



Tranmere Park Primary School



Self Evaluation for Primary Schools 05/02/2018

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

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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 355 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 need for a Y4/5 mix in the current academic year has caused particular concern with parents. The school's admission limit was raised from 45 to 60 in the 2013 & 2014 academic years to accommodate 2 bulge cohorts, and due to the organisational factors involved as these bulge cohorts move through school, currently years 4 and 5 are organised into 3 mixed classes across the 2 year groups. Pressure on school places in the local area remains extremely high. 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 Y6 stands at 49 (45 places); which results in large class sizes - the school has more pupils per classroom teacher than 91% of similar schools.

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 only 1% of children having English as an additional language. The number of pupils eligible for SEN funding is very low at 1% 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 ExS in KS2 had dropped significantly since our last inspection as a direct result of a rigorous school focus on ensuring all pupils achieved at least ARE by the end of KS1. A larger percentage of pupils did not meet ExS at the end of 2015/16 and 16/17 academic years as predicted due to the increased expectations in KS2 SATS, although data for pupil outcomes compares very favourably to national and similar school data with achievement measured in the top 4% (FFT) nationally in 2016 and 7% (FFT) nationally in 2017. Pupil progress data suggests that pupils make only average progress from KS1 to KS2 in English, but as in previous years, it is difficult to show accelerated progress when pupil outcomes in KS1 are so high with KS1 performance for the 16/17 Y6 cohorts measured in the 6th percentile nationally by FFT.

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 15 different nursery settings (2017/18).

2 pupils have funded support relating to behavioural, emotional and social difficulties and 4 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, with a number these pupils displaying issues associated with early trauma.

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 8% of schools nationally overall for scaled scores (2016/17, FFT), whilst performance is rated within the top 7% nationally for pupil reaching the ExS in reading, writing and maths (FFT - 2017). No weaknesses were identified in performance in all key areas in most recently available Ofsted Inspection Dashboard (2016). Attendance in 2016/17 was 97.5% which is 1.6% higher than national and 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 school budget is one of the lowest in the Leeds area, with the school receiving the 2nd lowest budget for PPG in Leeds. This causes challenges; expectations are that outcomes will remain very high, however with a decreasing level of resource – both human and physical – school leaders have had to look for creative ways of generating additional income & almost £100,000 of self-generated income has been recorded on the 2017/18 budget. This compares very favourably with other schools and has allowed the school to retain a level of support staffing not suggested by the very low PPG income. An additional challenge is the pressure of an ageing building with multiple issues and sustaining a quality learning environment on a vastly reduced devolved capital budget – (£7500, 2017/8).

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 which now has 44 active partner schools. 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 shared school review. 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 2017/18 academic year, the HT will be seconded to lead the Noctua TSA 3 days per week. The DHT will become Co-HT during her absence.

| Our 2017 results compared to national figures | | | | | |
|---|------------|-------------|--------------|-----------|-----------------|
| Attainment measures | All | Boys | Girls | PP | National |
| % with a GLD at the end of EYFS | 87% | 76% | 100% | N/A | 71% |
| % achieving the expected standard in phonics by end of year 1 | 98% | 98% | 100% | N/A | 81% |
| % achieving the expected standard in phonics by end of year 2 | 100% | 100% | 100% | N/A | 62% |
| % achieving the expected standard or above in reading at the end of year 2 | 96% | 89% | 100% | N/A | 76% |
| % achieving a high standard in reading at the end of year 2 | 42% | 15.5% | 27% | N/A | 25% |
| % achieving the expected standard or above in writing at the end of year 2 | 93% | 95% | 92% | N/A | 68% |
| % achieving a high standard in writing at the end of year 2 | 30% | 9% | 20% | N/A | 16% |
| % achieving the expected standard or above in mathematics at the end of year 2 | 93% | 95% | 92% | N/A | 75% |
| % achieving a high standard in mathematics at the end of year 2 | 36% | 15.5% | 20% | N/A | 21% |
| % achieving at the expected standard in science at the end of year 2 | 93% | 100% | 86% | N/A | 82% |
| % achieving the expected standard in reading or above at the end of year 6 | 85% | 82% | 90% | 50% | 72% |
| % achieving a high standard in reading at the end of year 6 | 33% | 29% | 40% | 0% | 25% |
| Reading average scaled score | 107 | 107.5 | 106.8 | 101 | 104 |
| % achieving the expected standard in writing at the end of year 6 | 94% | 93% | 95% | 50% | 76% |
| % achieving a high standard in writing at the end of year 6 | 29% | 36% | 20% | 0% | 15% |
| % achieving the expected standard in mathematics at the end of year 6 | 100% | 100% | 100% | 100% | 75% |
| % achieving a high standard in mathematics at the end of year 6 | 48% | 50% | 45% | 0% | 17% |
| Mathematics average scaled score | 109 | 110 | 108 | 106 | 104 |
| % achieving the expected standards in R, W and M at the end of year 6 | 85% | 82% | 90% | 50% | 46.7% |
| % achieving at a higher standard in R, W and M at the end of year 6 | 19% | 18% | 20% | 0% | 7% |
| % achieving the expected standard in EPGS at the end of year 6 | 92% | 93% | 90% | 100% | 77% |
| % achieving a high standard in EGPS at the end of year 6 | 44% | 54% | 30% | 0% | 31% |
| % achieving at the expected standard in science by the end of year 6 | 100% | 100% | 100% | 100% | 82% |
| Progress measures | | | | | |
| Progress scores for reading from key stage 1 to key stage 2 | -0.5 | -0.7 | -0.3 | -1.04 | -5 |
| Progress scores for writing from key stage 1 to key stage 2 | -0.2 | 0 | -0.3 | -2.6 | -7 |
| Progress scores mathematics from key stage 1 to key stage 2 | +2 | 2.3 | 1.6 | 3.4 | -5 |
| Personal development, behaviour and welfare targets | | | | | |
| % Attendance of statutory age children and pupils | 97.5% | 97.7% | 97.5% | 95.4% | 95.9 (15/16) |
| % Persistent Absence | 1.4% | 0.8% | 0.5% | 0 | |

