



# Tranmere Park Primary School



**Self Evaluation for Primary Schools 03/03/2017**

Unique Reference Number (URN): **107855**

Created on 03/03/2017

# S1 School Context

## A1.1 *A brief summary of the school's context*

Tranmere Park Primary School is a popular, larger than average primary school with a strong local reputation, set in the heart of a relatively affluent residential area in North West Leeds.

Accommodation around the school reflects the intake: most is expensive, owner occupied housing - pupils are, however, drawn from a larger, more mixed geographical area, with some pupils travelling in from the neighbouring local authority of Bradford. There are 354 pupils on roll (345 capacity) currently organised into 12 classes. The pupil roll remains constant & all year groups are full to capacity or oversubscribed, with regular appeals for places. The school has no nursery provision but has excellent links with our most used feeder nurseries and local Children's Centre. Before and after school care is available on site from an external provider (graded 'outstanding' by Ofsted 2016) and the school also has links with a local private nursery who offer wrap around care.

Currently, in 5 year groups, the admission limit is 45, resulting in mixed age group classes which can be unpopular with parents. The school's admission limit was raised from 45 to 60 in the 2012/13 & 2013/14 academic years to accommodate 2 bulge cohorts, and due to the organisational factors involved as these bulge cohorts move through school, currently years 3 and 4 are organised into 2 classes per year group. Pressure on school places in the local area remains extremely high and there is a possibility that Governors may decide to permanently expand to 2 forms of entry. Governors are in discussions with Leeds City Council regarding self expansion after confirmation in 2014 that Reception numbers would return to 45 despite the high demand for places. School numbers have now risen by almost 2 full classes since our last inspection. The high demand for places, coupled with an increase in the number of classes, has put pressure on the school accommodation, which was originally designed to house 6 classes, with particular issues with shared areas such as the hall & play spaces. Parents of pupils within school are concerned about the rising roll & the pressure on the accommodation; however there are currently no places available in the school at all and families moving into the area are successfully using the appeals system to gain entry. This results in larger year groups; e.g.: the current Y5 stands at 48 (45 places); which results in large class sizes - the school has more pupils per classroom teacher than 91% of similar schools. A Governor decision to permanently expand the school would be dependent upon securing funding from Leeds City Council to expand shared spaces in school.

Although our pupils come from a range of socio-economic circumstances, the very large majority of pupils live in wards with above average social class households and the school deprivation indicator is very low. Just 3% of pupils are deemed disadvantaged. The very large majority of pupils are of White British origin with 10% of children from minority ethnic groups and 2% of children having English as an additional language. The number of pupils eligible for pupil premium funding is very low at 2% although the numbers of pupils in receipt of additional support from school reflects school policy that any child working below ARE receives targeted support. Numbers of those working below the NE level in KS2 have dropped significantly in recent years as a direct result of the rigorous school focus on ensuring all pupils achieve at least NE by the end of KS1. A larger percentage of pupils did not meet NE at the end of 2015/16 academic year as expected, although data for pupil outcomes compares very favourably to national and similar school data with achievement measured in the top 4% nationally. Pupil progress data suggests that pupils make average progress from KS1 to KS2 but as in previous years, it is difficult to show accelerated progress when pupil outcomes in KS1 are so high (1st percentile nationally).

Pupil mobility is low overall but a small but significant percentage of children transfer annually to the independent sector at the end of Y5 which can impact on outcomes in Y6. Most pupils transfer to 2 local high schools in Year 6. Other transition issues include on entry to school with pupils being drawn from as many as 12 different nursery settings (2016/17). 2 pupils have funded support relating to behavioural, emotional and social difficulties and 2 children in school hold an EHCP. There are

currently no 'looked after' pupils on roll, although there are a relatively large number of pupils in school who have been adopted from LA care.

The school is greatly appreciated by the very large majority of parents (who offer their children a high level of support) although the parent body is vocal, actively holds school to account & has extremely high expectations of our provision. From broadly average levels of attainment on entry in most areas, generally, above average attainment in the PSED prime area coupled with our stimulating EYFS provision allows the large majority of pupils to reach expected standards by the end of Reception. Attainment on leaving school is within the top 10% of schools nationally overall (2015/16), whilst performance is rated within the top 4% nationally for pupil reaching the expected standard in reading, writing and maths (FFT - 2016). No weaknesses were identified in performance in all key areas in most recently available Ofsted Inspection Dashboard (2016). Attendance in 2015/16 was 97.6% which is 1.5% higher than national and 1.1% higher than other outstanding schools. On average, pupils missed a total of 2.5 sessions compared to the national figure of 3.9. The Inspection Dashboard identifies a weakness in the attendance of FSM pupils with data here showing TPPS in the bottom 10% of schools nationally. This group comprises only 7 pupils which means that each individual pupil's figure are statistically very significant - school has analysed these outcomes and the attendance figures for 3 pupils, one child with a medical issue, one pupil with a week's unauthorised holiday absence which was referred to the Trust attendance officer and one child with an EHCP requiring CAMHS intervention have contributed significantly to the overall outcome.

The school has several well developed, mutually beneficial & active partnerships – with a contextually differing 'outstanding' school (Moortown Primary School), a statistically similar 'outstanding' school (Bramhope Primary School) and 2 other very different schools, (Pudsey Primrose Hill Primary School & Carr Manor Primary School). This group was granted Teaching School status in 2014 and TPPS is now a designated Teaching School, National Support School and a leading core member of the Noctua TSA. We are also an active partner in a local trust – The Aireborough Learning Partnership - which has recently worked together to develop new assessment procedures for all Trust schools, with a current shared focus on improving pupil attendance.

The HT has been in post since 2001, initially as DHT and HT from 2006. She is an NLE and takes a lead on new HT support regionally. For the 2016/17 academic year, the HT will be seconded to lead the NoctuaTSA one/two days per week. The DHT will act as HT during her absence.

