

# Intake Primary School

Sidney Road, Intake, Doncaster, South Yorkshire DN2 6EW

## Inspection dates

25–26 April 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, ably supported by other leaders and governors, provides inspiring and determined leadership. This has led to rapid improvements in teaching and pupils' progress since the last inspection. Intake Primary is now a securely good school.
- Strong relationships and mutual respect characterise this happy, hard-working school. A real sense of teamwork and shared vision pervades the school.
- Rising achievement in reading, writing and mathematics means that pupils at the end of Reception Year, Year 2 and Year 6 are now making good progress, and are better prepared for their next stage of education.
- Pupils make very good progress in writing. Leaders' concerted efforts to improve this subject, enthusiastically supported by teachers, have seen a significant increase in writing standards.
- The progress that pupils make in mathematics is good but not as rapid as in reading and writing. Sometimes teachers do not provide pupils, especially those who are most-able, with activities that are sufficiently challenging.
- Pupils feel safe and enjoy coming to school. Pupils behave extremely well, are respectful to others and are eager to learn.
- The early years provides children with a good start to their education. The provision is well led and the quality of teaching results in children making good progress.
- Teaching has substantially improved and is now consistently good. However, in some classes teachers' questioning does not challenge pupils to think harder about what they are learning.
- The leadership by some middle leaders needs further development so they can lead their areas of responsibility more effectively.
- Well-planned activities enrich pupils' learning and stimulate their interest. However, systems to track how well pupils are achieving in subjects other than English and mathematics have not been developed fully.
- Although attendance shows good improvement it remains below the national average

## Full report

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

- Accelerate the progress, and raise the attainment, of the most able pupils in mathematics by providing more demanding work and moving pupils on in their learning swiftly.
- Ensure that teachers use challenging and focused questioning more consistently during learning activities, so that pupils think harder about what they are learning.
- Leaders and those responsible for governance should ensure that:
  - systems for tracking the progress of pupils in subjects other than English and mathematics are implemented and used by teachers and leaders to improve pupils' progress
  - the roles of subject leaders, except for English and mathematics, are developed further
  - attendance continues to improve.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Since the previous inspection, the headteacher has provided excellent and decisive leadership. She has successfully improved the quality of teaching and as a result pupils now make good progress.
- Staff are proud to be members of Intake Primary School. They share a sense of purpose and a clear vision to provide the very best for all its pupils. Morale is high in the school.
- Senior leaders have a clear and accurate understanding of the school's strengths and areas for development. They know their school well and have set robust and challenging plans to improve provision further. Leaders' actions to improve attendance has had a positive impact. However, they are aware that this needs to be sustained and improved further.
- The leadership of English and mathematics is strong. Sharp monitoring of teaching and the progress pupils make in these subjects is firmly embedded, and has resulted in an improving trend in outcomes. For example, a small team of teachers have been extremely proactive in developing an improved writing curriculum, which is rigorously monitored, and has led to a very positive impact on standards across the school.
- Other subject leaders have a strong drive to do even better for pupils. However, they have had less impact on their areas of responsibility because their roles have not developed as fully as for English and mathematics.
- Staff are given high-quality training and support to enable them to improve their practice. Training and professional development are informed by the school's effective monitoring of its work. The individual needs of staff are also identified well through the management of their performance. Staff are very positive about the training and coaching they receive and feel that as a result their practice has improved.
- The curriculum is broad and balanced and provides pupils with a wide variety of topics and themes. A range of visits supplement the curriculum and add interest for pupils. For example, pupils spoke enthusiastically about their visit to a museum to study everyday life during the Victorian period. Leaders are looking at ways of developing the wider curriculum so that pupils' progress is improved further, and systems for assessing standards in subjects are as rigorous as they are for English and mathematics.
- Provision for pupils who have special educational needs and/or disabilities is led and managed well. These pupils make good progress because leaders ensure that additional funding is used effectively to meet the needs of individual pupils.
- Leaders make effective use of the pupil premium grant and this ensures that disadvantaged pupils achieve well. The differences in outcomes between these pupils and other pupils nationally are diminishing quickly.
- Pupils' spiritual, moral, social and cultural development is promoted very successfully. These aspects pervade every part of school life. Displays around the school, such as ones that celebrate cultural diversity and 'be the best you can be', are particularly

effective.

- This is an extremely caring school. Many children enter the school speaking little or no English and are welcomed by a tolerant and understanding school community. Pupils from different cultures work and play happily with each other and older pupils act as interpreters on the playground. Pupils have a positive attitude towards, and an enhanced understanding of, cultural diversity. Elections for the school council gave pupils the opportunity to participate in the democratic process. As a result, pupils are well prepared for life in modern Britain.
- Pupils who are new to the school and have limited English language skills make good progress from their individual starting points. This is because the leader who is responsible for these pupils ensures that they receive effective support and timely intervention.
- The sports premium is used effectively to improve physical education and sports provision. Staff receive good professional development to enhance their skills and specialist coaches provide quality activities for pupils. The school's use of funding has heightened pupils' understanding of health and well-being.

