

# Intake Primary School

Sidney Road, Doncaster, South Yorkshire, DN2 6EW

**Inspection dates** 18–19 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Senior leaders and governors have not yet brought about sufficient change to ensure good achievement for pupils in Key Stage 1.
- Middle leaders do not play a sufficiently active role in supporting senior leaders in improving the quality of teaching and the achievement of pupils. Since the previous inspection, they have given too little support in Key Stage 1 to improving the rate of pupils' progress.
- Children in the early years do not make good enough progress. This is because provision in the Nursery requires improvement, because activities in the classroom and outdoor area do not offer children enough opportunities to learn, use their imagination and to play purposefully.
- In 2014, standards in English and mathematics were below the national average at the end of Key Stage 1. Currently, pupils' achievement is not good enough, especially in writing.
- Teaching in Key Stage 1 does not help pupils make fast enough progress. Work set for the most-able pupils does not match their needs sufficiently well. Frequently, they do not do enough written work in the time available to practise their skills and become more fluent writers.
- The support and resources the school provides for pupils new to speaking English do not always help them to make the best possible progress in learning to speak, read and write in English, especially in Key Stage 1.

### The school has the following strengths

- School leaders know their school well and are bringing about improvement at a good pace as evidenced by improvements in pupils' achievements by the end of Year 6.
- Pupils' good behaviour in class has contributed well to the improvements in achievement in Key Stage 2. All pupils are polite, behave well around the school and play together harmoniously. Children in the early years are happy and behave well. Their parents are confident that the care staff provide is good.
- The vast majority of pupils say they feel safe and secure in school. They have a good understanding of the different forms bullying can take and are clear what to do should incidents occur.
- The quality of teaching is improving, especially in Key Stage 2 and as a result, pupils' progress in this key stage is accelerating.

## Information about this inspection

- The inspection team held meetings and discussions with pupils, the headteacher, middle leaders and members of the school’s staff. The lead inspector met with the Chair of the Governing Body and another governor.
- The inspection team took into account the views of 10 parents who responded to the on-line questionnaire (Parent View). They also took into account the views of 25 staff members who returned questionnaires to the inspection team.
- The inspection team studied health and safety documentation, documents relating to the procedures to check the performance of staff, pupils’ attendance data and the school’s system for checking pupils’ progress.

## Inspection team

Marian Thomas, Lead inspector	Additional Inspector
Carol Smith	Additional Inspector
Fiona Dixon	Additional Inspector

## Full report

### Information about this school

- The school is a slightly larger than the average primary school. It has increased in size since the previous inspection.
- The large majority of pupils are White British . Approximately one third come from other ethnic groups. Recently, this has included a group of pupils who are new to English who now represent approximately 37% of the school population.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium, is approximately twice the national average. The pupil premium is funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs s is similar to the national average.
- The proportion of pupils who join or leave the school at times other than the usual transition points is higher than average.
- In 2014, the school met the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Children who attend the school's Reception class do so full time. The 23 who currently attend the Nursery do so on a part-time basis.
- The local authority has helped the school to develop partnerships with other local schools and as a result, the school is currently being supported by a Local Leader in Education (LLE) who is the headteacher of a primary school within the local authority cluster group.
- The school also works in collaboration with schools within its local authority cluster to develop policies and practice to assist school improvement.
- Since the last inspection, there have been many changes in staff, including the appointment of a new deputy headteacher. In September 2014, 50% of the teaching staff were new to the school.

### What does the school need to do to improve further?

- Improve the quality of teaching in Key Stage 1, especially in writing by:
  - ensuring work set for the most-able pupils more closely reflects their abilities and gives them more opportunities to extend their range of skills and knowledge and make more progress in the time available
  - improving the quality of support, resources and teaching for pupils new to speaking English.
- Improve the achievement of children in the early years, especially the Nursery by:
  - improving the quality of resources so that they match children's learning needs
  - planning and delivering activities that capture children's interest, move them on to the next steps in their understanding and increase their learning through purposeful play.
- Improve the quality of leadership and management by increasing the role played by middle leaders in improving the quality of teaching and accelerating pupils' progress in Key Stage 1.

