

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566932
Direct F 01695 729320
Direct email:
hcarroll@cfbt.com



25 May 2012

Mrs Helen 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 to your school on 23 and 24 May 2012, 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 third 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

Progress since previous monitoring inspection – satisfactory

Newly Qualified Teachers may be appointed subject to the agreement of Her Majesty's Inspector.

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

Marianne Young
Her Majesty's Inspector

January 2012



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 third monitoring inspection on 23 and 24 May 2012

Evidence

Her Majesty's Inspector observed the school's work, scrutinised documents provided by senior leaders relating to their view of progress and the quality of teaching particularly. Meetings were held with the headteacher and other senior leaders, members of the governing body and a representative from the local authority. Groups of pupils were spoken to at social times.

Context

Since the previous monitoring inspection, an assistant headteacher has been appointed with a remit to develop teaching and learning. Two classes in Key Stage 2 continue to be taught by temporary staff whose contracts will finish at the end of July 2012. Three teaching assistants took up their posts at the start of this term.

Achievement of pupils at the school

The improvement in pupils' attainment, noted at the time of the previous monitoring inspection, has been sustained. Senior leaders are using a detailed tracking system which enables them to note, at regular intervals, the progress made by all groups of pupils in reading, writing and mathematics. This information is providing the agenda during the regular pupil progress meetings so that teachers are aware of where interventions for particular pupils are needed and the impact these are making. Overall, pupils are making faster progress in mathematics and reading compared to that in writing. However, during lesson observations and within pupils' books, inspectors saw that pupils' progress in all these important subjects is inconsistent over time, particularly in the presentation and content of their writing. These differences are generally linked to the variability within the quality of teaching throughout the school and also where staffing instability has adversely affected some classes. Intervention work is continuing, particularly for pupils in Year 6, and leaders are confident that pupils' attainment and their progress will be improved compared to the situation last year. Some limited changes to the curriculum have taken place so that more interesting and engaging tasks are provided with a thorough revision of the curriculum planned for later this term. Consequently, developing pupils' basic skills is not developed systematically at present and this is evident in the way pupils struggle to transfer the skills learnt during literacy and numeracy lessons to other subjects.

Progress since the last monitoring inspection on the areas for improvement:

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

The quality of teaching

Regular lesson observations, checking teachers' planning and scrutiny of pupils' books happen regularly and these activities are used to identify where support is needed and if there are common features within lessons. Information about pupils' capabilities is beginning to be used more regularly when lessons are planned. Pupils report that they enjoy finding things out for themselves and being active in lessons. At times, though, checking that pupils have completed a task is used to measure their success, rather than checking to see what pupils have learned. For example, pupils happily investigated number sequencing, but could not explain how they had reached a particular answer. In addition, during observations, some opportunities were missed to take a pupil's comment further. For example, it was noted that a pupil had used a particular expression in their work; however, no checking was done to see if anyone else had done something similar or whether pupils could identify and recognise this expression in their work. Feedback is generally thorough, following the school's policy, but again, inconsistencies are still present. Similarly, learning objectives are set and copied down by pupils at the start of lessons without considering their value, as too often they indicate what is to be done and not what is to be learnt in lessons. As noted at the previous monitoring inspection, some teachers are more adept at deploying teaching assistants than others and leaders recognise that, at times, teaching assistants' roles are underdeveloped.

Children are making better progress in the Early Years Foundation Stage than at this time last year. Systems to monitor and record their progress in different areas are embedded and this information is used well to inform groupings and challenge in lessons. Children are engaged in their learning and given regular opportunities to talk about their work, both with their peers and adults. There is a good range of stimulating activities on offer, including regular work to develop children's basic skills. Staff work well as a team, planning together regularly to ensure all children are involved in activities and that they make the progress of which they are capable.

Progress since the last monitoring inspection on the areas for improvement:

- improve the effectiveness of the Early Years Foundation Stage – good

Behaviour and safety of pupils

Pupils conduct themselves sensibly and cooperate well during lessons and at social times. In discussion with inspectors, pupils have generally positive views about the school and the opportunities provided. Increased attendance at parent and carer evenings and their increased involvement in fundraising activities are also testament to the more positive links that have been developed with parents and carers. At the time of the monitoring inspection, the increased attendance, which was noted during the previous visit, had been sustained. Pupils enjoy the competition generated between forms to see which class has the best attendance and coming to school regularly is now much more common.

Progress since the last monitoring inspection on the areas for improvement:

- improve attendance – satisfactory.

The quality of leadership in and management of the school

Leadership has been strengthened by the recent appointment of an additional senior leader. Improving teaching has been identified, and continues to be, a driving focus to secure improvement throughout the school. Regular coaching and support is being provided for individuals and groups of teachers. Consequently, teaching, although inconsistent, is improving throughout the school. Robust and regular monitoring of teaching, through a variety of mechanisms is firmly established. Individual targets for improvement are set and reviewed regularly; however, not all staff are reaching the standard of the best.

Systems for strategic planning and improvement are thorough, reviewed regularly and firmly focused on improving provision and outcomes for all pupils. Ensuring that all pupils receive and benefit from the best possible education is at the heart of the work undertaken by senior leaders. Documents provided during the monitoring inspection showed a detailed analysis of pupils' progress in reading, writing and mathematics. Subsequent discussions revealed an in-depth knowledge of potential barriers to pupils' progress in different subjects and year groups. Leaders agree that the use of this information when planning lessons in the classroom is, at times, used inconsistently and thus limiting the progress made by pupils.

Members of the governing body are more familiar with their responsibilities than formally, although some are new to their individual roles. A governors' strategic group has been formed which meets regularly to check what progress has been made against the school's improvement plan. Links between governors and individual classes are being established so that more members of the governing body have first-hand knowledge of the school and are able to fulfil their role as critical friend more effectively. Close attention is paid by all leaders to ensure that safeguarding arrangements are secure and reviewed regularly.

Progress since the last monitoring inspection on the areas for improvement:

- improve leadership, management and governance – satisfactory
- improve safeguarding arrangements and ensure they fully meet requirements – satisfactory

External support

Support, some of which has been brokered by members of the local authority, continues to be welcomed by staff. The local authority has revised its action plan which now runs until December 2012. Annual targets for improvement are indicated but there are too few small milestones so that the progress being made can be checked and measured over a shorter time frame.