

Intake Farm Primary School

Inspection report

Unique Reference Number	133273
Local Authority	NOTTINGHAMSHIRE LA
Inspection number	316054
Inspection dates	27–28 November 2007
Reporting inspector	Lynne Blakelock

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	3–11
Gender of pupils	Mixed
Number on roll	
School	225
Appropriate authority	The governing body
Chair	Mrs S Miles
Headteacher	Mr G Parsons
Date of previous school inspection	10 March 2003
School address	Armstrong Road Mansfield Nottinghamshire NG19 6JA
Telephone number	01623 625552
Fax number	01623 427522

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized and popular school serving a large housing estate in an area of considerable social and economic disadvantage. An above average percentage of pupils are entitled to free school meals. There are very few pupils from minority ethnic groups or at the early stages of learning English. A lower percentage of pupils than in most schools have a learning difficulty or disability or a statement of special educational needs.

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 is a satisfactory and improving school. This is evident in rising standards at Key Stage 1, facilitated by the strong leadership and management of the headteacher and his senior leadership team. Their clear priorities and focus have resulted in detailed procedures and strategies to improve the performance of pupils. The staff have embraced the support of the local authority in recent years, working together well so that impact on the performance of the school is now satisfactory and issues from the last inspection have been addressed. Leadership and management overall are sound because other leaders are developing and extending their roles and the impact of their work is satisfactory.

Pupils make satisfactory progress through the school from their below average starting points. The standards that they reach are below average. Results in Year 6 national tests were below average in 2007 overall but standards in mathematics broadly match those expected of pupils of this age and pupils made good progress, helped by the priority that teachers are giving to mathematics. Standards in English have improved since the last inspection in Key Stage 1 but this is yet to work through to Key Stage 2. This is primarily due to pupils' underdeveloped writing skills, a major focus of the school.

Teaching and learning are satisfactory, matching the progress that pupils are making. Although some teaching is good and activities are usually interesting, a number of teachers do not give enough attention to ensuring that work matches closely the different levels at which pupils are working. This is particularly so with more able pupils and is a factor in the below average percentage of pupils who reach higher levels in English, mathematics and science. Teachers are increasingly making good links between subjects to make lessons more interesting. Pupils thoroughly enjoy using information and communication technology (ICT) in lessons, an area of considerable improvement since the last inspection. The curriculum, although satisfactory, is improving. Literacy and numeracy skills are increasingly being taught through other subjects, encouraging creative links and widening opportunities for pupils' personal development.

Teachers' commitment to the safety and care of pupils ensures their pastoral needs are met well. Pupils are happy here. Their personal development is satisfactory. They feel safe and the staff work well with outside agencies to support them. Pupils understand why they should adopt a healthy lifestyle and enjoy sports activities in and out of school hours. Although opportunities are available for pupils to take on responsibilities, these are quite limited. Parents highlight the caring environment provided for their children, which extends to health and safety and safeguarding procedures. The care, guidance and support for pupils are good, with academic guidance, as well as pastoral care, a strong area. Good senior leadership has led to teachers knowing the progress that pupils are making and the targets set for pupils help to motivate them. Although progress is satisfactory overall, this is because the full impact of academic guidance has not yet worked through the school.

Effectiveness of the Foundation Stage

Grade: 3

Many children have under-developed speaking and listening skills when they start school. They settle well because teachers involve parents in their children's learning and establish clear routines for them. Teachers plan topics that offer plenty of different activities and which are based on assessment of the levels at which the children are working. A topic on shopping, for

example, extends their speaking and listening skills and their social development, gives them practise in counting and helps them to learn balancing and handling skills. Whilst some teaching is good and none is less than satisfactory, the impact is satisfactory. Most children do not reach expected levels in many areas, including calculating, number and communication, because there is so much ground to cover from their starting points. Progress is satisfactory, overall, and good in personal development. The impact of leadership and management is sound, with a clear focus on raising standards.

What the school should do to improve further

- Raise pupils' standards in writing through the school by focusing on specific skills.
- Accelerate progress, especially those of higher ability pupils, by always setting work that challenges pupils sufficiently.
- Develop the monitoring role of subject leaders so that they can help to drive forward school improvement at a quicker pace.