## Inspection judgements

### The leadership and management requires improvement

- Not enough has been achieved in improving the standards reached by pupils at the end of Key Stage 1, particularly in writing.
- The headteacher has a very clear view about how to take the school forward. Her vision is shared by the senior leadership team, staff and governors, all of whom are committed to improving the achievement and personal development of every pupil. Staff work closely as a team and this has led to increased standards in Year 6 last year and the good behaviour seen in the vast majority of classrooms.
- Senior leaders monitor the quality of teaching effectively, resulting in rapid improvement in some areas of the school. However, it is not yet consistent across the school.
- Provision in the early years requires improvement because children's achievement is not consistently good. Children in the Reception classes make more progress than those attending the Nursery class. This is because the Nursery classroom and the outdoor area do not offer children enough opportunities to learn, use their imagination and to play purposefully.
- Middle leaders do not play a sufficiently active role in monitoring the quality of teaching in their subjects and year groups, particularly in Key Stage 1. Senior leaders are aware of this and have plans in place to bring about improvements next year after the return of key staff from maternity leave. However, this is slowing the improvement in pupils' achievement overall.
- The headteacher and governing body ensure performance targets for staff link directly to pupils' achievement and the targets set in the school's improvement plan. A new and effective system developed within the school's cluster group has recently been implemented. Checks on the performance of staff are undertaken regularly and information is being used to make decisions on teachers' pay.
- The senior leadership team have established a caring approach at the heart of the school's ethos. All are welcomed into school, no-one is made to feel left out and pupils are given equal opportunities to take part in all school activities. Any apparent discrimination is tackled well and dealt with appropriately. Pupils understand this clearly as is evidenced in their good levels of behaviour inside and outside of classrooms.
- The newly implemented curriculum is carefully planned and subjects are clearly linked. It meets all aspects of the new requirements, promotes values such as honesty and tolerance and enables pupils to learn about democracy and the rule of the law.
- The curriculum is enriched with visitors and visits away from the classroom which bring learning to life for pupils. For example, on the first day of the inspection, Year 4 and Year 5 pupils were on a residential visit to an outdoor pursuits centre. Pupils described their experiences as, 'brilliant, exciting and at times scary.' Pupils described how the challenging activities helped them to explore their capabilities and to feel proud of their efforts and successes. This demonstrated clearly how experiences such as these contribute well to pupils' good spiritual, moral, social and cultural understanding.
- The majority of parents spoken to during the inspection and those who made their views known through the on-line questionnaire (Parent View) support the work of the school, speaking highly of staff. One or two were less pleased with the way their concerns were dealt with by the school.
- Last year disadvantaged pupils supported by pupil premium funding made less progress than other groups. This year the attainment gap is beginning to close particularly in Key Stage 2. This is because leaders are planning more effectively for the use of this extra finance, focusing support on mathematics and English, as well as promoting the personal development of eligible pupils. However, further work is required to accelerate progress and close the gap between these pupils and their peers in Key Stage 1.
- The primary school sports funding is used to improve the quality of physical education (PE) across the school. For example, sports coaches teach PE and run a myriad of clubs to develop pupils' skills in basketball, football, badminton, volleyball, athletics and cricket. Pupils improved performance in matches against other local schools is testament to the school's success in improving pupils' health, fitness and sports skills.
- Safeguarding procedures and documents meet requirements. Discussions with staff show the school takes its responsibilities in this area very seriously. For example, staff have in the past worked with other outside agencies including Interpol, in order to follow up children missing from school.
- The local authority has offered the school a good level of support. The work of the school's standards and effectiveness partner (StEP) and the LLE have contributed directly to recent improvements.
- **The governance of the school:**
  - Governors have a broad range of skills which they have up-dated regularly by attending training provided by the local authority. As a result, they have gained a good understanding of data relating to school performance in comparison to others nationally and offer school leaders effective support and

challenge. This is beginning to bring about improvement in the quality of teaching and pupils' achievement, but not yet at a fast enough pace.

