

Intake Farm Primary School

Armstrong Road, Mansfield, Nottinghamshire NG19 6JA

Inspection dates

24–25 January 2018

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

Summary of key findings for parents and pupils

This is a good school

- Leaders, including governors, have overcome challenges presented by staff and leadership changes to maintain good teaching and pupils' good achievement.
- Improvements to the curriculum and quality of teaching have ensured that pupils make good progress as they move through the school.
- Teaching is good. Staff have positive relationships with pupils. They expect pupils to behave well and to achieve as well as they can.
- Pupils' behaviour and personal development are good. Pupils say that they feel safe and they enjoy their learning.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well.
- Children in the early years make good progress because of good teaching.
- Some tasks provided by teachers do not allow pupils to practise basic skills or build quickly upon what they already know.
- There is some variation in how well pupils spell and present their written work.
- Pupils do not have enough opportunity to demonstrate their mathematical understanding or to routinely learn number facts.
- Some subject leaders who are new to the role have not had time to markedly improve the quality of teaching in the subject they lead.
- The checks made by leaders and governors on the impact of the extra support for disadvantaged pupils are not yet sufficiently stringent.
- Leaders do not use sufficiently varied methods of communication to gather the views of parents and carers.

Full report

What does the school need to do to improve further?

- Raise pupils' attainment further by ensuring that teachers consistently:
 - provide tasks that build upon and improve pupils' writing and phonics skills
 - encourage accurate spelling and well-formed handwriting in line with the school's handwriting policy
 - teach number facts and expect pupils of all abilities to develop their mathematical reasoning.
- Strengthen leadership and management by making sure that:
 - school leaders and governors rigorously evaluate the effect of extra support on the achievement of disadvantaged pupils
 - subject and middle leaders actively improve the quality of teaching
 - leaders use a wider range of methods to gather the views of parents.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, leaders have overcome fluctuations in the quality of education caused by staff and leadership changes. Their accurate evaluation of the curriculum and the effect of teaching on pupils' achievement enables them to address any shortcomings.
- The headteacher and his staff create a positive climate for learning. The school is a well-ordered and busy place where good teaching and pupils' good behaviour flourish. Staff encourage pupils to do their best and reward their efforts and achievements.
- Leaders use partnerships with local schools well to develop the skills of staff and to share best practice. Senior leaders check the quality of teaching frequently. They set targets for staff to work towards. They expect the teaching of reading, writing and mathematics to be consistently good.
- A recent dip in writing standards led to a whole-school drive to improve. The profile of writing has been raised. Teachers now have consistently high expectations of what pupils must include whenever they write, in order to strongly improve the quality of pupils' writing.
- In mathematics, leaders expect teachers to provide tasks that solidly build upon what pupils already know. There is now a consistent approach to deepening pupils' understanding and developing their reasoning.
- The headteacher, ably supported by the deputy headteacher, has created a strong team of subject and middle leaders. He uses staff expertise well and provides good support to help teachers to strengthen their leadership skills.
- Subject and middle leaders know what needs to be done to continue to improve. Some, however, have not been in their roles long enough to check and improve the quality of teaching in their areas of responsibility.
- A review of the effect of the pupil premium funding on pupils' achievement led leaders to improve the extra support that eligible pupils receive. Consequently, there is now more precise help for pupils to excel academically, as well as emotionally and socially. However, leaders are at the early stages of evaluating the impact of these improvements on pupils' achievement.
- Leaders' actions to improve the teaching of pupils who have special educational needs (SEN) and/or disabilities mean that support for pupils is effective and is now leading to them making more rapid progress. Additional funding is used well to provide the right level of adult help and resources.
- The interesting curriculum includes a broad range of subjects. It is enhanced well by trips and visitors to expand pupils' knowledge and experiences. Stimulating and informative history, geography and literature topics promote pupils' spiritual, moral, social and cultural development well.
- In religious education lessons and assemblies and through well-chosen class books, pupils develop an understanding of others from backgrounds, faiths and cultures different to their own. They learn about important values such as respect and

tolerance. As a result, they are suitably prepared to understand the diversity of modern Britain.

- Physical education has a high profile, resulting in pupils' frequent involvement in physical activity and increased participation in sports. The primary physical education and sport funding is used effectively to provide extra resources, such as playtime equipment, and additional sessions for pupils, such as dance. These funds also create opportunities for teachers to develop their expertise.
- There is a range of opportunities for parents to be involved in their children's learning and to receive information about their children's progress. Positive links with parents help to improve pupils' attendance. However, there is room for the more regular gathering of parents' views in order to keep leaders informed of any emerging concerns.

