

Intake Primary School

Inspection report

Unique Reference Number	106729
Local Authority	Doncaster
Inspection number	356011
Inspection dates	22–23 March 2011
Reporting inspector	Joan McKenna

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Mr David Hunt
Headteacher	Mrs Helen Broad
Date of previous school inspection	20 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed taught by eleven staff. Some shorter visits to classrooms were made and observations of other activities took place. Meetings were held with the headteacher, other leaders, pupils, the Chair of the Governing Body and a local authority representative. Inspectors observed the school's work, and scrutinised documents including policies, action plans, information about pupils' progress, attendance data, records of monitoring and procedures for keeping pupils safe. Responses to questionnaires returned by pupils and staff and the 26 questionnaires returned by parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether attainment is high enough, especially in mathematics, and whether all groups of pupils, including boys and the more able, are making satisfactory progress.
- Whether pupils are attending school regularly enough.
- Whether teaching is consistently effective and enabling all groups of pupils to learn equally well.
- Whether provision in the Early Years Foundation Stage is effective and results in satisfactory outcomes.
- Whether the school has improved sufficiently since its last inspection and is demonstrating the capacity to improve further and at a fast enough rate.

Information about the school

This is a slightly larger than average primary school. The proportion of pupils from minority ethnic heritages and the proportion who speak English as an additional language are in line with national averages. A well above average proportion of pupils who are known to be eligible for free school meals, as is the proportion with special educational needs and/or disabilities. The proportion of pupils joining or leaving the school at other than usual times is higher than is typically found in primary schools. The school holds Healthy Schools Status and Active Mark. There has been significant disruption to staffing since the last inspection, especially at headteacher level. A new headteacher took up post in January 2011. Three senior leaders are absent from school currently because of illness or maternity leave, as are two other members of staff. Three of these staff are based in the Early Years Foundation Stage.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school was judged to be satisfactory at its last inspection. Its effectiveness has deteriorated since then to the point where pupils' attainment is low by the time they leave the school and their achievement is inadequate. The areas for improvement identified at the previous inspection have not been addressed effectively and remain weaknesses. Too many areas of the school's work lack impact on improvement. The new headteacher has quickly and accurately identified the weaknesses and has made a solid start in tackling them, but there has not been enough time for these actions to have the required impact. Leadership at all other levels is inadequate. Arrangements to cover staff absences are not effective and leaders do not have the knowledge or skills necessary to carry out their roles effectively. While having some understanding of the problems faced by the school, the governing body has not taken the action necessary to ensure its effectiveness or ensure that arrangements for safeguarding meet requirements.

Some aspects of care, guidance and support for pupils are satisfactory; however, because of the weaknesses in safeguarding arrangements, they are inadequate overall.

Nevertheless, there are positive relationships and staff know pupils well. Some good support is provided for pupils with additional needs. Pupils are happy in school, behave well, and appreciate each others' cultures. Attendance is low, however, and too many pupils are persistently absent.

The quality of teaching is inadequate overall. Some is good, but not enough is of the quality needed to drive up attainment from well below average. Assessment systems are under-developed and information about pupils' attainment and progress is not used well enough to meet their differing needs or give them sufficient guidance on how to improve their work. As a result the learning and progress of all groups of pupils is too slow. Some positive efforts have been made to enrich the curriculum, but it is not planned in a way that systematically develops pupils' basic skills. Despite the hard work of the temporary teachers in the Early Years Foundation Stage, this key stage is not effective enough.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate the rate of progress made by all groups of pupils by:

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- – 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.

Outcomes for individuals and groups of pupils**4**

Pupils are willing to learn and are keen to do well. They follow instructions and try hard to do what their teachers ask of them. They apply themselves well and persevere with their work, even when they are not entirely clear about what they have to do or when tasks are not particularly interesting. When given the opportunity, and when work is well matched to their needs, pupils display the ability to learn independently, show enjoyment and learn

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well. However, opportunities like this are not frequent enough. Too often work is not exciting, is too easy or too difficult and pupils are not clear about what they have to do or why. This limits their learning and means that pupils do not make enough progress. This applies to all groups of pupils, including those with special educational needs and/or disabilities, those from minority ethnic heritages and across the ability range. The attainment of boys is lower than that of girls.