- In partnership with senior leaders, governors have developed an effective system for checking the performance of all staff which rewards good teaching and addresses underperformance.
- Governors ensure the prudent management of school funds, including pupil premium, and the effective supervision of resources.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Nearly all pupils show good attitudes and behaviour both inside and outside the classroom. As a result, learning is rarely interrupted by incidents of difficult behaviour. Pupils' good behaviour has contributed well to improvement in pupils' achievement in Key Stage 2.
- School staff have a clear focus on developing pupils' well-being and behaviour. Pupils are clear about what constitutes good behaviour and often offer new pupils advice on how to behave 'in our school.'
- New initiatives enable pupils to feel valued, involved and appreciated. Activities encourage self-reliance and improve pupils' self-esteem. As a result, the many pupils who attend who are new to England and English, settle quickly to school routines
- Behaviour outside the classroom is good and pupils play harmoniously together at break and lunchtime. The vast majority show very polite attitudes to visitors, staff and each other by holding doors open. They receive thanks politely with the comment, 'you are welcome.'
- Overall, parents feel that their children behave well at school and enjoy attending. Parents of older pupils comment that their children are well prepared for the future and transfer to secondary school.
- In the past, pupils were too frequently excluded from school. Senior leaders have effectively addressed the behaviour issues resulting in exclusion. School records show that no pupil has been excluded over the last three years.
- The attendance of pupils who were most persistently absent has improved over the last two years. Levels of attendance for this group are now higher than others nationally due to the diligent and dogged approach taken by staff who work closely with outside agencies to get non-attenders into school regularly.

### **Safety**

- The school's work to keep pupils safe and secure is good. Staff regularly undertake safeguarding training and as a result are very aware of the challenges faced by pupils.
- All absences are followed up rigorously and strong relationships are carefully built with parents through, for example, parenting classes. This enables staff to help parents keep their children safe and secure, particularly those new to this country.
- Pupils say that they know who to turn to should a problem occur and as a result feel very safe and secure in school.
- The majority have a clear view of the different forms bullying can take and have developed a good knowledge of what to do should an incident occur.
- Senior leaders offer pupils a range of different opportunities, including drop-in sessions from the local community police officer and lessons on how to keep safe on the internet and on the road. This ensures pupils are clear about how to keep safe and secure and make the right choices.

## **The quality of teaching** requires improvement

- The quality of teaching requires improvement because in Key Stage 1 pupils make too little progress in writing. In Key Stage 2, recent improvements in teaching have resulted in pupils now generally making good progress.
- Pupils in Key Stage 1 make better progress in reading and mathematics than in writing because teaching is better in these areas. In writing, work planned, for the most-able pupils does not meet their needs sufficiently well. For example, pupils are not given sufficient opportunity to use the knowledge and skills that they have when writing longer pieces of work and too little is expected of them in the time available.

Teachers, particularly in Key Stage 1 do not always use resources and the support of adults in the classroom to ensure pupils who are new to English make good progress.

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- Recent changes brought in by the introduction of a new curriculum have started to address this issue, but the impact of these changes has yet to be measured.
- Homework is set regularly in the majority of classes and pupils often take pride in completing it. Most parents agree it helps pupils to practise their skills and accelerates their progress.
- Teachers allow pupils more opportunity to practise their skills and knowledge in mathematics and reading which supports better progress in these subjects.
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- Teaching assistants and teachers mostly work closely together planning and delivering learning in the classroom. This collaborative approach is beginning to bring about improvement in pupils' achievement.
- School leaders have recently brought about a change in the way in which pupils who need extra help with learning are supported. Teachers decide, through careful observation of pupils' progress, what is needed to help individual pupils who are falling behind and deliver extra help in the classroom or at break and lunchtime. This bespoke approach is beginning to improve pupils' achievement across the school.
- Throughout the school good relationships between adults and pupils support pupils learning well and a variety of experiences provide support for pupils spiritual moral and cultural understanding.

