

Intake Primary Academy

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

Unique reference number (URN): 145079

Inspection report: 19 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders make attendance a clear priority. They set high expectations and ensure that these are understood by staff, pupils and families. From the start of school, pupils learn the importance of attendance and punctuality. Leaders monitor attendance closely and act quickly when concerns arise. They combine firm challenge with sensitive support. The school's work to support disadvantaged pupils and pupils with special educational needs/disabilities (SEND) has been exemplary with rigorous, tailored and responsive adjustments to notably improve attendance for these pupils. Staff work closely with families and external agencies to understand and address barriers. As a result, attendance is now above average and continues to improve. Persistent absence is reducing, including for pupils who face barriers. Leaders respond to individual circumstances and provide tailored support where needed. This helps pupils attend regularly and arrive on time.

Leaders have established a clear and consistent approach to behaviour. From Nursery Year, expectations are taught, reinforced and understood by all. Pupils behave well because they know it is the right thing to do. They show positive attitudes to learning and engage well in lessons. Pupils support one another and are helpful, polite and diligent. Staff respond quickly to any concerns and prevent issues from escalating. Bullying and harassment are rare and dealt with promptly. Staff make adjustments so all pupils, including those with additional needs, understand expectations and meet them successfully. Leaders have ensured that these pupils receive the support they need to make sustained improvements to their behaviour. As a result, pupils thrive in this safe and orderly environment.

Early years

Strong standard ●

Leaders design the early years provision with care. Children get off to a positive start in nursery. Staff create a nurturing environment where children feel safe, happy and ready to learn. Routines are clear and consistent. Strong partnerships with parents and carers support children to settle quickly. Regular communication between staff and parents helps to build trust. Staff accurately check what children know and can do to identify starting points and plan next steps. They review the provision regularly to meet the needs of each cohort.

The curriculum is ambitious and well sequenced from Nursery to Reception Year. It builds children's knowledge and skills over time. Activities are purposeful and provide challenge through play. Children develop early language, number and physical skills through planned experiences. Outdoor learning adds further opportunities to explore and practise skills. Teaching is effective. Adults model language well and introduce new vocabulary during play and routines. Phonics begins early and is taught consistently well.

Children show positive attitudes to learning. They explore with confidence and show growing independence. Inclusive practice is clear. Staff adapt provision to remove barriers and provide suitable challenge. As a result, children make good progress through the curriculum, develop secure early knowledge and are very well prepared for Year 1.

Inclusion

Strong standard 

Leaders show a deep commitment to inclusion. It shapes daily practice across the school. Staff understand pupils and their families well. They work closely with external services to remove barriers and support wellbeing.

Staff identify pupils' needs with care and precision. They regularly check what pupils know and can do to build an accurate picture of any gaps in pupils' knowledge. Leaders act quickly to secure the right support for pupils when needed. They review and refine this support often to ensure that it continues to meet pupils' needs. This sharp focus helps pupils move forward with confidence.

Provision for pupils with special educational needs and/or disabilities is well considered. Leaders provide clear direction for staff and draw on specialist advice. Staff skilfully adapt teaching. They break learning into small, manageable steps. This helps pupils access the same ambitious curriculum as their peers. Pupils build independence and take pride in their learning.

Leaders use additional funding to support disadvantaged pupils well. They match support closely to pupils' needs. This helps to raise attendance, confidence and progress through the curriculum.

Pupils with English as an additional language receive focused language support. This helps them communicate and take part in lessons. Pupils known to social care, and others facing challenges, receive consistent and sensitive support. Staff respond with insight and care. Pupils feel safe, included and ready to learn.

Leadership and governance

Strong standard 

Leaders provide clear and ambitious strategic direction. They have an accurate understanding of the school's strengths and priorities for improvement. They review performance regularly and act decisively if change is needed. This ensures that improvement work focuses on what matters most. As a result, the quality of education continues to improve and pupils achieve well. Leaders place a clear focus on supporting vulnerable pupils to reduce barriers to learning and wellbeing and improve their outcomes.