### **Governance of the school**

- The governance of the school is effective. Governors share the vision and commitment to improvement held by leaders and staff. Regular visits to the school ensure that governors have a real understanding of the pupils' achievements; they know their school. Governors regularly organise events, including school discos and school assemblies.
- Accurate information about the school's performance from the senior leaders ensures that governors have a detailed knowledge of the strengths and areas for school improvement. They offer appropriate challenge and support to continue the drive to raise standards further.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that safeguarding training for all staff is relevant, and regular safeguarding updates keep staff up to date with the latest guidance. Staff are vigilant and are confident in raising any concerns that they may have.
- The school uses an electronic system to record concerns about individual pupils. This system is used efficiently and ensures that records are fit for purpose. Concerns are recorded in a timely manner and actions taken in response are shown clearly. Pupils' individual records provide strong evidence that appropriate and prompt action is taken, when necessary, to address child protection concerns.
- The school's ethos of safeguarding pervades all aspects of school life. Staff are aware of the potential risks that some pupils face, and act accordingly. Consequently, pupils feel safe and are confident that staff will respond quickly and effectively to any concerns they might have. Leaders work well with parents and carers to ensure that pupils' welfare and personal needs are met. Parents say that their children are safe and

appreciate the work the school does in ensuring that the safety of pupils is everyone's responsibility.

## **Quality of teaching, learning and assessment**

**Good**

- Teaching is effective and is characterised by positive relationships; successful management of lessons ensures that they run smoothly. Teachers have responded well to good training and development opportunities, particularly for writing, and as a result teaching has improved and pupils' progress from their different starting points has accelerated.
- Teachers plan interesting learning activities and maintain high expectations of pupils' conduct. Pupils enjoy their learning, participate in lessons enthusiastically and try hard to complete their tasks to the best of their ability.
- Teaching assistants have a very good understanding of their roles and provide highly effective support to the pupils they are working with.
- Pupils who have special educational needs and/or disabilities, pupils who need to catch up quickly and those pupils who are new to English are supported effectively and their progress is tracked carefully by school leaders.
- The quality of teaching in writing has rapidly improved since the last inspection and is now good. Teachers ensure that pupils have regular opportunities to apply their good writing skills in different subjects, which they do to good effect.
- The teaching of reading is also effective. Daily opportunities for pupils to answer comprehension questions and interpret a range of different types of texts, both fiction and non-fiction, enhance pupils' skills to understand the text. Phonics teaching during the early years and key stage 1 has improved substantially since the last inspection. Teachers regularly teach phonics skills, making sure that pupils apply their learning during reading and writing activities.
- In most classes, the work that pupils do in mathematics is pitched at an appropriate level. However, on occasion the most able pupils are not being challenged effectively in mathematics because they are not being moved on to more demanding work when they are ready.
- Teachers mostly use their good subject knowledge to ask probing questions to extend and develop pupils' understanding further. However, this is variable and occasionally teachers' questions do not consistently challenge pupils to think harder about what they are learning.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Throughout the school, pupils are polite, friendly and welcoming. They show high levels of respect both to adults and to each other. When working together, pupils show good levels of cooperation and help one another willingly. In lessons, they respond well

to tasks they have been given and enjoy the work they do.

- Pupils who join the school with limited or no English are supported by older pupils, who act as 'young interpreters' during breaktimes to help them settle into the school and develop friendships.
- Pupils show respect for those who are different from themselves. On the playground and during lessons they play and work together happily. They learn about other cultures and ways of life during well-planned learning activities and theme days.
- Pupils recognise that the school keeps them safe. They know how to keep themselves safe including a good awareness of e-safety and how to protect themselves online. Pupils have a developed understanding of the different forms that bullying can take. They say that bullying is rare but, if it does occur, adults quickly sort it out.
- The school offers a range of after-school clubs such as computing and a breakfast club each morning, which is well attended. A range of playground equipment promotes healthy lifestyles through active games. However, some pupils told inspectors that opportunities to play competitive sports are at times limited.

## Behaviour

- The behaviour of pupils is good.
- Incidents of poor behaviour have become rare. Pupils are confident that they can approach adults in the school if they have any concerns. School records show very few incidents, and those that are recorded are dealt with effectively by leaders.
- Parents, staff and pupils all agree that behaviour is good and that the school keeps pupils safe and secure.
- Classrooms are extremely well-organised learning environments. Pupils have excellent attitudes to learning, and during lessons they are supportive of each other. They respond well to instructions and are keen to learn. Consequently, pupils' positive attitudes mean that behaviour rarely disrupts lessons.
- School leaders and staff responsible for attendance have worked tirelessly to improve attendance. However, although school records show that there is a noticeable improvement in attendance for all groups of pupils currently in the school, it remains stubbornly below average.

## Outcomes for pupils

**Good**

- There has been a sustained improvement in the outcomes for pupils since the last inspection. In the early years, key stage 1 and key stage 2 standards have risen and the progress that pupils make from their different starting points is now good for reading, writing and mathematics. This is especially the case for those pupils who have lower starting points. As a result, pupils are well prepared for their next stage of education by the time they leave the school.
- Writing is a strength, and the progress that pupils made in the 2016 key stage 2 assessments was significantly above average. A structured approach to the teaching of writing has been employed throughout the school and pupils are making strong

progress as a result. Examples of work for pupils currently in the school show that high standards in writing are being maintained. Pupils use a range of interesting vocabulary, sentence structures and grammar techniques that engage the reader.