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement overall. However, current school data shows that all groups, including disadvantaged pupils, are making good progress from a range of different starting points in Key Stage 2.
- National data in 2014 show that standards in English and mathematics attained by pupils in Key Stage 1 dipped and were lower than those attained nationally. However, pupils' attainment in Key Stage 2 was broadly average, demonstrating pupils' good progress often from low starting points.
- Disadvantaged pupils in 2014 did not make as good progress as disadvantaged pupils nationally. In reading, writing and mathematics, they were a little more than a term behind non-disadvantaged pupils nationally. They were approximately one term behind their peers at the end of Key Stage 2 in mathematics and writing and two terms in reading. Currently, attainment gaps in both English and mathematics are beginning to close as new measures put in place to identify pupils' individual needs are beginning to improve pupils' progress.
- Current data paints a better picture of progress in Key Stage 2, with more than 80% of pupils on course to reach challenging targets set by senior leaders. However, this good progress is not yet matched in Key Stage 1, where pupils' progress is still lagging behind others nationally, particularly in writing.
- Overall progress in mathematics is slightly faster than in English across the school. This is because pupils have more opportunity to practise their skills and knowledge when working in other subjects. In most classes work set accurately matches pupils' needs.
- Standards in reading at the end of Key Stage 2 dipped last year. Current school data suggests this trend has been reversed. Year 6 pupils who spoke to inspectors say how much regular class reading sessions have helped them develop a love of reading. They particularly enjoy the books of authors such as Roald Dahl and David Walliams.
- The most-able pupils in Year 6 are currently making good progress in mathematics and English. A small group are receiving extra support and tuition with the expectation that they will reach the highest standards at the end of this year.
- Current data shows that although pupils in Key Stage 1 are beginning to make better progress, the pace of improvement is too slow. Lesson observations, a scrutiny of pupils' work and listening to pupils read during the inspection support this view.
- The progress of the most-able pupils in Key Stage 1 is slower than that of other groups. This is because staff do not always set work that challenges these pupils sufficiently. An example seen in the books of the Year 2 pupils illustrated this well. A task was set on writing the opening lines of a story. It was the same for all pupils whatever their ability. Extension work was set but this also gave little challenge to the most-able who finished their work quickly. This missed an opportunity to increase the level of challenge and slowed the pupils' progress.
- Pupils' attainment in the Year 1 phonics (linking letters and the sounds they make) screening check last

year was below the national average. Senior leaders have worked hard to improve the quality of phonics teaching in both Key Stage 1 and the early years. Recent school data suggests that a higher proportion of pupils are working at the required standard this year.

- A larger than average number of pupils join the school who are new to the country and to speaking English. Many have joined the school recently. The progress of this group is slower than others nationally, particularly lower down the school. This is because teaching staff and assistants are not sufficiently knowledgeable about the best means for supporting their acquisition of English. For example, there are too few signs or symbols in classrooms or corridors and in work set which link everyday objects to their names. This slows pupils' progress because they take longer to learn commonly used English words.
- In 2014, disabled pupils and those with special educational needs made similar progress to their peers in English and mathematics. Their progress, in line with others in Key Stage 2, is improving because of more effectively targeted individual support.

### The early years provision

### requires improvement

- Outcomes for children who join the early years require improvement overall.
- Children often arrive in both the Nursery and Reception classes with skills and knowledge below those typical for their age, particularly in communication, language and social skills.
- Children in the Nursery class make slower than expected progress because there are too few opportunities for them to engage in planned and purposeful play.
- Provision in the Reception classes has improved recently and children make better progress in most areas. However, few leave having reached the expected level of development for children of their age. As a result, they are not sufficiently well prepared when they transfer to Year 1.
- Leadership and management of the early years unit requires improvement because progress made towards improving outcomes for children has been too slow. Senior leaders are aware of this shortfall and are due to interview for a new assistant headteacher with responsibility for both Key Stage 1 and Early Years in the very near future.
- Activities inside and outside the Nursery classroom do not yet support children to become active and inquisitive learners. At the time of the inspection activities in place were dull and uninviting, particularly those set up outside. Few opportunities were in place to improve children's mathematical and language skills or to help them gain an understanding of the world around them.
- By contrast, activities provided for Reception children were more interesting and lively. For example, during the inspection a staff member was dressed as a giant and children became excited when a letter from the giant was found. However, staff had not planned many other activities linked to this exciting event with the result that children's learning and interest was not expanded as fully as it could have been.
- Relationships between staff and children are strong, as evidenced by the way children quickly settle and develop an early understanding of how to behave. A clear example of this could be seen in the calm way in which the majority of children played together, demonstrating good social skills and good behaviour.
- Parents spoken to during the inspection felt that the early years unit gave their children a good start in school. They commented on the warm and friendly approach of all staff and appreciated their support in helping their children to learn.
- Procedures to keep children safe are effective.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106729
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	453703

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	290
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Morgan
<b>Headteacher</b>	Helen Broad
<b>Date of previous school inspection</b>	12 March 2012
<b>Telephone number</b>	01302 344743
<b>Fax number</b>	01302 360811
<b>Email address</b>	admin@intake.doncaster.sch.uk

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