## S2 Leadership and Management

### A2.1 Judgement on the effectiveness of leadership and management

Outstanding	Good	Requires Improvement	Inadequate
✓			

#### Strengths:

The pupils' achievement in all key phases of the school has shown a marked improvement since the last inspection in 2009 as the leadership team have focused the work of the very capable teaching team on securing early attainment & sustaining high levels of year on year progress throughout the school. Sustaining very high levels of achievement with small targeted incremental gains annually is an achievement we celebrate and is particularly pleasing for the 2015/16 outcomes which had a higher level of expectation nationally; for example;

EYFS - GLD 76% 2010 - 89% 2016; (20% higher than national)

KS1 - 2011 APS 17.9 - 2015 APS 18.5; 2.4 pts higher than national, 1.7 pts higher than 'outstanding' schools. 2016 - 93% at expected standard in reading (19% higher than national, 16.5% higher than other outstanding schools) 90% at expected standard in writing (25% higher than national, 21.2% higher than other outstanding schools) and 97% at expected standard in maths (24% higher than national and 21.6% higher than other outstanding schools).

KS2 - 2011 APS 29.9 - 2015 APS 32.1; 3.3 pts higher than national, 1.9 pts higher than other 'outstanding' schools. 2016 - 90% reaching the expected standard in reading (24% higher than national and 16.9% higher than other outstanding schools), 96% reaching expected standard in writing (22% higher than national and 18.6% higher than other outstanding schools) and 98% reaching the expected standard in maths (28% higher than national and 22% higher than other outstanding schools).

At Tranmere Park, the Value Added score in KS2 across all core subjects in 2015 was 101.3 which was 1.3 pts higher than national and 0.7 higher than other 'outstanding' schools. In 2016 the reading progress score was 0.7, the writing progress score was -0.9 and maths progress was 0.7 which constitutes 'average' progress. The SLT, Governors and the School Improvement Advisor have discussed this issue and examined pupil progress data & all agree is exceptionally difficult to achieve progress scores in KS2 which show *accelerated* progress as KS1 outcomes are so high - the 'glass ceiling' effect. Higher attaining pupils in KS1 who become higher attaining pupils in KS2 demonstrate only 'average' progress under the system. Outcomes which can be measured within the top 4% nationally at end KS2 are considered outstanding by the school and pupil workbooks (scrutinised by both internal/Trust/Noctua leaders) show sustained pupil progress and development.

The aspiration of the HT and Governing Body for the school to be achieving in the top 10% nationally was achieved in 2015 (10th percentile) and FFT data shows the target was exceeded across a number of individual areas - APS across R/W/M - 2nd percentile - & %L4+ - 6th percentile. In 2016, FFT data shows Tranmere Park ranked 8th percentile nationally for average scaled score (106.8 in reading and maths) and 4th percentile nationally for % of pupils reaching the expected standard in reading, writing and maths.

Since the time of our last inspection in 2009 to 2015, school results had improved by an average of 3 APS under the old assessment system which was 2.3 times faster than the rate of improvement of schools with a similar profile demonstrating the effectiveness of the schools leaders to secure rapid improvement and sustain this level of success. New data sets in 2016 demonstrate continued high levels of attainment for pupils in EYFS, KS1 and KS2.

Tranmere Park Primary School has a clearly articulated sense of direction which is shared by all members of the school community. This clear purpose is to provide all our learners with an outstanding primary education which allows our pupils to leave us significantly advantaged for the next stage of their learning. To this end, following our last inspection, Governors set the school the aspiration of being amongst the top 10% of primary providers in the country. *This target was met in 2015 and improved upon in 2016.* This target has been met by highly effective strategic planning and internal audit and review processes which have had a very positive impact on improving already high standards. The highly experienced leadership team are able to accurately evaluate the school's strengths and weaknesses, using the findings to target areas for improvement. Data analysis is used rigorously to pinpoint areas needing improvement. The school regularly and systematically engages with stakeholders, including those who are hard to reach, and can evidence its actions based upon feedback.

In line with our 'top 10%' aspiration, school leaders are intolerant not only of inadequate teaching & progress but also of teaching & progress which requires improvement. This determination to provide good and outstanding teaching and rates of progress is well supported by the Governing Body. Teachers brought into the Tranmere Park teaching team have made swift progress -demonstrating the effectiveness of recruitment processes and internal CPD. Peer coaching and observation programmes have ensured that all Tranmere teachers are continually refining their practice and the principles of the OTP made a noticeable impact on standards of teaching in the 2015/16 academic year. School leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff.

The effectiveness of the Governing Body is outstanding as individual Governor skills allow the school to draw on high level financial and human resource expertise and buildings, security and safety expertise. Governors do not shy away from posing challenging questions to school leaders and set challenging targets annually for the Head Teacher - which are met. The full GB scrutinise performance data thoroughly, expecting data rich Headteacher reports, leading to incisive challenge for the SLT. A high level of parent representation on the GB ensures that this body are fully focused on ensuring Tranmere Park is the best school it can be for the pupils and that Governors have first hand experience of the provision. Governors have a thorough and accurate understanding of their statutory and wider responsibilities. They are keenly aware of the schools strengths and weaknesses and play an appropriate role in supporting the school to improve and set a focused strategic direction.

Senior and middle leaders are highly effective. Each phase leader leads on a generic area for school improvement and all have been instrumental in securing improvements in progress in their phase of school in recent years. The SBM is a member of the SLT and has been highly effective in ensuring that the school budget (which is the lowest in our area, despite Tranmere Park being the largest school) is carefully allocated to ensure the best possible outcomes for our pupils. The HT is an accredited NLE and has worked with both the LA and Noctua TSA to support several initiatives, thus generating significant income for the school. The effectiveness of the middle/senior leaders has ensured the smooth running of the school and the continued excellent outcomes for pupils in her absence. The SLT have provided staff with useful school publications which guide and support their practice; for example, phase handbooks/subject handbooks.

In the short term, the forecast for attainment this school year shows continued improvement. Strong self-evaluation and focused school development planning will maintain the improvement into the longer term. The Governing Body and the Head Teacher have already implemented a leadership structure that will ensure continued outstanding leadership and management of the school as newer initiatives begin to impact – Trust Status/Teaching Schools status/potential permanent expansion. School self-evaluation is supported by the school's partnership with, and strong mutual support of, the schools within both our Teaching School Alliance and Trust. Tranmere Park's status as an outstanding school was demonstrated by leading the local Trust to produce a comprehensive assessment system which is being used across all ALP schools, also in Bishop Wheeler Catholic Academy Trust schools and many Noctua schools.

