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

Dear Mrs Broad

Requires improvement: monitoring inspection visit to Intake Primary School, Doncaster

Following my visit to your school on 13 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you, other senior leaders and the Governing Body to discuss the action taken since the last inspection. A telephone call was held with a representative of the local authority. The school improvement plans were evaluated.

Main findings

The methods used by leaders to bring the school out of special measures are being sustained and further developed to maintain the trajectory of continuing improvement in teaching and learning. Evidence of improving achievement is shown by the school's recent analysis of the progress of current year groups. However, evidence of improved achievement at the end of key Stages 1 and 2 has not yet been demonstrated.

Since the inspection, revised plans and actions taken have been clearly focussed on the areas for improvement that were identified. Staff morale has risen further since the school came out of special measures. Staff accept the need to make further improvements, are positive about professional development activities and keen to learn from other teachers. Opportunities for observing and being observed have been extended within the school and with other schools. Targets for improving teaching have been supplemented by detailed

action plans for each teacher, with follow-up observations. Plans have been made to engage staff in more detailed reflection about the quality of marking in order to ensure it is consistently specific and personal. Plans to improve pupils' learning by developing the use of peer assessment will be implemented next term.

In order to raise standards of writing, pupils now use one book for drafting and another for the final version. More frequent sessions on spelling and handwriting have been introduced. As well as working on their own writing, pupils have commented on the quality of teachers' handwriting which has injected an element of competition and reinforced the whole school approach. Weekly sessions for extended writing are now being implemented consistently across the school. Leaders are planning to revise the methods for documenting and discussing the assessment of writing in order to deepen teachers' understanding of how to improve writing.

Staff have begun to analyse attendance in more depth and have identified individual factors that contribute to lower attendance or punctuality. More accurately focused actions are being implemented to tackle these issues. A day of enrichment activities has been introduced to reward good attendance.

Governors have received training in the pupil premium which has improved their understanding. They have joined with other local schools to develop a common approach to performance management. The smaller strategic group of governors, set up at the time of special measures, continues to meet. Governors are well informed about the action plans and the impact on teaching and learning and they visit lessons regularly.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- make the evidence and timescales for impact clearer in the planning by tightening the links between actions, monitoring activities and success criteria.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Leaders are drawing effectively on external support from a teaching school and the local partnership of schools to improve teaching and learning. The local authority is usefully continuing to provide regular support for planning and monitoring.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Doncaster.

Yours sincerely

Bernard Campbell
Her Majesty's Inspector