Leaders work closely with the trust to check the quality of the school's provision. Their sharply focused checks lead to timely action and ongoing improvement. Staff take responsibility for key areas and contribute to school priorities. This strengthens leadership capacity and supports consistent practice over time.

Governance is effective and well-informed. Governors and trustees understand the school's context and priorities. They check leaders' work through regular visits, including a focus on inclusion and safeguarding. This helps them provide appropriate challenge and support. Trustees meet their statutory duties and ensure clear accountability.

Ongoing professional development that is closely linked to the school's development priorities is central to the school's work. Staff receive very regular feedback and support to refine their teaching. This support is valued by staff and leads to improved practice. Alongside this work, leaders prioritise staff wellbeing to reduce unnecessary workload.

Leaders communicate well with parents, carers and the wider school community. Parents are involved and positive about the school.

Personal development and wellbeing

Strong standard 

Leaders demonstrate a real commitment to pupils' personal development and wellbeing. They provide clear strategic direction and shape a programme that reflects the needs of the school community. Leaders review this work regularly and adapt it to address current issues such as online safety and vaping. Teaching pupils how to keep themselves safe is central and threaded through assemblies, lessons and daily routines.

The personal, social and health education curriculum is well structured and meets statutory requirements. Through planned learning and wider experiences, pupils develop a secure and detailed knowledge across the personal, social, health and economic education and relationships and sex education programmes. They understand how to keep themselves safe online and in the community. This is strengthened through work with emergency services, including experiences such as 'mini medics' and 'mini police'. Pupils gain a clear understanding of healthy relationships. They know how to recognise risk and seek help. Pupils learn about physical and mental health and understand how to keep themselves well. They build spiritual, moral, social and cultural understanding through discussion and reflection. Leaders promote British values well. Pupils learn about democracy through voting and leadership roles. They show respect for differences and understand equality. Pupils are resilient and independent. They are very well prepared for life in modern Britain.

The school's approach is inclusive and meets the needs of all pupils. Staff build positive relationships so pupils feel safe and valued. Pupils take part in a wide range of opportunities, such as playing a musical instrument and taking part in sporting events. The school provides a wide range of clubs, including sport and pupil led activities such as Lego. These experiences reflect pupils' interests and support wider development. Leadership opportunities, such as the eco council and school council, help pupils take responsibility and develop leadership skills. Pupils actively contribute to many aspects of school life with pride. Opportunities such as performing in front of an audience and residential visits build confidence and independence. Pastoral support is highly effective. Staff identify needs early and act quickly. They work with families and external agencies where needed. This ensures pupils feel supported and ready to learn.

Expected standard

Achievement

Expected standard 

Most pupils make steady progress from their starting points. Over time, they develop secure knowledge across the curriculum. Published outcomes show that most pupils achieve well, particularly at the expected standard. Disadvantaged pupils often perform better than similar pupils nationally. Phonics outcomes are typically in line with national figures. However, in Year 6, fewer pupils achieve the higher standard than seen nationally, including disadvantaged pupils.

Across subjects, pupils gain a broad range of knowledge. Their work shows that they learn and remember important content over time. This supports them in applying what they know in different contexts. Pupils typically learn the essential knowledge in reading, writing and mathematics they need over time. Most pupils are well prepared for secondary school. On a few occasions, when learning is not matched closely to pupils' needs, some pupils rely on additional sessions to secure important knowledge. This can reduce time for learning in depth and slow progress through the curriculum towards the national higher standards.

Curriculum and teaching

Expected standard 

Leaders provide clear leadership of the curriculum and teaching. They regularly check teachers' practice and use this to shape professional development plans. Staff practise key approaches. This helps to secure consistent practice across the school.

The ambitious and well-structured curriculum makes clear what pupils learn from the early years to Year 6. The curriculum is well sequenced. Leaders map the knowledge and vocabulary pupils should learn carefully. This supports pupils' progression through the curriculum. Teachers link important curriculum knowledge between subjects to deepen pupils' understanding.