The ambition of the school's leaders to continually improve the curriculum offer for our pupils has also contributed to high levels of academic achievement in areas other than core subjects: for example,

our comprehensive MFL programme is led by specialist teachers, runs from R-Y6 and culminates in a residential experience in France. Our local High schools have given feedback that TPPS pupils are considerably advantaged by this. Other non-core curriculum areas are also sufficiently well developed to ensure our pupils leave us with the best possible grounding across a wide range of subjects. We hold a wide range of recognised awards and charter marks, including Artsmark Gold, the Primary Science Quality Mark, the ICT mark and the Leeds High Quality Physical Education award.

All statutory safeguarding measures are in place and safeguarding is very effective, evidenced by a recent Safeguarding Audit carried out by Leeds City Council (September 2015 - updated September 2016). School leaders have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. Leaders promote equality of opportunity and diversity well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour in any form.

In addition, all staff consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. They work hard to protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

School leaders and the Governing Body are currently campaigning for a better built environment for our pupils as school numbers continue to rise. The pressure of a quickly rising roll on the building is unsustainable.

Tranmere Park experienced significant changes in 2015/16 - the SLT changed, 3 new teachers joined the school and there were also significant changes to the support staff team due to cuts in school funding. As for all maintained schools, there was also significant national change - the new National Curriculum, Assessment without Levels and local change - becoming the lead school for Noctua TSA. In 2016/17, our efforts will be focused upon consolidating these changes so that change becomes embedded and our provision continues to be excellent whilst ensuring the consistency that is our hallmark.

Areas for development:

- To consolidate changes on the staff team, our focus for the development of Leadership and Management this year, will be upon the embedding of the 'Team Tranmere' approach - focusing upon developing excellent working relationships, including revisiting the Investors in People work carried out in the 2014/15 academic year.
- As there is also a new leadership structure, with the HT absent for 1/2 days weekly, work will also need to be carried out to ensure the new co-headship structure is working well.

## Self Evaluation for Primary Schools | Tranmere Park Primary School

		O	G	R	I
<b>BSQ-A2.1-1</b>	What is the effectiveness of safeguarding in protecting pupils and promoting their welfare, including all aspects of equality and diversity? How would you evidence this?	✓			
<b>BSQ-A2.1-2</b>	How would you judge the school's delivery of the new Prevent Duty in terms of addressing radicalisation and extremism? How effectively do staff and pupils articulate the school's approach to these areas and also their adherence to fundamental British Values?		✓		
<b>BSQ-A2.1-3</b>	How effectively does the school evidence that leaders, including governors, fully understand the school's strengths and weaknesses and have the capacity to drive ongoing improvement? Can this be evidenced in minutes of meetings? And in performance management targets?	✓			
<b>BSQ-A2.1-4</b>	How would you judge, and how effectively could the school evidence, the positive impact of governance across every key aspect of provision? How would you evidence their involvement in policy development?	✓			
<b>BSQ-A2.1-5</b>	How effective is the school's vision? Do leaders maintain the status quo or is there evidence of aspiration and challenge?	✓			
<b>BSQ-A2.1-6</b>	What is the strength of evidence that the school has built, or is developing, a culture that is calm, orderly, respectful and aspirational, alongside management systems that support the smooth-running of the school?	✓			
<b>BSQ-A2.1-7</b>	How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? What actions have been taken when targets have not been met?	✓			
<b>BSQ-A2.1-8</b>	What is the judgement on the school's provision of a broad, balanced and relevant curriculum and how effective has the process been to ensure the curriculum matches local needs?	✓			
<b>BSQ-A2.1-9</b>	What is the school's own assessment of the quality of teaching, the robustness of this judgement and the effectiveness of actions to improve teaching? How effectively are Personal Development Plans and the capability processes used?	✓			
<b>BSQ-A2.1-10</b>	What is the confidence that all leaders across the school have a good grasp of key improvement priorities, both whole school and within specific teams, and how effectively are these areas being addressed by leaders, and personally owned by staff?	✓			
<b>BSQ-A2.1-11</b>	What is the evidence that robust performance management and continuing professional development improve staff performance, including how well the school supports non-subject specialists to ensure equality of opportunity for learners?	✓			
<b>BSQ-A2.1-12</b>	How effective is the school's engagement with stakeholders and action upon their views? How can the positive impact of this be evidenced?	✓			
<b>BSQ-A2.1-13</b>	How robust is the evidence that the promotion of pupils' spiritual, moral, social and cultural development is effective?		✓		
<b>BSQ-A2.1-14</b>	How effectively do governors hold senior leadership to account? What evidence supports this?	✓			
<b>BSQ-A2.1-15</b>	To what extent is the school confident that it effectively addresses the needs of those with single or multiple deprivation indicators?	✓			
<b>BSQ-A2.1-16</b>	Is the school fully compliant with the latest Keeping Children Safe in Education report, Sept 2016? Can leaders evidence changes to policies and practices as a result?				
<b>BSQ-A2.1-17</b>	How familiar are leaders with the requirements of the Equalities Act, 2010? How could they evidence compliance in policy and practice?				
<b>BSQ-A2.1-18</b>	How confidently can governors discuss the value for money from Pupil Premium and catch-up monies?				

# S3 Teaching, Learning and Assessment

## A3.1 Judgement on the quality of teaching, learning and assessment

Outstanding	Good	Requires Improvement	Inadequate
✓			

Strengths:

**Evidence that supports this judgement is based upon: a cyclical lesson observation programme by senior school leaders, internal phase reviews and self evaluation, lesson observations by both Noctua and ALP partner headteachers and the LA SIA, pupil workbook scrutiny, other internal audit processes; the very high performance standards that pupils consistently reach; & formal/informal feedback from external professionals, governors, staff, parents and pupils.**

The school regularly works with external consultants, the school SIA & partner head teachers to audit standards of teaching, learning and assessment. Within our Trust, partner Headteachers lead teaching and learning audits half termly across all ALP schools. We have had 3 audits to date in the current school year led by the head teachers of partner schools - both ALP and Noctua - which agree our self evaluation, in addition to regular 'in house' audits. The proportion of good or better teaching is 100% with 11/14 teachers with a class responsibility *capable* of delivering outstanding teaching and learning. Teachers have a secure understanding of the age groups they are working with and have relevant subject knowledge which is communicated well to pupils. In terms of pupil progress, 100% of teachers ensured the very large majority of their pupils made at least good, with much aspirational progress in 2015/16, and the vast majority of pupils achieved extremely well over time. All teacher standards are being met.

4 teachers have successfully applied to be designated as Specialist Leaders of Education for the Noctua TSA with specialisms in Early Years, Science, Music, Computing and English. 3 teachers are currently directly involved in NOCTUA school to school support programmes.

