

# Intake Primary School

## Inspection report

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<b>Unique Reference Number</b>	106729
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	309214
<b>Inspection dates</b>	20–21 February 2008
<b>Reporting inspector</b>	Amraz Ali HMI

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

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<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 on roll</b>	
School	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Hunt
<b>Headteacher</b>	Mrs Gaynor Geraghty
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Sidney Road Doncaster South Yorkshire DN2 6EW
<b>Telephone number</b>	01302 344743
<b>Fax number</b>	01302 360811

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

This larger than average, urban primary school is in Intake, an area of social and economic deprivation, two miles to the east of the centre of Doncaster. Thirty nine per cent of the pupils are eligible for a free school meal which is more than double the national average. Most children are White British and around 10% are from a minority ethnic group and speak English as an additional language. The number with learning difficulties and/or disabilities (LDD) is above average and seven pupils are looked after by the local authority. Since the last inspection there have been significant changes of senior leadership including the headteacher, who took up her post in September 2006.

The school has achieved the Activemark award for physical education.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Intake Primary School provides a satisfactory and improving quality of education for its pupils. This is because the headteacher and new leadership team have identified honestly and accurately the school's strengths and have successfully tackled areas for improvement. There are good partnerships with the local authority and other local schools. The headteacher's good leadership has focussed the school on improving provision and progress for all of its pupils. As a result, standards are rising and the school has good capacity to improve further.

The majority of children enter the Foundation Stage with knowledge and skills that are well below those typical for their age. Children benefit from a sound start and make satisfactory progress. Over the last three years, standards at the end of Year 2 have declined and are below average. The school has identified and tackled the issues. Current data indicates that pupils in Year 2 are on track to reach higher standards and will be close to the national average. By the end of Year 6, pupils reach standards in English, mathematics and science that are closer to the national average. This represents satisfactory progress overall. However, progress across the school is uneven over time and boys do not make as much progress as they should, particularly in writing. This is because the quality of teaching is inconsistent in meeting the needs of all pupils: particularly in matching work to their interests and abilities. There are pockets of good and outstanding teaching, notably in Year 6 where teachers prepare appropriately challenging work and have the highest expectations of pupils. The pace of learning for these pupils is usually brisk and pupils achieve very well. However, in many lessons across the school where the teaching is satisfactory, the pace of learning slows and some pupils lose their focus. As a result, pupils' attention wanders and this inhibits progress. At other times, the most able pupils find the work too easy. They complete it quickly but are frustrated by the lack of any additional challenge to meet their needs.

While the satisfactory curriculum maintains an appropriate emphasis on basic literacy and numeracy, it lacks inspiration and fails to ignite the curiosity of all pupils. This is particularly apparent in relation to pupils' attainment in writing particularly for some of the boys, who say that they do not like the writing tasks that they are set.

Overall leadership and management are satisfactory. Governance is good. The pace of change has been brisk during the past year. Teachers are becoming increasingly more accountable for the progress of pupils in their classes. The recent development of a computerised system to track pupils' progress is helping the staff to set challenging targets for pupils in each year group and for teachers and the leadership to check accurately the progress of all groups of pupils. Checking on the work of teachers and on how well pupils are learning is bringing about improvements to the quality of teaching and learning. However, new systems for providing pupils with detailed marking and individual targets are not being implemented consistently across the school. As a result not all pupils are fully aware of what they need to do to improve their work. A positive ethos results in the pupils' mostly good behaviour and satisfactory personal development and well-being. Most parents are supportive of the school, although a minority has concerns about pupils' behaviour and the provision for those pupils with LDD. The inspection concluded that these issues were being satisfactorily dealt with by the school.

## Effectiveness of the Foundation Stage

### Grade: 3

Children get off to a sound start in a happy, welcoming and stimulating environment where all learners are valued and well cared for. Children make satisfactory progress overall with good progress in their personal and social development and their speaking and listening. This is because many of the planned activities foster speaking and listening well. A good example was when four children happily took on the roles of The Three Little Pigs in houses made of straw, sticks and bricks. The quality of teaching is satisfactory overall, but with some good features, including the good care and relationships between staff and children. However, on some occasions older pupils that are more able are not challenged and find the work too easy. Children enjoy their learning. However, sometimes activities are over directed by staff and children do not have enough opportunity to make independent choices about their learning. The outdoor areas are not used to full effect. The children benefit from regular access to computers and acquire sound basic skills in information and communication technology. The leadership of the Foundation Stage is satisfactory. A member of staff has recently taken on responsibility for this area of the school and has a largely accurate understanding of the strengths and areas for development.

### What the school should do to improve further

- Ensure that pupils make consistently good progress, particularly boys and especially in writing.
- Improve the quality of teaching and learning to ensure that more of it is consistently good.
- Ensure that planned activities interest and engage all pupils in their learning.
- Improve the consistency in the use of targets and the detail of teachers' marking so that all pupils know exactly what they need to do to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards are average and achievement is satisfactory. Children gain knowledge, skills and understanding at a steady rate in the Foundation Stage, but some, particularly the more able, are not challenged enough. From Year 1 to Year 6 most pupils make satisfactory progress overall. Pupils usually meet the targets set for them, but these targets are not consistently challenging enough in every class. Pupils' progress is uneven and inconsistent across the school. Pupils make the greatest progress in Year 6 because of the consistently good and better teaching. This acceleration in Year 6 helps pupils to reach average standards by the time they leave. However, there are differences in achievement between boys and girls, and boys should be doing better particularly in writing. Pupils with LDD, those who are in the care of the local authority and the few who are learning to speak English as an additional language make satisfactory progress.