S2 Leadership and Management

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

| Outstanding | Good | Requires Improvement | Inadequate |
|-------------|------|----------------------|------------|
| ✓ | | | |

Leaders and governors have created a culture that enables pupils and staff to excel.

Evidence that our pupils excel can be taken from the consistently high and improving outcomes our pupils have attained across all phases of school since the date of our last inspection and positive feedback from parents and pupils which is available on our website.

Our staff have also been enabled to excel, this can be shown by:

- Our leadership of the Noctua Teaching School Alliance, an alliance of 32 schools across Leeds
- The accreditation of our Head teacher as a National Leader of Education
- 5/13 teaching staff designated as Specialist Leaders of Education delivering school to school support and CPD for the Noctua TSA.
- TPPS staff involved in delivering school to school support at a city level (for 16 vulnerable schools meeting DfE criteria) following a successful SSIF bid by Noctua TSA and Leeds City Council.
- Tranmere Park as a key player in the Aireborough Learning Partnership involving 12 Trust schools which has been instrumental in all schools being graded good or better by Ofsted.
- ALP Trust involvement has allowed consistent, highly effective Trust-wide approaches to be developed which support school improvement and staff development.
- All audit processes within school involve external scrutiny from either a Noctua or ALP Trust head teacher or senior leader which ensures scrutiny at the highest level and constructive challenge for our school leaders and teachers.

Leaders and governors are uncompromising in their drive to ensure the best outcomes for all pupils. After our last inspection, governors set the target of school outcomes being in the top 10% of schools nationally – small incremental gains were made annually from this date with the target first being met in 2015 and outcomes in 2017 in the top 8% of schools nationally. There are very low numbers of disadvantaged pupils in school but Governors carefully track and monitor their progress and offer incisive challenge to school leaders around the outcomes of each individual.

Despite having one of the lowest budgets in Leeds for the size of the school, pupil outcomes have consistently been within the top 10 performers regionally (2011-17), demonstrating the effectiveness of governors in holding school leaders to account over the careful allocation of funds to ensure pupil outcomes. Tranmere Park has a very low staff turnover and our investment in ensuring all teachers are highly capable does result in a larger staff spend than similar schools. However, governors and school leaders consider our highly capable and motivated staff to be asset which is reflected in positive pupil experience and outcomes. Hill & Laker's 2016 research references the importance of focusing upon 100% of staff being at least capable from their 3rd year of teaching onwards through effective recruitment processes, developing staff through mentoring programmes and sharing best practice through involvement in a range of networks, all of which have been implemented and prioritised by Tranmere Park school leaders. Noctua TSA has generated £97,000 for Tranmere Park in the last school year, which has enabled school to retain 6 TA posts to benefit pupils.

Leaders and governors have a deep and accurate understanding of the school's effectiveness – pupil

attainment and progress is managed on an individual pupil basis and there is a commitment to ensuring *any* pupil working below expected levels is included in an intervention. Progress of individuals is regularly reviewed by a senior leader. Views of pupils, parents and staff are regularly sought and form an essential part of the school development plan. The school development plan is carefully scrutinised in terms of impact and regular review of this work allows actions to be refined if direct impact is not seen.