2 RQTs will have coaching plans in place in the 16/17 academic year and will be mentored by our AHT – due to the historic success of this approach, all teaching staff will also take part in incremental coaching in the 2016-17 academic year as a part of their performance management. 2 teachers have completed the accredited OTP facilitator course and cascaded this training back to all staff which has resulted in an improvement in the percentage of 'outstanding' teaching from 35% in Autumn 2014 to 78% in Summer 2016. These 2 staff facilitated this training across the Aireborough Learning Partnership in the 14/15 & 15/16 academic years and all TPPS staff were involved in both NOCTUA and ALP Teachmeets & networks. TPPS teachers capable of 'outstanding' teaching now stands at 78% - Autumn 2016.

Every effort is made to ensure that all pupils conclude KS1 at age related expectations or beyond, and this in turn, reduces pressure on intervention in KS2. Prior to the new National Curriculum/Assessment without Levels introduction in 2015/16, only 3 pupils had left KS1 at less than L2 **in the previous 4 years** in reading, maths & writing, with similar success in KS2.

In 2015/16, outcomes for pupils at the end of KS1 were still extremely high with only 7% WTS in reading, 10% in writing and 3% in maths. Ensuring ALL pupils now meet this more demanding expectation will now become our aspiration. At end KS2 in 2015/16, 10% were WTS in reading, 4% WTS in writing (moderated), 8% in GPS and 2% in maths. Our success in mathematics is very pleasing after a 'mastery' focus on this subject in 2015/16 - we have introduced a similar approach for reading and writing in the current academic year which is working well.

FFT data demonstrates that at Key Stage One 87% of our pupils met the expected standard in

reading, writing and maths giving us a FFT ranking of 3rd percentile nationally. 37% of our pupils were assessed as working at greater depth within the standard at KS1, giving us an FFT ranking of 1st percentile nationally.

At KS2 our average scaled score was 106.8, giving us an FFT rank of 8th percentile nationally. With 86% of our KS2 pupils reaching the expected standard in reading, writing and maths, FFT ranks us 4th percentile nationally. Value added progress from KS1 to KS2 was +0.7 which is in line with national. However, data for the 2016 year 6 cohort shows that their performance at KS1 was 3rd percentile nationally based upon average point score. They then went on to perform at a ranking of 4th percentile nationally based upon the new National Curriculum. With such high performance at Key Stage One it is understandable that progress measures for the end of Key Stage 2 are in line with national for this cohort.

In the 2016 KS2 cohort, 100% of our FSM pupils reached the expected standard.

In the current year 2, 97% of pupils are on track to achieve the new, more challenging NE level in reading, 95% of pupils in writing and 95% of pupils in maths. In the current year 6, 93% of pupils are on track to achieve the new, more challenging NE level in reading, 97% of pupils in writing and 95% of pupils in maths.

### **Assessment – formative and summative:**

Tranmere Park makes rigorous use of data to allow teachers and leaders to monitor progress against aspirational FFT targets, decide upon next steps and focus quality first teaching & interventions accurately. Any pupil not making at least ARE is included in our provision map & a progress profile completed. Achievement data forms the basis of effective pupil mentoring & progress meetings. Feedback to the pupils identifies their next step through the mentoring system and marking and pupils understand how to improve their work as a result of the feedback given. Use of data is a strength of our school and pupil achievement is managed on a personal level – we pride ourselves on knowing our pupils very well & ensuring the best possible outcomes for each individual. This has a very positive impact on the quality of teaching.

TPPS led the ALP partnership to develop an Aireborough wide assessment strategy which is being used by all primary providers within the Trust and also by the Bishop Wheeler Academy Trust.

### **Other strengths in teaching and learning -**

- Pupil attitudes, modelled by staff, are exemplary and create a positive & successful climate for learning evidencing how well teachers promote social, moral, spiritual and cultural development.
- The very large majority of pupils are making rapid and sustained progress against the school aspiration of outcomes in line with the top 10% of schools nationally. Senior leaders and all staff have high expectations of all pupils. There is a rigorous focus on the early acquisition of core skills. Pupil outcomes in core areas testify to our success in these areas. Pupil workbooks evidence the high standards pupils achieve.
- A focus on experiential learning & first hand experiences through a rich curriculum offer including the motivational use of Computing, an established and effective MFL programme and an emphasis upon the Arts and PE.
- The use of OTP techniques to ensure high quality lessons – lively, active, creative & engaging learning with high levels of pupil participation; transparent expectations set for learners with clear criteria for judging their success; clear modelling and teacher demonstration; creative use of AfL strategies; effective questioning; excellent use of IWBs and other forms of technology.
- Pupils receive focused support and their targets are appropriate, established through consultation in mentoring sessions.

Teaching assistants make a substantial and very positive contribution to the quality of teaching. They form very good relationships with pupils; receive regular professional development & work very effectively with teachers who make the maximum use of this valuable human resource.

In Teaching, Learning and Assessment, development work in 2016/17 will focus on introducing the mastery approach introduced for mathematics in the last academic year to reading and writing. The school also intends to revalidate it's Artsmark Gold status.

Areas for development:

- Developing a mastery approach for reading - focusing upon guided reading and the explicit teaching of higher order reading skills
- To embed a new mastery system for teaching writing based upon Ros Wilson's 'Rainbow Writing'
- Re-apply for Artsmark Gold
- Incremental classroom coaching approach introduced through Performance Management

		O	G	R	I
<b>BSQ-A3.1-1</b>	How effective is teachers' understanding of the key stages they teach, their subject knowledge, and is this leading to strong progress and consistently high expectations of what pupils should achieve?	✓			
<b>BSQ-A3.1-2</b>	How effectively does assessment, homework and feedback improve learning?	✓			
<b>BSQ-A3.1-3</b>	What is the school's judgement on the information given to parents/carers, stakeholders and employers (where applicable) about learning programmes, assessment and outcomes?	✓			
<b>BSQ-A3.1-4</b>	How effectively are equality of opportunity and the promotion of diversity monitored across the taught and wider curriculum?		✓		
<b>BSQ-A3.1-5</b>	How strongly are maths and English skills embedded and reinforced across the whole-school curriculum? How effective is this aspect of provision?	✓			
<b>BSQ-A3.1-6</b>	How effectively are teaching, learning and assessment adapted at transition points between schools or key stages? How could impact be evidenced for groups such as disadvantaged most-able pupils.		✓		
<b>BSQ-A3.1-7</b>	How sharp is the focus upon deep learning/mastery and is there clear consolidation before progression across the curriculum?	✓			
<b>BSQ-A3.1-8</b>	How effective is the school in developing pupils knowledge, understanding and skills in all aspects of the curriculum and across key stages?	✓			
<b>BSQ-A3.1-9</b>	How effectively does teaching develop a learning culture, inspire pupils and prepare them for their next steps?	✓			