Children enter school with attainment that is well below expectations. Although in the past pupils' attainment was broadly average, this is not the case now and attainment dipped in 2010 at the end of both Key Stages 1 and 2. Attainment in English and mathematics at the end of Year 6 was low and represented inadequate achievement for that group of pupils. Across the school attainment is lower than it should be and too few pupils are currently achieving as they should.

Pupils' personal outcomes are stronger, and most are satisfactory. Behaviour is good. Pupils are friendly and get on well with each other, with those from different minority heritages mixing well. They feel confident to approach adults with any concerns and so feel safe in school. They understand about the importance of diet and exercise for keeping healthy. They feel that they have a voice in school through the school council and have seen their suggestions acted upon. They take up opportunities to carry out responsibilities, such as acting as librarians and playground leaders, and in so doing make a helpful contribution to the school community. Putting on shows and concerts by the choir develops their contribution to the community beyond school. However, because of low attendance and low attainment in literacy and numeracy, pupils are not developing skills sufficiently well to help promote their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pleasant and encouraging relationships are common in all classrooms and help pupils feel motivated to learn and work hard. There is some teaching that promotes satisfactory or better learning through interesting tasks, clear explanations and pupils' different needs being taken into account when work is planned. There is not enough teaching of this quality, however. Too often, teachers do not explain what pupils have to do clearly enough. Sometimes this is to do with instructions for tasks, but on other occasions it relates to the concepts being studied, where teachers do not use a variety of strategies to help develop pupils' subject-specific knowledge and understanding. Work is sometimes not pitched at the right levels for all pupils so lower-attaining pupils find it too difficult and higher attainers do not find it challenging enough. Open-ended investigative work to help pupils acquire the ability to think for themselves is too infrequent. The quality of support provided by teaching assistants is also inconsistent. Assessment has been dominated by giving pupils tests rather than by making well-rounded assessments based on all aspects of their performance. It has therefore had limited value, especially in providing accurate and regular enough information for teachers to use to promote progress. This is now being tackled but work is in its early stages. Some marking of work provides helpful guidance to pupils on how to improve their work and reach their targets, but not all is of this quality.

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The curriculum has some satisfactory features. The use of staff from the local secondary school and external specialists provide expertise that helps enrich pupils' experiences in English, art, music and technology, for example. Residential experiences for pupils in several year groups and the adoption of a programme to promote pupils' social and emotional aspects of learning provide opportunities for them to develop independence and confidence, thus contributing well to their personal development. The ethnic heritages of different groups in the school are used to promote pupils' understanding of different cultures, such as when Polish songs are sung in concerts. However, the curriculum is not planned in a way that ensures the progressive development of pupils' literacy and numeracy skills in English and mathematics lessons or their ability to apply them in other subjects. Planning does not take enough account of the different abilities of pupils. Recent improvements in planning for mathematics are in the early stages of implementation.

Likewise, there are some positive features to the care, guidance and support provided for pupils. Adults care about the well-being of pupils and take steps to ensure that they are happy in school and that any problems or worries are dealt with. Extra steps are taken to meet the needs of pupils with special educational needs and/or disabilities and of those who are in the early stages of speaking English, involving outside agencies where necessary and possible. New measures have helped to raise attendance and more are planned. Appropriate arrangements are in place to assist pupils in their transition to secondary school. While these aspects enhance the care provided for pupils, the shortcomings in safeguarding let it down.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The disruption to staffing at senior level over the past few years, exacerbated by the current absence of almost the entire senior leadership team, is beyond the school's control but has nevertheless taken its toll. Although the school functions efficiently on a day-to-day basis and some positive aspects of provision have been maintained, practice is under-developed in a wide range of areas. Despite the commitment and efforts of staff, the school is almost solely reliant on the new headteacher for leading and driving improvement. The headteacher has made a positive start - and she is already making a difference - but weaknesses at other levels of leadership mean that the pace of improvement is not fast enough.

