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4 October 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 with Rosemary Eaton, Additional inspector, to your school on 2 and 3 October 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 fourth 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 – good

Progress since previous monitoring inspection – good

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 fourth monitoring inspection on 2 and 3 October 2012**

#### **Evidence**

Inspectors observed the school's work and scrutinised documents provided by senior leaders and the local authority. Meetings were held with the headteacher, other senior leaders and the Chair of the Governing Body. A telephone conversation was held with a Senior Schools Standards and Effectiveness Officer from the local authority.

#### **Context**

Since the previous monitoring inspection, two teachers have been appointed to Key Stage 2 classes, one of whom is new to teaching. One class in Key Stage 1 is being taught by a temporary teacher. During the monitoring inspection, a Key Stage 2 class was being taught by a temporary teacher due to the planned absence of the permanent teacher. The constitution of the governing body was amended from 1 September 2012, in line with current regulations. The area for improvement relating to rectifying weaknesses in safeguarding was not judged on this occasion as all requirements are fully met.

#### **Achievement of pupils at the school**

The unvalidated results for the national tests taken by Year 6 pupils show improvements in both English and mathematics compared to results in the previous year. The most marked improvement was in mathematics with a broadly average proportion of pupils making the expected progress. Although results in reading and writing improved, less progress is evident in the proportion of pupils making the expected progress in writing. The changes to the way subjects other than English and mathematics are taught provide more opportunities for pupils to write at length. For example, pupils' topic books and class displays show writing about the Romans, Victorian times and how the environment is affected by different events. However, pupils' writing, that of boys especially, does not show the same amount of improvement compared to that seen in reading and mathematics. There is a similar pattern of improvement by pupils at the end of Year 2 with better progress made again in mathematics compared to reading and writing. Girls are outperforming boys in all areas. However, more pupils than in previous years gained the higher Level 3 at the end of Year 2.

The detailed and comprehensive tracking of pupil's progress maintained by senior leaders enables them to keep a close eye on the progress being made by individual pupils. This information is used effectively so that suitable interventions are organised at all stages of pupils' education, not just for those in Year 6. Inspectors saw that there are still inconsistencies in the quality of teaching throughout the school. This is having an adverse effect on the progress made by some pupils as they are not given work to do which matches their ability.

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

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

### **The quality of teaching**

The activities, noted at the time of the previous monitoring inspection, to observe, support and challenge teachers, have continued regularly. There is willingness amongst staff for them to reflect upon and seek help in order to improve their practice. Curriculum changes mean that teachers are planning themed work where subjects such as history, geography, science and design and technology are linked together. This approach is engaging and interesting pupils as they enjoy discovering and researching information. However, when this activity lasts for too long, pupils' attention wanes and their progress is adversely affected. Too often in lessons, pupils are told that they are to complete a particular activity. As a result they do not know what they are going to learn. This was seen by inspectors when they observed lessons.

Progress for children in the Early Years Foundation Stage has continued to rise, with leaders knowing how to support colleagues, despite occasional times when teaching does not inspire or meet individual needs appropriately. Although a system is in place, leaders are refining this so that they can measure individual children's progress throughout their time in the Early Years Foundation Stage more effectively. The quality of provision indoors has been enriched, particularly linked to activities that promote reading, writing, speaking and listening. Activities that promote numeracy are not as evident and this is an area which leaders plan to develop. Inspectors saw, and leaders agree, that improving outside activities so that children's creativity and physical development can reach the same standard as other areas, is a priority.

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

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

### **Behaviour and safety of pupils**

Pupils behave sensibly and generally engage well with their peers and other adults. When teaching captures their imagination and promotes their investigative skills they are enthusiastic about their work. Attendance continues to improve. Measures to promote coming to school regularly have been developed further. There is no complacency and leaders are looking for new ways to reward and encourage regular attendance.

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

- improve attendance – good

## **The quality of leadership in and management of the school**

There has been a relentless drive to improve outcomes for all pupils. Although inconsistencies in both pupil outcomes and the quality of teaching still persist, improvements are evident. Leadership is distributed and all leaders have a secure understanding of their roles and responsibilities. They are confident to discuss practice from an informed and well considered position. This is because they have the knowledge required in order to discharge their responsibilities appropriately.

Governance has been re-organised since the previous monitoring inspection. Members of different groups meet regularly and governors visit the school on a regular basis. This is welcomed by staff and ensures that members of the governing body develop their understanding of the school and how to make best use of the pupil premium. In addition, performance management procedures are in place with appropriate targets set for staff.

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

- improve leadership, management and governance – good

## **External support**

The headteacher continues to receive support from the headteacher at a local school. Links are being forged with other primary schools in the Danum Pyramid Group so that practice can be shared. Together, these links provide opportunities for staff to gain an external view of progress and to test out future plans. Local authority officers continue to visit the school and held a two day review focussing on literacy earlier this term. Recommendations following this visit have been made. However, no judgement is provided about the progress the school has made since being judged to require special measures. Similarly, notes of visits are provided after regular visits by the local authority but these do not evaluate the impact of the support provided against improvement made by the school.

## **Priorities for further improvement**

- Ensure that pupils understand what they are to learn in lessons.
- Establish a system which indicates children's abilities when they start in Nursery.
- Make sure that the facilities and provision in the outside areas throughout the Early Years Foundation Stage replicate those indoors.