Governance of the school

- The governing body is coping well with recent changes of personnel. It uses expertise within its ranks effectively to strengthen links with school leaders. Governors receive frequent updates on the school's work and the impact of spending, for example of the primary physical education and sport funding.
- Governors know the school's main priorities and visit frequently to check how well the school is moving towards achieving them. For example, governors question leaders about how well teaching is raising pupils' attainment in reading.
- Governors know how staff are helped to improve their teaching. They carry out the performance management of the headteacher. They are developing their expertise well in setting challenging targets and asking relevant and searching questions.
- Governors keep themselves well informed about their safeguarding responsibilities. They carry out regular checks of the school's systems. They know how the curriculum promotes pupils' safety and welfare.
- Governors are becoming more analytical in order to hold school leaders fully to account for the progress pupils make, especially those from disadvantaged backgrounds.

Safeguarding

- The arrangements for safeguarding are effective. Leaders make sure that staff know how to report any concerns and they provide staff with regular training. The vetting procedures for adults who work with pupils are thorough.
- Leaders have good systems to record any concerns they may have about pupils' welfare. They use a range of external services for extra support and guidance. They establish positive communication with parents in order to quickly address any issues that may arise. Leaders offer help to families whose circumstances may make them vulnerable.
- Leaders create a climate where pupils feel comfortable to talk about any worries they may have. The curriculum promotes safety in various ways. Pupils learn about e-safety

to help them stay safe online. Older pupils receive guidance on understanding the risks of drug and alcohol abuse.

- Visitors to the school, such as the National Society for the Prevention of Cruelty to Children and the local police force, provide pupils with further guidance on how to identify potential risks and how to keep safe, for example from exploitation. The school conducts regular anti-bullying weeks. The school's logs show that incidents of bullying are rare. Any incidents that do occur are followed up quickly.

Quality of teaching, learning and assessment

Good

- Teachers make learning interesting. They encourage pupils to contribute and share their ideas. They use examples provided by pupils well to develop learning further. Teachers ask relevant questions to check and deepen pupils' understanding.
- Teachers recap previous learning effectively and make their expectations clear. They provide extra challenge, especially for the most able pupils, as lessons proceed. Teachers correct pupils' misconceptions and provide good feedback so that pupils know how to improve.
- Staff establish strong relationships with pupils. They expect good behaviour and encourage pupils to work hard. Teaching assistants play a valuable part in moving pupils' learning forward. They provide the right level of support for lower-attaining pupils and those who have SEN and/or disabilities.
- In reading, teachers develop pupils' enthusiasm and comprehension skills well. For example, during the inspection, pupils in Year 5 expressed their views about the book 'Street Child'. The teacher adeptly asked probing questions about the text and the author's style. As a result, pupils made good progress in understanding the plot and characters' actions.
- The teaching of phonics is regular and systematic. Standards are rising year on year. However, some lower-attaining pupils do not reach the expected standards because tasks are not well enough matched to their ability.
- In mathematics, teachers provide a range of tasks to strengthen pupils' skills. As a result, pupils make good progress in calculation, although some struggle with the basic recall of number facts. Many, especially the most able, demonstrate a deeper understanding because teachers challenge them to show their reasoning. However, this approach does not yet extend to all ability levels.
- Teachers quickly adopt new approaches introduced by leaders to promote pupils' good progress. For example, whenever pupils write, teachers insist that important elements of grammar and punctuation must be included. This is improving the quality of pupils' writing strongly and ensures that most make good progress in developing well-structured sentences.
- In some cases, however, lower-attaining pupils do not firmly grasp basic grammar and punctuation because they do not have sufficient opportunity to consolidate their skills. For other pupils, sometimes, there is too much repetition of what they can already do.
- Although there are some very good examples of well-presented work and accurate

spelling in pupils' books, there is some variation in how well pupils spell and use joined, legible script.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Staff promote pupils' well-being and provide good support for their emotional and social development. There is extra pastoral support for those pupils who may need it.
- Pupils accept responsibility willingly. They are proud to be prefects and school councillors. They aspire to be head boy and head girl and take the opportunity very seriously. These roles help them to understand the ideas of democracy and fairness.
- Staff have high aspirations for pupils and want them to achieve well personally and academically. They provide merits for effort and good behaviour. Pupils are very keen to gain the school's awards for being 'Wow Writers' and 'Superstars'.
- Pupils say they feel safe and they know who to talk to if they have any worries. They know the difference between the occasional squabble and bullying. They understand the different forms that bullying can take, including when using technology, because they say they receive good guidance from the school.
- Pupils show respect and tolerance to each other. Learning in lessons and assemblies helps them to develop positive attitudes towards others and to consider environmental issues such as water conservation.