## Personal development and well-being

### Grade: 3

In lessons, pupils' attitudes to work are satisfactory overall, but range from exemplary to uninterested. Pupils' responses are usually a direct reflection of the quality of teaching they

experience. Pupils' attitudes and behaviour are best in lessons where they are appropriately challenged and engrossed in activities from beginning to end. For example, pupils in Year 6 participated enthusiastically in lessons when teachers involved them fully, gave them confidence and demanded the highest levels of attention and response. Most pupils like school and speak warmly of the adults who teach and care for them. Behaviour is satisfactory. Even so, some pupils and parents are concerned about the behaviour of a very small minority of pupils and some parents raised concerns about bullying. During the inspection, most pupils behaved well in class and around school. The only exception to this was a very small amount of boisterous behaviour seen as pupils went out to play-time and towards the end of the long lunch-time. There was no bullying observed during the inspection and pupils say that instances of this are rare and promptly dealt with if it does occur. Pupils are proud to take on different responsibilities around school and fulfil these conscientiously. Playground leaders enhance lunch-time experiences for others while developing their own skills of leadership. School councillors work enthusiastically to improve the learning environment both indoors and outside. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils enjoy opportunities to celebrate different festivals and customs while assemblies offer pupils time to reflect on their actions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory but vary greatly. There are pockets of good and outstanding teaching. However, inconsistencies in the quality of teaching mean that pupils do not make uniform progress year-on-year. Teaching assistants often provide high quality support for pupils of all abilities in lessons, ensuring that pupils move forward well in their learning. At times they support too many pupils, which dilutes the effectiveness of their support and limits the impact, sometimes to a point of frustration for a few pupils who need specific, one-to-one help in order to succeed. Teachers mark work positively but do not consistently provide clear feedback to pupils on how to improve their work. Sometimes teachers' marking is not followed up and then pupils repeat similar mistakes. Teachers are supportive and encouraging. Pupils respond well to question and answer sessions and many are quick to volunteer replies. They say that staff put them at their ease in lessons and that they know it is acceptable to make mistakes as long as they learn from them. They are keen to work hard and understand what is expected of them.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets the needs of pupils satisfactorily. An appropriate emphasis on English and mathematics enables pupils to have a sound grasp of basic skills. However, not all activities engage and stimulate all learners. The recent introduction of a programme to develop pupils' social and emotional skills contributes to pupils' personal development and helps them to explore their feelings. Well attended after school booster sessions in English and mathematics effectively improve pupils' confidence in Year 6 prior to taking national tests. Good collaboration with outside experts helps pupils develop their dance, dramatic and musical skills increasingly well. There is a good range of sporting and other after school clubs that meet pupils' needs. For example, more than 60 pupils attend the popular cookery clubs each week, making a range of baked goods, sweets and pasta dishes. Pupils produce recipe books to sell to parents to raise

funds for the school. Residential trips enhance pupils' learning and social skills and bring a boost to pupils' experiences of the world beyond school and the immediate locality.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory overall with some good examples of effective care and support for individual pupils. Of note is the work with other agencies to support the small number of pupils who still find it difficult to behave well all of the time. Pupils new to the school value the support and friendly welcome they receive when they arrive. The school promotes regular attendance with effective support from outside agencies and pupils' attendance is satisfactory. Pupils feel safe at school and say there is always someone to turn to if there is a problem. A few parents raised concerns about the provision for pupils with LDD. However, inspection evidence confirms that this is satisfactory. Parents are optimistic about the improvements already made by the recently recruited special needs coordinator. Older pupils talk enthusiastically about their targets, but the use of individual targets is not yet used consistently well across the school.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher's good leadership has ensured that the school's self-evaluation identifies accurately the school's strengths and areas for improvement. Information from monitoring the work of teachers is shared honestly with staff and is leading to improvements in classroom practice. The role of subject leaders has been improved. Subject leaders now have a secure understanding of where improvement is needed, but they do not have a clear enough picture of standards across the school or how effectively their subjects are being taught. Governance is good. The governing body demonstrates commitment and high ambition for the school and its pupils, and expresses confidence in its future. Governors have a good understanding of the school's strengths and weaknesses and provide an appropriate balance between challenges to the school, to improve its performance, and support to tackle the difficulties that the school faces, not least the maintenance of a large site and a slowly declining number of pupils on roll. Financial management is secure: the school's finances are managed carefully and efficiently ensuring that the school achieves satisfactory value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you all so much for the welcome you gave the other inspectors and me when we visited your school to see how well you are learning. We came to find out what it is like to be a pupil at Intake and you certainly told us. You were all very polite and helpful when we visited you in lessons and in the playgrounds. You really helped us to make our judgments and I would now like to tell you what these are.

We agree with your headteacher and governors that your school provides you with a satisfactory education. This means that there are some good aspects but also some things that can be improved. We were particularly impressed by the fact that almost all of you wear your smart school sweatshirts and some say they are proud to be seen in them. Mrs Geraghty and the other staff work hard to make sure you are well cared for and are happy. Many of you say you like the lessons and especially like the after school clubs.

There are some good and outstanding lessons, particularly in Year 6, but we would like to see that all of you have lessons like these. While many of you are making satisfactory progress in your work, this is not the case in every class and some boys are lagging behind, especially in writing. This is because the activities do not always interest you or help you to improve your learning. So we have asked the governors, headteacher and staff to plan activities that are practical and that will capture your imagination. One of the new ways to help you is to give you each a target to improve your work in English and mathematics. Some of you already have these and I was pleased to see how well you are using them to help improve your work. However, they are not being used well in all classes. We have asked your teachers to make sure that you know how to improve your work from their comments in your books and from the targets that they set you. I am sure that you would like to help too. You can do this by finding out about your targets and taking note of the comments which teachers write in your books to help you improve your work. I know you can do these things and I wish you every success for the future.