# S4 Personal Development, Behaviour and Welfare

## A4.1 Judgement on personal development, behaviour and welfare

Outstanding	Good	Requires Improvement	Inadequate
✓			

Strengths:

**Personal Development, Behaviour and Welfare is outstanding. We know this from a rigorous programme of monitoring and evaluation systems which include: learning walks, lesson observations, pupil/ parent/staff/governor questionnaires, parent forum minutes, external audits, charter marks and accreditations, Safeguarding audits, Governor audits, SLT Health and Safety walks, records of hate incidents, records of behavioural incidents & Learning Mentor records/questionnaires. Evidence from pupil outcomes and workbooks also evidence our assertion. The school works closely and effectively with a range of organisations including Aireborough Extended Services, TaMHS, Social Care & the School Nursing team to ensure high quality provision in this area.**

- All statutory safeguarding requirements are met; pupils receive high levels of care, guidance and support resulting in outstanding personal development. A Safeguarding Audit by Leeds City Council (Sept 2015- updated September 2016) confirms this assertion.
- Parents, carers, staff and pupils are very positive about both behaviour and safety. Neither area has been raised through extensive consultation processes as an area for concern. The role of the extremely effective Learning Mentor is recognised by parents in all consultation processes as having a highly beneficial impact on pupils. A recent behaviour audit, carried out by 2 partner headteachers(October 2016) confirms the school's grading for this area.
- Pupils show high levels of engagement, collaboration and co-operation in and out of lessons. They have enthusiastic attitudes to learning, enabling lessons to proceed almost always without interruption. Pupils have told us they feel very safe learning together in collaborative contexts & there is always a high level of pupil participation in lessons. The very large majority of pupils tell us they feel safe through our 'Speak Up' initiative (questionnaires sent home termly and then followed up by the Learning Mentor), and, the 'Growth Mindsets' initiative implemented in the last academic year has had highly beneficial effects with regards to pupils feeling 'safe to fail' in their learning. Pupils clearly understand what constitutes an unsafe situation and are very aware of how to keep themselves and others safe through teaching and the involvement of organisations such as NSPCC, Narconon and Barnardos. Parents agree with these assertions - Parent Survey/Annual Parent Questionnaire (Summer 2016/Autumn 2016).
- The large majority of pupils' behaviour towards one another, staff and visitors in and out of the classroom is very good, with much that is outstanding. The vast majority of pupils are highly considerate and very supportive of each other. Our current Y3 cohort has been identified as a focus group in this area and are receiving tailored support from both the Pupil Development Centre, the NW AIP and focused SEAL sessions from our Learning Mentor. There are also 2 pupils in receipt of funding to support their behaviour throughout the school. Both of these pupils receive 1-1 support and 1 pupil is also receiving additional support from the NW Area Inclusion Partnership, CAMHS and the Bradford BESD team. A further pupil is in receipt of emotional support through Adoption Support funding.
- Very few pupils need assistance in making the correct behavioural choices but those that do are well supported to manage their own behaviour by systematic, consistently applied approaches to behaviour management. Occasionally a very small minority of KS2 pupils can engage in unkind behaviour on the playground, but this is swiftly addressed by our excellent & very experienced leaning mentor and the SLT. Physical aggression is extremely uncommon. Pupils with particular behavioural difficulties are fully included in the life of the school and are very well supported in learning to manage their own behaviour by adults and other children.

Pupils are taught to appreciate that mistakes can happen but that it is unacceptable for the same mistake to happen twice – the emphasis is always upon what can be learnt from what went wrong.

- There is a clear behaviour management system running through the school from Reception to Y6 that applies to the whole school day, including lunchtimes, which is well understood by pupils and consistently used by all staff. Pupils are generally calm, orderly and considerate when moving around school.
- Pupils are aware of different forms of bullying and actively try to prevent it from occurring. Therefore instances of bullying, including cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, or disability are extremely rare. Audits by head teachers of our partner schools confirm this assertion – Autumn term 2016.
- The Learning Mentor is timetabled to respond to incidents so that they are resolved quickly and to the satisfaction of all parties. The work of the Learning Mentor is very much appreciated by pupils and parents, who often comment on her positive impact, particularly her weekly SEAL sessions (which follow our long term plan for PSHE/SEAL but which are also responsive to issues arising in each class) with all classes and daily parent drop in session.
- A recent review of SMSC provision by Leeds SACRE (Spring 2016) found the following strengths: a provision of collective worship which complies with statutory requirements; a well planned programme of assemblies that nurtures SMSC development and clearly linked to current events and priorities; support and enhancement for the promotion of fundamental British values; proactive reviewing of priorities in a reflective learning community, including the involvement of governors in this process.

Attendance is outstanding in all year groups as parents & pupils understand the importance of regular school attendance. The overwhelming majority of pupils are consistently punctual in arriving at school. Attendance for FSM pupils generated a weakness on the Inspection Dashboard as figures showed this was in the lowest 10% of pupils nationally - as these figures were based upon 7 pupils, the attendance statistics for 2 pupils with particular needs ( all investigated and followed up by the school/ attendance officer aware) have skewed the overall outcome.

Areas to develop:

- Pupil resilience/learning behaviours when faced with learning challenges were identified as an area for development through Governor pupil interviews in Summer 2014. Development work has been focused in this area ever since. Governor pupil interviews in Spring 2015 confirmed that this work is having a highly beneficial effect on pupil's learning behaviours. We now include learning behaviours in our Pupil Mentoring system and intend to extend this work into the classroom. This years focus is to develop a simple system of classroom graphics which will allow the children to clearly understand the learning behaviours criteria.