The school builds secure foundations in most pupils' early reading, writing and mathematics knowledge. Staff teach phonics effectively and consistently, and provide appropriate support for pupils who need extra help. Despite this positive start to their learning, some pupils develop gaps in key knowledge over time. At times, learning activities do not match some pupils' needs and are too complex. Staff support helps them finish tasks, but does not help some pupils to secure essential knowledge.

Teaching is purposeful and clear. Teachers explain learning well. They ask focused questions and revisit prior learning. They check pupils' understanding. Pupils with special educational needs and/or disabilities and pupils with English as an additional language receive effective support. On the whole, pupils are well supported to overcome any additional challenges. This is because leaders make sure that pupils have access to suitable resources and support during lessons.

What it's like to be a pupil at this school

Pupils are happy and feel safe at Intake Primary Academy. They enjoy coming to school and attend regularly. Pupils arrive on time and settle quickly into learning. They understand why attendance matters and take this seriously.

Pupils behave well in lessons and around the school. They are calm, polite and ready to learn. Pupils show respect to each other and to staff. They are helpful and take pride in doing the right thing. Disruption to pupils' learning is rare. If concerns arise, staff deal with them quickly. Bullying is uncommon. Pupils trust staff to resolve issues fairly. This helps pupils feel safe and secure.

Pupils enjoy their learning. Teachers make the curriculum interesting and bring learning to life. Pupils particularly enjoy practical activities, such as science experiments and designing and making in art. These experiences help pupils stay engaged and deepen their understanding. Pupils try their best and show pride in their work. They build knowledge across a wide range of subjects. Most pupils achieve well from their starting points. They develop secure foundations in reading, writing and mathematics. Pupils are prepared well for the next stage of their education.

Pupils feel that they belong. They form positive relationships with staff and with each other. Staff support pupils well. This helps pupils to feel that they belong to the school community. Pupils are encouraged to take part fully in school life. For example, they take part in a wide range of clubs, sports and creative activities. They particularly enjoyed the special treat of going on a trip to the cinema. This was a new experience for some. These experiences help pupils build confidence and work with others.

Next steps

- Leaders should ensure that teachers check what pupils know and ensure lesson activities are planned to build from pupils' starting points. This will help pupils build strong foundations in early reading, writing and mathematics.
 - Leaders should continue their work to raise achievement over time so that a greater proportion of pupils reach higher standards in reading, writing and mathematics, including disadvantaged pupils.
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About this inspection

This school is part of Astrea Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rowena Hackwood, and overseen by a board of trustees, chaired by Benjamin Brown.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with school and trust leaders, trustees and members of the local governing committee, staff, parents and pupils during the inspection.

The inspector(s) confirmed the following information about the school:

The school currently uses no alternative provision.

Principal: Helen Broad

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:

Sam O'Brien, Ofsted Inspector

Paul Higginbottom, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

272

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

31.66%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.21%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.81%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	61%	Close to average
2024/25 (final)	81%	62%	Above
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	52%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (final)	84%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	52%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Close to average
2024/25 (final)	84%	72%	Above
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	73%	Above
2024/25 (final)	84%	74%	Above
2023/24 (final)	88%	73%	Above
2022/23 (final)	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	46%	Above
2024/25 (final)	69%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	60%	46%	Above
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25 (final)	77%	63%	Above
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	59%	Above
2024/25 (final)	77%	59%	Above
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	75%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	60%	Above
2024/25 (final)	69%	61%	Close to average
2023/24 (final)	80%	59%	Above
2022/23 (final)	83%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	68%	-8 pp
2024/25 (final)	69%	69%	0 pp
2023/24 (final)	60%	67%	-7 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (final)	77%	81%	-4 pp
2023/24 (final)	73%	80%	-6 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	78%	-5 pp
2024/25 (final)	77%	78%	-1 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	75%	77%	-2 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	80%	-2 pp
2024/25 (final)	69%	81%	-11 pp
2023/24 (final)	80%	79%	1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	83%	79%	4 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	16.5%	13.0%	Above
2023/24 (3 term)	18.0%	14.6%	Close to average
2022/23 (3 term)	16.7%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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