Performance management arrangements require a focus at class teacher level upon achieving individual pupil targets, improving performance through an incremental coaching approach and supporting the actions of the School Development Plan. The incremental coaching model has allowed staff to reflect on, and debate the way they teach, learning from best practice, both in school and within the TSA and Trust. Teaching is highly effective across all phases of school, evidenced by:

- High pupil attainment in all phases
- Positive progress and high standards evidenced in pupil workbooks
- Positive learning behaviours displayed by the very large majority of pupils
- Innovative and current approaches to teaching, coupled with a rigorous focus on the basics
- Rapid response to pupil underachievement
- Consistent, school wide approaches to the teaching of English, maths and the wider curriculum, evidenced in practice and through staff handbooks
- Parent satisfaction evidenced by comments in Pupil Mentoring folders/0 parental complaints 16/17

The curriculum is wide ranging and inspires pupils to learn. Tranmere Park aims to excel in all areas, evidenced by our many charter marks – Artsmark Gold, Leeds High Quality PE award, Primary Science Quality Mark, ICT mark, 3rd Millennium Learning award, etc.

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 & 16/17 outcomes which had a higher level of expectation nationally; for example;

EYFS - 86% 2017; (16% higher than national)

KS1 – 95.6% of students achieved ExS in reading. This is 20% higher than the outstanding school average. 93.3% of students achieved ExS in reading. This 23.8% more than the outstanding school average. 93.3% of students achieved ExS in maths. This is 18.3% higher than the outstanding school average nationally. (Arbor)

KS2 – 85.4% of students achieved the ExS in reading, writing and maths combined. This 19.6% higher than the outstanding school average and 24.4% higher than the national average. 18.8% of students achieved the higher standard in reading, writing and maths. This is 7.5% higher than the outstanding school average and 10.2% higher than the national average. Overall the % achieving the higher standard in reading, writing and maths has increased by 10.7% from last academic year, while the national rate of change was 3.6%. (Arbor)

At Tranmere Park, the progress score in KS2 in 2017 for maths was 2.03. This is 2.41 higher than the average for good schools, 1.27 higher than the average for outstanding schools and 2.03 higher than the national average. Progress scores for reading and writing constitutes 'average' progress at -0.54 and -0.16 respectively. 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 7% 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. In addition, Tranmere Park was one of only 7 schools in Leeds to be above the national 'coasting' target.

The aspiration of the HT and Governing Body for the school to be achieving in the top 10% nationally was first achieved in 2015 and has been sustained since that point. FFT data for 2017 shows Tranmere Park ranked 8th percentile nationally for average scaled score (106.8 in reading and maths) and 7th percentile nationally for % of pupils reaching the ExS in reading, writing and maths.

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 first met in 2015 and has been sustained since that date.* 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.

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 Head teacher 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 school's 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 is responsible for 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.

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. Our ethos; 'Be yourself, Be your best, Be Team Tranmere;' reinforces the aim for all pupils to find their talent, reinforced by cross curricular 'Challenge Days' over the school year. We aim for pupils to leave TPPS significantly advantaged for the next stage of their school career. An example of this is our high quality and ambitious MFL offer, taught from YR by specialist teachers and aiming for written recording by Y5/6 – beyond usual 'primary' expectations and contributing to the majority of Tranmere pupils being included in top sets for languages in Y7 – Trust feedback. Pupils also have many opportunities in the Arts from individual music lessons, whole instrumental teaching, involvement in performances and our innovative 'Groove Generation' project.

School leaders and governors highly values inclusion and this is a central theme of all we do as 'Team Tranmere'. The school ethos is reinforced through assemblies, within class, through the

curriculum and other whole school events;

- Pupils are encouraged to 'Be yourself' – all pupils are valued, included and celebrated - pupil feedback through external audit, with governor involvement, reinforces our success in this aspect, as does the 0 'hate incidents' recorded in the last school year.
- Pupils are also required to 'Be their best' - the highest expectations are held of every child with regards to learning and behaviour, evidenced through Pupil Mentoring folders, Learning Behaviours records, audit activities and pupil outcomes.
- Finally, all pupils are regularly reminded that they are a part of 'Team Tranmere', and as a part of 'Team Tranmere' are expected to adhere to 4 simple school rules. These rules are well known by all pupils and staff and allow a shared set of agreed principles to drive all that we do, ensuring positive behaviour in lessons/around school and positive pupil outcomes.