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

Achievement and standards

Grade: 3

Pupils' achievement through the school is satisfactory and improving. All pupils are making satisfactory progress in English and science from their well below average starting points. The progress of Year 6 pupils in mathematics through Key Stage 2 was good in 2007. Teacher assessments of pupils' work at the end of Key Stage 1 pointed to below average standards in mathematics and average results in reading and writing. Inspection evidence supports improvement through this stage although standards remain below average. Results in Key Stage 2 national tests in 2007 in mathematics were in line with the national average. Although they were below average in English because of lower results in writing, overall they reflect the improving picture of attainment and achievement as a result of the focus on literacy and numeracy. Standards in science were exceptionally low but inspection evidence shows satisfactory progress and below average standards. Pupils met their targets in 2007 and the school's predictions indicate that they should be met in 2008. A lower percentage of pupils than nationally reached higher levels in English, mathematics and science.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being, including spiritual, moral, social and cultural development, are satisfactory. Links with the church are good and encourage spiritual growth. Pupils like school, as shown by their improved attendance which is getting closer to the national average. They enjoy keeping fit and know how to eat healthily but many are not yet choosing healthy options. The behaviour of pupils is good in lessons but sometimes a little boisterous at lunchtimes. They respond very sensibly when asked to do jobs round the school and would like more opportunities to be leaders and to make decisions. The school council is in place but so far this year, it has had limited opportunity to contribute to developments. Pupils are developing a satisfactory level of skills to prepare them for the next stage of their education. This includes working in teams and making satisfactory progress in computer skills.

Quality of provision

Teaching and learning

Grade: 3

Although some teaching is good, overall it is satisfactory and leads to sound progress. Teaching seen during the inspection was generally better in Key Stage 2 where tasks are more demanding and offer a good level of challenge. Expectations of more able pupils are not regularly high enough and restrict their progress. Work for those who need extra help with literacy and numeracy tasks is carefully matched to their needs. Teachers work hard to plan interesting lessons. Most offer regular opportunities for pupils to learn for themselves although sometimes teachers talk for too long. Pupils enjoy and benefit from computer-based learning and problem-solving activities. Good relationships between pupils and teachers also encourage them to learn. Some excellent marking was seen in English, which showed pupils very clearly what they had achieved and how to make further progress. However, as in other areas of teaching, there is inconsistency of practice across year groups and subjects which limits their long term impact.

Curriculum and other activities

Grade: 3

The school has rightly focused on literacy and numeracy but is now developing science more effectively through theme days. Provision for ICT is much improved and good use is made of the school's website to enable parents to become involved in their children's learning. New opportunities for enriching the curriculum are starting to have an impact on pupils' learning. This includes French lessons for Year 5 pupils. All pupils benefit from a wide range of visits and visiting speakers. Provision for pupils who need extra help to improve their basic skills is good. That for gifted and talented pupils is at an early stage of development. The personal, social and health education programme is planned well to match the needs of pupils and to help them to make informed decisions. Staff have now put in place a range of activities beyond the school day which pupils enjoy.

Care, guidance and support

Grade: 2

The school is a very caring and secure place for pupils, who share a clear sense of belonging. Any bullying is dealt with promptly and pupils know that staff are committed to their welfare and are always there to listen and help. The school makes good use of outside agencies to provide specialist guidance for pupils who have particular issues. Effective child protection arrangements are in place, backed up by good health and safety procedures. Pupils say they are well prepared when they start school and when they move to secondary school.

The school tracks pupils' progress very regularly in literacy and numeracy. This has not yet had time to make a full impact on pupils' achievement, although tracking shows that they are moving forward steadily in their learning. They enjoy working towards their targets which focus them well on learning. Teaching assistants support pupils with learning difficulties effectively, both in small groups and individually so that they are developing confidence in their abilities and moving on more quickly in their work.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory overall. However, the senior leadership team is effective. There is a clear drive to raise standards and good systems are in place to achieve this, backed up by regular monitoring of the school's work. Presently, these are having a satisfactory and improving impact on pupils' performance. Senior staff are realistic and accurate in their appraisal of the school's strengths and areas for improvement. This includes their understanding of the effectiveness of middle managers, who are developing their roles satisfactorily. Monitoring of pupils' standards and progress is well established in literacy and numeracy but at the early stages in other subjects. Governors show great potential to move the school forward because they are involved in the school and are asking questions about its performance. They are extending their role to develop a greater knowledge of the curriculum and are making sound impact. Thus, there is good capacity to improve.

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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 ¹ 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	3
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?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3
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

29 November 2007

Dear Pupils

Inspection of Intake Primary School, Mansfield, NG19 6JA

Thank you for welcoming us to your school when we visited you recently. Mr Griffiths and I enjoyed meeting you and watching you learn and play. We were pleased that you enjoy school and learning. It was also good to hear that more of you are attending every day that the school is open. You told us how much you enjoy school trips, including the recent visit to the sewage works!

Your school is satisfactory and getting better. The staff work hard for you and look after you well. You really enjoy learning for yourselves and are pleased that you have good ICT resources to develop your computer skills. You like topic work because it makes learning more interesting for you. It is helping you to make sound progress in English, mathematics and science.

However, the school can improve. The standards that you reach in writing are not high enough so we have asked your teachers to concentrate even more on teaching you important skills to help you to do better. We also want teachers to make sure that the work you are given is always at the right level for you so that you can make as much progress as possible. This includes, particularly, those of you who are more able. Lastly, teachers who are in charge of subjects are going to check regularly the levels you are reaching to make sure that you are doing as well as you can.

I send you our best wishes for the future.

Lynne Blakelock

Lead inspector