The governing body has taken some steps to try to deal with the difficulties, but has not fully appreciated the lack of impact governance has had on the quality of provision and outcomes. Some of its procedures are not systematic or secure enough, not least those for

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checking on the safeguarding of pupils. The community within school is cohesive and harmonious, and discrimination is not tolerated. However, the school has not ensured that all groups make equal or satisfactory rates of progress. There have been recent developments to increase parents' and carers' engagement with the school. A sound range of partnerships with other external organisations are widening pupils' experiences and helping staff to meet pupils' personal needs.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

The Early Years Foundation Stage is in a state of very considerable flux, with all three teachers being temporary and either untrained and/or inexperienced in the phase. Not surprisingly, and despite the staff's considerable efforts and hard work, this is resulting in the quality of provision not being as good as it should be. On the positive side, children are happy and feel secure because of the warm relationships and the care they receive. They enjoy playing together and undertake some activities, such as listening to stories, with relish. While there is a range of activities for them to undertake both indoors and outside, planning does not take sufficient account of their interests and so enthusiasm for some tasks is not evident, and occasionally the promotion of fun is at the expense of input to develop knowledge and understanding. Planning does not take enough account of different needs either, and so does not promote sufficient learning. Ongoing assessments of what children can and cannot do are made, but they are not used well enough to inform adults' interactions with individual children to develop their understanding or skills. More formal assessments are also carried out but these are not sufficiently accurate to represent a reliable measure of progress.

Many children enter the Early Years Foundation Stage with skills that are well below expectations and do not reach expected levels by the time they leave because their

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achievement is inadequate. The temporary leader is working hard, in very challenging circumstances, to bring about improvement but has been placed in a difficult position because her experience is not commensurate with the responsibilities of the post. An Advanced Skills teacher from another school has started working with the team for one day a week. This is encouraging but is too recent to have had much impact on the overall quality of provision. The shortcomings in safeguarding apply equally to the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Only a very small proportion of parents and carers returned questionnaires. All those who responded said that their children enjoy school and a very large majority said that they are happy with their children's experience and the school keeps children safe. The most frequent negative views expressed, albeit by a small minority, were about how the school manages unacceptable behaviour and the extent to which it promotes healthy lifestyles. All of these issues were investigated by the inspection team. Inspection evidence found that pupils' behaviour overall is good, and is managed satisfactorily, as is the promotion of healthy lifestyles. The inspection also found that academic provision and outcomes are inadequate, as are leadership and management of the school, and that arrangements for safeguarding are not fully robust.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Intake Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 26 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	54	12	46	0	0	0	0
The school keeps my child safe	9	35	16	62	1	4	0	0
My school informs me about my child's progress	11	42	12	46	3	12	0	0
My child is making enough progress at this school	7	27	13	50	3	12	1	4
The teaching is good at this school	9	35	12	46	4	15	0	0
The school helps me to support my child's learning	8	31	14	54	3	12	1	4
The school helps my child to have a healthy lifestyle	10	38	9	35	6	23	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	31	13	50	2	8	0	0
The school meets my child's particular needs	9	35	13	50	4	15	0	0
The school deals effectively with unacceptable behaviour	8	31	10	38	6	23	1	4
The school takes account of my suggestions and concerns	8	31	14	54	3	12	0	0
The school is led and managed effectively	7	27	13	50	3	12	1	4
Overall, I am happy with my child's experience at this school	8	31	16	62	2	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 March 2011

Dear Pupils

Inspection of Intake Primary School, Doncaster, DN2 6EW

Thank you for being so friendly when my colleagues and I inspected your school recently. We enjoyed meeting you and I am writing to tell you about our judgements.

Strengths of your school include the fact that staff know you well and make sure you are happy, so you feel able to talk to them about any worries. You come to school willing to learn and you do what your teachers ask. You behave well. You play and work nicely with each other and show concern for others. You contribute to school life, such as by being playground leaders.

Some of the teaching in school is helping you to learn well, but some is not helping all of you to make enough progress. The work set is sometimes too easy or too difficult, and what you are supposed to be learning is not always made clear. Some of the guidance you get on how to improve your work is detailed, but not all of it is. Some learning activities interest you, but the curriculum does not help you to develop your skills as much as it should. Many of you attend regularly but overall absence is too high compared to other primary schools. You have a new headteacher who is making a difference to your school. Other leaders and those who govern your school also want to improve it for you, but not all are yet in a position where they can do so. We have asked the school to improve these areas, including in the Early Years Foundation Stage, and to make the arrangements for keeping you safe even stronger.

We think the school needs some extra support to help it become more effective, and so we have placed it in special measures. Other inspectors will visit regularly to check on how quickly it is improving.

You can help your teachers by continuing to work hard, doing your best and attending regularly. I send you very best wishes for the future.

Yours sincerely

Joan McKenna
Lead inspector

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