- Pupils who have special educational needs and/or disabilities, and those pupils who speak English as an additional language, make good progress from their starting points due to the carefully targeted support they receive.
- The school's effective use of the pupil premium ensures that disadvantaged pupils receive the support needed to make good progress. The regular tracking of their progress means that any dips in attainment are quickly addressed.
- Progress in reading for pupils currently in the school is good. Pupils who read to the inspectors told them how they enjoyed reading and listening to each other read. Less-able pupils use a range of techniques to help them read unfamiliar words; most-able pupils read more challenging books with high levels of fluency and expression.
- Significant increases in the proportions of pupils reaching the expected standard in the Year 1 phonics screening check reflect the good-quality phonics teaching that children in the early years and pupils in key stage 1 receive. Pupils use their phonic knowledge well to read unfamiliar words.
- The most able pupils, including the most able disadvantaged pupils, make good progress throughout the school. However, variability in the challenge provided for most-able pupils in mathematics means that their progress is not as consistent as it is for reading and writing.
- Evidence collected during the inspection shows that pupils complete work in other subjects to a good standard. For example, a history topic on Grace Darling showed good historical processes used by the pupils and they used their well-developed writing skills to good effect. In art, pupils show good observational and creative skills. However, the progress that pupils make in subjects other than English and mathematics is not accurately tracked and therefore leaders and teachers are unable to measure the progress pupils make, or plan more precisely the next steps in their learning.

## Early years provision

**Good**

- Overall, children enter the Nursery class with skills and abilities that are below those that are typical of their age. They make good progress as they move through the early years, and the proportion of children who reach a good level of development by the end of the Reception Year is on a clear rising trend and is now very close to average. Children are prepared well for Year 1.
- The early years is led effectively and the leader knows the strengths and areas requiring development for both the Nursery and Reception classes. Leaders are implementing a training programme for staff and increasing use is made of visits to see best practice in other schools.
- Additional funding for disadvantaged pupils is used very effectively to enrich learning resources and provide additional adult support for children. As a result, disadvantaged children achieve as well as other children.

- Teaching is typically good and children benefit from well-planned activities. Highly effective communication ensures that all staff are clear as to the needs of individual children and the next steps in their learning. However, the outside area in the Reception class is not fully utilised to enhance learning outdoors.
- The provision offers a broad range of opportunities that are interesting and ensure that all areas of the early years curriculum are covered. Activities are motivating and build on children's interests. For example, the 'egg' topic developed from chicks to dinosaur eggs as a result of a play activity that children created.
- The early years team work closely with parents to ensure that they are part of their child's learning. For example, reading mornings, which are well attended, allow parents to learn storytelling tips to engage their children.
- Children enjoy their time in early years. They behave well, take turns, share resources and listen attentively. Children show resilience and sustain concentration.
- Leaders make sure that all the safeguarding checks required of adults working with children are carried out carefully. They are well trained in recognising signs of neglect or abuse and know what to do should they have a concern. All the statutory welfare requirements are met.

## School details

Unique reference number	106729
Local authority	Doncaster
Inspection number	10031966

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	301
Appropriate authority	The governing body
Chair	Mike Morgan
Headteacher	Helen Broad
Telephone number	01302 344743
Website	<a href="http://www.intakeschool.org.uk">www.intakeschool.org.uk</a>
Email address	<a href="mailto:admin@intake.doncaster.sch.uk">admin@intake.doncaster.sch.uk</a>
Date of previous inspection	18–19 March 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is slightly larger than an average-sized primary school.
- The proportion of pupils who speak English as an additional language and the proportion of pupils from minority ethnic backgrounds is higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is slightly below average.
- The proportion of pupils supported by the pupil premium is much higher than average.
- The early years is made up of Nursery and Reception classes. Children attend part-time in the Nursery class and full-time in the Reception class.
- The school meets the government's current floor standards, which set the minimum

expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed learning in all classes in the school, and several were observed jointly with the headteacher.
- Pupils' work from all classes was scrutinised.
- Inspectors listened to pupils read. Pupils selected to read were from all year groups in key stage 1 and key stage 2.
- Meetings were held with pupils, the headteacher, other staff, three members of the governing body and a representative of the local authority.
- Inspectors observed pupils moving around the school outside lessons, including on the playgrounds during breaks and in the dining hall.
- A number of documents were scrutinised, including the school's view of its own performance, school improvement plans, and documents relating to attendance and safeguarding.
- Inspector took account of the 16 free-text opinions from parents and the 11 responses to Ofsted's online questionnaire, Parent View. The inspector also took account of the 16 online questionnaires completed by members of the school staff.
- Inspectors spoke informally with parents at the start of the school day.

## Inspection team

Alan Chaffey, lead inspector	Ofsted Inspector
Beverley Riddle	Ofsted Inspector
Simon Bissett	Ofsted Inspector

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