Behaviour

- The behaviour of pupils is good. It contributes well to the school's smooth daily running and the progress pupils make in lessons. Pupils conduct themselves well with a range of adults, including visitors to the school.
- Pupils concentrate and listen well. In lessons observed by inspectors, many expressed their enjoyment of learning. Pupils know teachers' expectations and understand the school's rules, rewards and sanctions. They sensibly recognise that rules are important to keep order.
- Pupils accept that some pupils find it difficult to behave well but they know that adults will sort out any problems that arise. Pupils who sometimes find it difficult to conform to the school's expectations are dealt with sensitively by staff and show marked improvement over time.
- Attendance is on an upward trend and is now average. Leaders work with parents in order to reduce the number of pupils who stay away from school frequently. The breakfast club contributes to pupils' punctuality. It provides a positive start to the school day and prepares pupils well for learning.

Outcomes for pupils

Good

- Leaders' analysis of a dip in standards in writing and mathematics by the end of Year 6

in 2017 led to rapid improvements in the teaching of these subjects. Current pupils throughout the school are now making good progress as a result of these improvements in teaching.

- Pupils who are currently in Year 6 are building strongly upon the good progress they made while they were in Year 5. There is little difference in performance between different groups of pupils. Consequently, a much greater proportion of pupils than previously, including those from disadvantaged backgrounds, are working at the expected standards. This means that they are better prepared for their learning in secondary school than the previous Year 6 pupils.
- The most able pupils, including those from disadvantaged backgrounds, achieve well because work is well matched to their abilities. Improvements to the teaching of writing and mathematics mean that more pupils than previously are now working at greater depth.
- The school's information shows that disadvantaged pupils generally make progress that is in line with their peers. Leaders recognise, however, that the support given to those disadvantaged pupils who need to catch up has not always led to the necessary accelerated progress. Current reorganisation and better guidance to help staff to improve their work are leading to better progress for these pupils.
- Pupils who have SEN and/or disabilities are now making better progress than previously. This is because leaders clearly identify pupils' needs and match extra adult support and resources accordingly.
- Pupils make good progress in reading, grammar, punctuation and spelling, although they do not always apply what they know about spelling whenever they write. Work in pupils' books shows that most pupils successfully acquire knowledge, skills and understanding in a range of subjects, including history, geography and science.

Early years provision

Good

- When they start in the early years, children's personal and communication skills are often below those typical for their age. They make good progress in these and other areas so that, by the end of their time in the Reception class, their attainment is much closer to that expected for their age. Consequently, they are well prepared for their learning in Year 1.
- Good teaching develops children's confidence and basic skills well. Staff provide interesting activities which promote curiosity and interaction with others. Practical tasks develop children's knowledge and understanding. Interesting topics, for example 'Space', stimulate the imagination and motivate children, especially boys, to write.
- From the time they start in the Nursery class, children learn how to follow daily routines and respond to staff's requests. They conform to staff's expectations of good and safe behaviour. Children like helping at fruit time and tidying up. They are proud when they receive merits for their good work and efforts.
- Good leadership ensures a consistent approach between the Nursery and Reception classes. Staff collect evidence of children's progress in well-kept 'Look What I Can Do' books. They systematically develop children's literacy and numeracy skills.

- Leaders use any additional funding effectively to address weaker areas, such as speech and language, in order to reduce any differences in attainment between groups of children.
- There are good arrangements for children starting in the early years and good ongoing communication with parents. Leaders ease children's move to Year 1 through a continuation of aspects of the early years curriculum for those who need it.

School details

Unique reference number	133273
Local authority	Nottinghamshire
Inspection number	10045136

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	234
Appropriate authority	The governing body
Chair	Auriol Hall
Headteacher	Julian Fieldwick
Telephone number	01623 625552
Website	www.intakefarmprimary.co.uk
Email address	head@intakefarm.notts.sch.uk
Date of previous inspection	19–20 March 2013

Information about this school

- The school is an average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The early years provision comprises a Nursery class, which children attend for morning, afternoon or whole-day sessions, and a Reception class, which children attend full-time. There is no provision for two-year-olds.
- The school offers a breakfast club, which the governing body manages.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

- Since the previous inspection, the school has experienced significant staff and leadership changes, including governance. The former assistant headteacher took up post as the deputy headteacher in September 2017.

Information about this inspection

- The inspectors observed learning in 10 lessons, two of which were seen jointly with the headteacher. In all, 13 members of staff were observed teaching.
- The inspectors looked at samples of pupils' work across the school. They spoke with pupils about their work during lessons and met with groups of pupils. They listened to pupils in Year 2 and Year 6 read.
- The inspectors held meetings with governors, school leaders and staff. An inspector spoke with a representative of the local authority.
- The inspectors analysed 27 responses to Ofsted's online questionnaire, Parent View, and took account of written comments from parents. An inspector spoke with parents during the inspection.
- The inspectors scrutinised the school's systems and documentation relating to safeguarding. They reviewed information about pupils' attainment and progress, and about their attendance. The inspectors evaluated the school's improvement plans and evidence of its checks on the quality of teaching.

Inspection team

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Ofsted Inspector

Peter Strauss

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