		O	G	R	I
BSQ-A4.1-1	What judgement would the school give that learners are safe, and feel safe, including from all forms of bullying and the misuse of technology?	✓			
BSQ-A4.1-2	How would you grade the impact that learners' behaviour has on school life and outcomes? Is there a consistent approach from all adults to behaviour?	✓			
BSQ-A4.1-3	How robust is the evidence that priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental-health awareness?	✓			
BSQ-A4.1-4	How successfully could the school demonstrate a focus on pupils' confidence and self-assurance to become successful learners and to take a pride in their achievement?	✓			
BSQ-A4.1-5	How effective are the school's strategies for promoting prompt and regular attendance?	✓			
BSQ-A4.1-6	How effective is pupils' spiritual, moral, social and cultural development?	✓			
BSQ-A4.1-7	How successful is the provision of impartial careers advice?		✓		
BSQ-A4.1-8	How well can the school evidence the impact of its work with the virtual head of the local authority on working to meet the needs of looked after children?				

# S5 Outcomes for Pupils

## A5.1 Judgement on the outcomes for pupils

Outstanding	Good	Requires Improvement	Inadequate
✓			

The principle evidence for this judgement is the consistently high outcomes achieved by our pupils over a 7 year timescale (2009-2016) since the date of our last inspection. This is combined with high value added data. Performance data shows that different groups of pupils, including those with SEND, and those who join the school late, make good or better progress. Attainment & achievement by the end of KS2 compares very favourably with other schools, both locally and nationally. This conclusion is further supported by the standards evident in pupils' workbooks, the very high quality of pupil work displayed around the school and the standards observed in lessons.

*We met a Governor aspiration for the school to be working within the top 10% nationally in 2015 based on the levels system in place at that time. In 2016, for the percentage of pupils meeting expected levels in Reading, Writing and Maths, we were judged to be 4th percentile nationally and for average scaled scores for Reading and Maths, we were judged to be at the 8th percentile nationally.*

*For 2016/17 and beyond, the stated Governor aspiration is for our outcomes to remain within in top 10th percentile but also that all pupils meet the new National Standard unless there are recorded additional needs which would serve as a barrier.*

**Data on entry:** This shows that children enter the Early Years Foundation Stage (EYFS) with abilities broadly in line with age-related expectations in most areas, although attainment in the PSED prime area is above average. This assertion is well evidenced in school. EYFS 2016 data shows 89% of our pupils achieved a good level of development which was the 2nd highest outcome for all Leeds schools. Levels of attainment were broadly maintained from the previous year at 90% and shows an established rising trend from the date of our last inspection (2009), when GLD stood at 76%. The percentage of children achieving a GLD was higher than local data (62.5%), 20% higher than national data and 23% higher than the average for other outstanding schools.

***From average starting points, children make rapid and sustained progress throughout their time in EYFS.***

**Phonics Check:** In 2011/12, 87% of Y1 pupils attained the expected level in the phonics check. By 2015/16, 100% of pupils passed the screening. By the end of Y2, the overwhelming majority of pupils have reached the expected level - only 2 pupils currently in KS2 did not pass the test in Y2 and both are receiving additional targeted support in this area.

**End of KS1:** data for 2016 shows us that children attain levels significantly above national average, local data and other 'outstanding' schools. 93% of pupils met the expected standard in reading, 90% in writing and 97% in maths. 50% of pupils were working at a greater depth in reading, 43% in writing and 47% in maths. Trend data shows attainment significantly above national and local measures for the last 7 years with the VLM of children leaving KS1 attaining the expected level. *RAISE shows attainment at KS1 as sig+ in all areas for the last 5 years.* Other data sets show that attainment across all subjects in KS1 at TPPS is 46% higher than National in Reading, 25% in Writing and 24% higher than National in Maths. KS1 outcomes were the joint highest in Leeds. Our outcomes were also 17% higher than the average for other outstanding schools in reading, 21% higher in writing and 22% higher in maths. FFT data places us at 3rd percentile nationally based upon the the number of pupils reaching the expected standard in reading, writing and maths combined (87%). This data also ranks our KS1 outcomes in the 1st percentile nationally based upon the number of pupils assessed as

working at greater depth within the standard.

***Progress and attainment at the end of KS1 shows that our pupils are exceptionally well prepared for KS2.***

**Year 6 pupils:** Our outcomes are significantly above national averages in Maths, Reading, Writing & GPS. Overall attainment shows a consistently strong trend over the last 7 years, with significant improvements in numbers of pupils meeting ARE until 2015 and strong performance in 2016 against new criteria. Trend data shows attainment well above national and local measures for the last 7 years with the VLM of children leaving KS2 attaining at least the expected level. RAISE shows attainment at KS2 as sig+ for the last 5 years. Other data sets show that our average scaled score at 106.8 was 4.1 pts higher than NE (107.1 average scaled score in reading compared to 104.7 for other outstanding schools, 106.6 for maths compared to 104.5 for other outstanding schools and 108.1 in GPS compared to other outstanding schools). The percentage of pupils at expected at 86% was 34% higher than national figures and 24.6% higher than other outstanding schools. Value added progress for this cohort was +0.7 which is in line with national averages. However, given that the outcomes for these pupils was ranked 3rd percentile nationally at the end of KS1 it is incredibly difficult to show 'outstanding' progress at the end of KS2. The fact that the outcomes (based upon a new National Curriculum and assessment arrangements) for this cohort were maintained and ranked 4th percentile nationally at the end of KS2 demonstrates that outstanding progress was maintained.

- Almost all pupils attained the expected standards in Reading, Writing and Maths.
- For reading, 5 pupils did not attain the expected standard: 2 pupils narrowly missed Exp S with a SS of 99, 1 higher ability pupil did not complete the text due to anxiety, 2 pupils were not forecast to achieve the standard. 37% of pupils achieved a high standard.
- For writing, 2 pupils did not attain the expected standard: these 2 pupils were not forecast to achieve the standard. 12% of pupils were assessed as working at greater depth.
- For GPS, 4 pupils did not attain the expected standard: 2 pupils narrowly missed Exp S with a SS of 99, and 2 pupils were not forecast to achieve the standard. 43% of pupils achieved a high standard.
- For maths, 1 pupil did not attain the expected standard: this pupil narrowly missed the Exp S with a SS of 99. 22% of pupils achieved a high standard.
- Progress measures for this cohort were +0.6 Av SS R/M which was in line with national expectations (41st percentile nationally), +10% for % @ Exp S which was in line with NE (27th percentile nationally). FFT
- Predictions for the current Y6 cohort show 92% achieving the Nationally Expected level in Reading/ 96% Writing & 94% Maths,

### **Achievement of different groups**

**EYFS Vulnerable:** There were no PPG children in the 2016 cohort. All BME made GLD.

**KS1 Vulnerable:** BME children reached the expected level in reading and writing 1 child did not meet the expected standard in maths. 6 SEND pupils attained the expected level in reading, 67% of these children met the expectation in writing and in maths. There was 1 PPG child in the 2016 cohort who was not expected to achieve the expected level in all areas.

