The effectiveness of provision

As described above, a start has been made on improving the quality of teaching and learning across the school, although there is a long way to go.

Provision in the Early Years Foundation Stage has been considerably reshaped with support from the partner school. A largely new team has been formed under the Early Years Foundation Stage leader, who is working closely with the associate deputy headteacher. These leaders' understanding of requirements and good practice for this age group gives the school better capacity for monitoring and improving the skills of the team, whose experience and training vary. Although both leaders formally took up their responsibilities this month, they had contributed to preparatory training during the summer term. As a result, the Early Years Foundation Stage has started the term with a refreshed and more confident air. Staff are using the spacious environment effectively to stimulate children to explore different areas of learning, indoors and out. They take time to talk about children's daily concerns and achievements with parents and carers, and so are building constructive relationships. Children are learning to express their own choices. Some examples were seen of adults encouraging children to use language for communication, apply what they have learned about numbers and letters and enjoy stories. Children play happily together and procedures to ensure their safety are being followed. Staff are observing children and plans are annotated to note progress and observed needs. Systems to capture regular assessments of children's small steps in learning have been also been developed, although it is too soon to see their effectiveness or impact on outcomes. The use of assessment information to inform planning and accelerate progress is at an early stage and remains a priority.

The school acted swiftly to rectify the weaknesses in safeguarding identified at the time of the last inspection. Current requirements are met. Procedures to ensure pupils' health and

safety are robust and have been tested, with effective follow-up action where necessary. Steps are being taken to make documentation simpler and more accessible. The governing body is paying appropriate attention to how well policies are working.

Progress since the last section 5 inspection on the areas for improvement:

- improve the effectiveness of the Early Years Foundation Stage – satisfactory
- improve safeguarding arrangements and ensure they fully meet requirements – good

The effectiveness of leadership and management

School leaders are tackling priorities with an appropriate sense of urgency. The headteacher has sustained the good start seen at the previous inspection and has taken effective steps to embed higher expectations. With the help of the partner school, the quality of teaching has been regularly monitored. Staff have had relevant training focussed on the priorities for improvement. Teachers spoken to expressed warm support for the ambitious direction set by the headteacher and appreciated the constructive feedback and support they receive.

The school's senior team has recently gained an experienced associate deputy headteacher, for at least one term. The rest of the senior team have shown strong commitment to the school and are developing a clearer understanding of their roles. However, they are at an early stage of learning the skills needed to play an effective part in leading improvement.

The improvement plan is focussed on the areas for improvement identified by the last inspection. It shows the steps being taken, and includes some baseline information and early evidence of impact. Regular and accurate reports on progress have been presented to the governing body. The new Chair of the Governing Body has a clear and well-informed vision of his role. Separate committees are now briefed to monitor the different areas for improvement according to agreed methods.

Progress since the last section 5 inspection:

- improve leadership, management and governance – satisfactory

External support

The statement of action produced by the local authority was judged to be suitable, and is being implemented. The support provided by a Local Leader of Education and staff from her school has continued and the effect of this has been particularly evident in the Early Years Foundation Stage. The local authority has secured the temporary appointment of an associate deputy headteacher and human resources advice. It has been instrumental in establishing the governing body on a more secure footing. A senior primary adviser has visited periodically to monitor the progress of the improvement plan. Notes of these visits

indicate the activity undertaken, but make less clear how the local authority has evaluated the school's improvement or the impact of its support.

Priorities for further improvement

- Secure a reliable baseline of pupils' ability through accurate assessment.
- Ensure that the essentials for good teaching and learning defined by the school are established in all classes.
- Ensure all senior leaders take up their roles in monitoring and evaluating.