**KS2 Vulnerable:** 7 BME pupils met expected levels across R/W/M. 6 PPG children met the nationally expected levels across R/W/M.

**Why achievement is not the grade below:** Attainment measures continue to be above national, local & other 'outstanding' schools data from EYFS through to the end of KS2 with an established rising trend in pupil APS in KS2.

- From broadly average starting points children make rapid and sustained progress.
- The overwhelming majority of pupils meet nationally expected levels.
- Vulnerable groups of pupils attain broadly in line with or exceed their peers nationally.

## Self Evaluation for Primary Schools | Tranmere Park Primary School

- No weaknesses in performance identified in most recent Ofsted inspection dashboard.
- Sig+ in the VLM of measures across a 7 year period in both KS1 and KS2.
- Significant improvement in outcomes since the date of our last Ofsted.

Based on the overall trajectory of school improvement over the past 3 years, Tranmere Park will not be defined as coasting in the new measures to be introduced in 2016. In 2014 and 2015, an average of 99% of pupils made expected levels and expected progress meaning that the school was above the national coasting benchmark.

*\*Italics denotes data waiting to be highlighted when major datasets are received into school.*

Areas for development:

- Ensure new data tracking system provides meaningful data half termly for leadership analysis and classroom action.
- Work with the local Trust to develop foundation subjects assessment procedures to a similar level to core aspects.
- To develop a clear and consistent system for assessing pupils with additional needs.

		O	G	R	I
BSQ-A5.1-1	How well does school attainment performance compare to national averages and floor standards? How does this match with expectations from teacher assessment and baseline data?	✓			
BSQ-A5.1-2	How high are the standards achieved by the current cohort? How do they compare with recent previous cohorts?	✓			
BSQ-A5.1-3	What grade would the school give for the progress made by learners from different starting points in English and mathematics over the past three years?	✓			
BSQ-A5.1-4	How confident is the school in the progress of disadvantaged pupils (including disabled pupils and those with SEN) and more-able pupils across a wide range of subjects?	✓			
BSQ-A5.1-5	How relevant are the qualifications pupils gain?	✓			
BSQ-A5.1-6	What is the effectiveness of the school's approach to ensure learners read widely and often?	✓			
BSQ-A5.1-7	How effectively do leaders intervene when there are concerns with outcomes?	✓			
BSQ-A5.1-8	How confident is the school that there is consistency in standards across all subjects/key stages and, if not, that appropriate action is being taken?	✓			
BSQ-A5.1-9	How does the school manage "in term" changes to enable new pupils to integrate quickly with minimum disruption to the existing cohort and ensure achievement and progress data for pupils leaving is quickly passed to their new school?	✓			
BSQ-A5.1-10	How well do pupils progress from their different starting points across the whole of the curriculum, not just English and mathematics?				
BSQ-A5.1-11	Is the learning of most-able pupils being deepened? Are they being stretched? How is this reflected in their work and through discussions with them?				
BSQ-A5.1-12	How well is any above-average attainment of the most able on entry capitalised on?				
BSQ-A5.1-13	Are leaders at all levels aware that the new focus is upon diminishing differences with non-disadvantaged pupils nationally, not upon closing within-school gaps?				
BSQ-A5.1-14	Does the pupil premium policy contain the rationale for and evaluation of spending? How has it addressed the specific barriers to learning in your school?				

# S6 Early Years Provision

## A6.1 Judgement on the effectiveness of the early years provision

Outstanding	Good	Requires Improvement	Inadequate
✓			

**Strengths:**

- Outstanding attainment (89% GLD) scoring above National and local data.
- Creative, 'expert' planning (confirmed by Lilac Sky audit in 2014) coupled with inventive and challenging ways to engage children in their learning, impacts positively on pupil progress. From 'average' starting points in most areas of learning, pupils make rapid progress and the very large majority are KS1 ready by the end of the Reception year and achieve GLD or above. 'Average' starting points were confirmed through the EExBA baseline assessment undergone this year. School has made the decision to continue with the EExBA baseline this year, alongside the regular school baseline that is completed by teachers. This will create a lot of sound evidence for baseline scores and on entry data. Visits and visitors are carefully planned to give many 'hands on' or 'first-hand' experiences.
- Both teachers in the unit were graded as 'Outstanding' for Teaching and Learning in the most recent whole school audit.
- Skilled TAs contribute to a very positive, stimulating environment where children are happy, want to come to school and are confident to make decisions and learn from mistakes. One TA is returning to EYFS after a 2 year break in KS1 so regular updates are being given to ensure transition is smooth. Another TA is very experienced in EYFS and finally our part time TAs (who job share the equivalent of 3 days) are in their third year of their EYFS role and are much more confident.
- Vibrant learning environment with well organised indoor and outdoor areas, with resources organised to promote pupil independence, decision making and challenge with aspects of learning.
- Child initiated learning evident in Learning Journeys. Complete with many opportunities for planning to be led by pupil interest and the active promotion of the characteristics of effective learning.
- Varied and regular assessment evidenced through pupil observation, progress in workbooks, pupil mentoring folders, notes on planning and children's Learning Journeys are coupled with pupil self-assessment and regular AfL opportunities to ensure all staff and children are aware of the next steps in learning. Strong links are made between local schools for moderation purposes through ALP teach meets.
- Excellent parental engagement through a variety of events and literature creates strong home-school links. Parents are encouraged to contribute to their child's Learning Journey and attend workshops and/or stay and play sessions. There is a strong ethos of parents as partners in their children's learning and development.
- Strong transition procedures from Nursery to Reception, involving two new parent meetings (reducing to one this forthcoming summer), home visits, nursery visits, all about me booklets and visits to school from children for taster sessions. These procedures ensures pupils are school ready on entry despite numerous, diverse feeder settings.
- Effective transition procedures from Reception to Year 1, involving a parent evening/meet the teacher event, pupil transition sessions and moderation with EYFS and KS1 staff. This contributes effectively to the very large majority of pupils being 'ready' for KS1 learning. Early years practice continues with the continuation of the EYFS curriculum where appropriate and provision areas are set up.
- Close relationships between EYFS phase team members ensures excellent communication through regular team meetings and daily updates. This positively impacts upon consistency and

*provision for pupils within the setting.*

- *Strong focus upon the active promotion of core skills within the setting, and an expectation that all pupils will reach a good level of development and be competent readers, writers and mathematicians as they transfer into KS1.*
- *Homework system received very positive responses from parents and children, and the quality of homework and parent support in home learning contributes to the effectiveness of pupils' learning.*

**Areas for development:**

- *Development of the 'Listening and Attention' strand - with more focus on Phase 1 phonics and circle time games on entry as children are coming in with poorer basic listening skills, turn taking and conversational habits.*
- *To ensure that we narrow the gap between the attainment of boy's Physical Development (e.g. taking risks, safety precautions, fine-motor skills, handwriting etc.).*

		O	G	R	I
<b>BSQ-A6.1-1</b>	What is children's level of progress in the Early Years Foundation Stage?	✓			
<b>BSQ-A6.1-2</b>	How does the FS Profile compare with other similar schools and local/national expectations?	✓			
<b>BSQ-A6.1-3</b>	How is assessment used to plan appropriate teaching and learning strategies, enabling children to make good progress and achieve well?	✓			
<b>BSQ-A6.1-4</b>	Does planning ensure that each child is offered an enjoyable and challenging experience across all areas of learning and development, in a broad and balanced way?	✓			
<b>BSQ-A6.1-5</b>	Does teaching enable children to develop the characteristics of effective learning so that they develop good attitudes and behaviours appropriate to good learners?	✓			
<b>BSQ-A6.1-6</b>	How well are children encouraged to make smooth transitions into school and to the next steps in their learning, so that they build strong relationships and become confident, resilient individuals?		✓		
<b>BSQ-A6.1-7</b>	How well are children with SEN/D and those who speak English as an additional language supported?	✓			
<b>BSQ-A6.1-8</b>	How well are the prime areas of learning promoted to enable children to develop essential skills that will allow them to fully benefit from their experiences?	✓			
<b>BSQ-A6.1-9</b>	How well are children in the EYFS safeguarded and how does this contribute to their developing understanding and ability to manage risks and keep themselves safe?	✓			
<b>BSQ-A6.1-10</b>	How well are Fundamental British Values implemented? How well do children behave, cooperate and share with each other; respect each other's differences and build their understanding of different families and communities beyond their personal experiences?		✓		
<b>BSQ-A6.1-11</b>	What is the impact of training and development on outcomes for children, particularly those who are in receipt of additional funding, such as Early Years Pupil Premium?	✓			

# S8 Overall Effectiveness

## A8.1 Judgement on overall effectiveness

Outstanding	Good	Requires Improvement	Inadequate
✓			

Tranmere Park Primary School is a highly effective organisation, which is never complacent. The school has significant capacity to sustain what has been achieved and further develop the range and quality of the provision on offer. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school.

The quality of the education provided by the school continues to be outstanding; pupils achieve very high standards and make very good progress from their respective starting points. Spiritual, moral, social and cultural development provided by the school is comprehensive and contributes to the pupil's excellent outcomes and their positive learning behaviours.

There is clear evidence that the focused early achievement approach employed since the last inspection in 2009 has ensured that standards will continue to rise with the vast majority of children forecast to make at the very least the Nationally Expected level, and many to exceed this standard. Pupil performance data is analysed meticulously, any pupil performing below ARE identified, and targeted provision offered as part of our Quality First Teaching offer. A consistent approach to the delivery of core areas has ensured strengths in reading, writing and mathematics which allow for full engagement with the stimulating wider curriculum offer.

The school has developed a consistently good teaching team, with the very large majority teaching staff capable of delivering outstanding classroom provision, and we continue to focus on outstanding teaching becoming the norm.

Relationships for learning, behaviour and safeguarding are all excellent: children are active learners in a safe environment with a consistent and positive ethos. Parents and children are respected, listened to & have regular opportunities to evaluate provision. Constructive criticism is welcomed and frequently acted upon, with the intention of securing further improvements. As a result, pupils are safe and happy at school and are actively involved in school development.

As an organisation, we are very keen to develop the quality of provision for all pupils, not just those at Tranmere Park. To this end the school works closely as a strategic partner with a core group of 5 other Leeds schools in the Noctua Teaching School Alliance (which has a particular focus on developing all key phases of a teacher's career – *train-teach-lead-learn*) delivering training & support across the city with ambitions to develop this at a regional level.

Tranmere Park is currently leading on implementing an assessment system beyond levels for all local schools, including feeder High Schools, which is also to be implemented by a local Catholic Academy chain and which has generated interest beyond the Leeds LA demonstrating our capacity to take a leading role in developing and shaping the future of education both locally and further afield.

The Governing Body, leaders and staff are determined to progress further, identifying improving the achievement of a very small minority of pupils who are currently not meeting the Nationally Expected standard in GPS and implementing a new assessment system as priorities for the current academic year. The aspiration of the Governing Body and school leaders is for Tranmere Park to be one of the top 10% state schools nationally and the accelerated rate of improvement in recent years has allowed us to meet this very challenging target.

Areas to develop:

### Leadership and Management:

- To develop TPPS role as a leading partner in the Noctua TSA
- To develop the role of TPPS as a core partner in the Aireborough Learning Partnership
- To reevaluate the current systems and structures in place to make quality judgements about teacher capability
- To refresh the 'Everyone Included, Everyone Special' ethos statement
- To use the CUREE 'Connected Curriculum' and 'Challenge within the Curriculum' research papers to review the TPPS curriculum offer

**Outcomes for Children:**

- To implement newly developed systems and review all assessment processes to accurately gauge pupil progress without the use of levels
- To improve outcomes for all pupils in GPS
- For assessment systems and procedures at TPPS to contribute to pupil outcomes which are within the top 10% of schools nationally
- To improve outcomes for pupils with identified Speech and Language difficulties

**Teaching and Learning:**

- To investigate a mastery approach to the teaching of maths and GPS
- To investigate and implement 'The Magenta Principles' to equip staff with the skills to implement a mastery approach

**Personal Development, Behaviour and Welfare:**

- To embed 'Growth Mindsets' learning behaviours