Safeguarding is rigorous and highly effective, evidenced by a Safeguarding Audit led by Leeds City Council and pupil/parent voice exercises – outcomes of which can be found on the school website. School leaders have addressed the issues surrounding radicalisation and extremism by the review of our PSHE curriculum, implementing the 'best practice' Islington SOW which addresses all recent government agendas for schools – PREVENT, British Values, FGM, RSE, etc.

Action required to improve the effectiveness of leadership and management:

Embed the principles of a co-headship arrangement as the HT takes increasing responsibility for the leadership of the Noctua TSA.

Embed the newly introduced school leadership structure – a Senior Leadership Team and an Extended Leadership Team – intended to add capacity during the co-headship arrangement. Ensure new middle leaders are trained through Noctua TSA.

S3 Teaching, Learning and Assessment

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

| Outstanding | Good | Requires Improvement | Inadequate |
|-------------|------|----------------------|------------|
| ✓ | | | |

- High quality CPD, thoughtful recruitment and an investment in ‘Team Tranmere’ ensures a level of expertise in the majority of teaching staff. Incremental coaching through Performance Management processes allows less experienced staff to develop their skills. All teachers are at the least capable & effective, with some who are ‘at the top of their game’ as designated SLEs and leading teachers. Many teaching staff are experienced and highly effective and the school is happy to reward this expertise to ensure high quality outcomes for pupils.
- School wide, consistently applied policies and processes for planning (mostly available on our website, otherwise on the school intranet) allow staff to maximise their time tailoring plans to suit the needs of individual pupils. ‘Team Tranmere’ school rules, developed by pupils, allow a consistent and fair approach to behaviour management that is well responded to by the very large majority of pupils. A focus on learning behaviours in class and through pupil mentoring ensures pupils develop an understanding of their role in their education.
- A whole school focus on ensuring pupils meet ARE through aspirational individual pupil targets, high quality first teaching and rigorous scrutiny of data leading to the right pupils being placed in the right interventions allows most pupils to meet & a high percentage to exceed ARE – 85% combined RWM 2017 – one of only 6 schools in Leeds to meet the coasting target. Additionally, 87% of pupils met GLD, 98% of pupils met the phonics screening target & 93% of pupils achieved ARE across RWM combined @ KS1. These figures, and consistently high levels of attainment over an 8-year period, evidence the effectiveness, and constantly evolving efficiency, of our provision for teaching, learning & assessment.
- Whole school policies focusing on mastery allows teachers to clearly identify what pupils know and what they don’t know, ensuring gaps in knowledge are covered and that challenge is offered to those who need additional stretch.
- Adjustments to the consistently applied school feedback policy in Summer 2017 after a staff consultation, ensures that pupils are now required to think carefully through their responses to feedback & develop independent self-correction skills – i.e.; dot marking, yellow box marking, Tranmere TRACK. A focus for the current school year – Tranmere TRACK aims to embed a systematic approach to the editing of pupils own work after a visit to an outstanding partner school.
- Consistent, regular and well-balanced homework – evident on our school website - ensures pupils regularly and routinely practice skills.
- Most pupils are keen learners who want to find out more, however the school has identified in previous years that some of our pupils can lack resilience in their learning, wanting to always succeed first time. We introduced a focus on Growth Mind-sets and Learning Behaviours through Pupil Mentoring, and are now introducing a more classroom focused approach to this in the current academic year to develop this work.
- Parents indicated in previous school years that they wished to have more information on how well their child is progressing and how well their child was progressing in relation to standards expected. To ensure parents felt well informed, the school introduced Pupil Mentoring into its annual cycle of reporting and feedback – this system gives information on progress towards targets half termly and informs parent consultation events and the end of year report. Parents are greatly appreciative of this approach and utilise the information to allow them to support their child.
- Work with another Noctua Head teacher has allowed Tranmere Park to focus upon what it need to do to ensure that equality of opportunity and diversity are increasingly well promoted throughout school.

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 head teachers 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 Head teachers lead teaching and learning audits half termly across all ALP schools. We have had 2 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 2016/17, 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.

All teaching staff will also take part in incremental coaching in the 2017-18 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 2017. These 2 staff facilitated this training across the Aireborough Learning Partnership in the 15/16 & 16/17 academic years and all TPPS staff were involved in both NOCTUA and ALP Teach meets & networks. TPPS teachers capable of 'outstanding' teaching now stands at 78% - Autumn 2017.

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.

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.

Action required to improve the quality of teaching, learning and assessment:

- **In recent years, the introduction of a mastery approach to the teaching of mathematics has proven highly effective with 100% of pupils achieving ARE in 2017, with an APS of 109 and better than expected progress recorded. To further develop this aspect, the maths leader is focusing upon the introduction of the concrete-pictorial-abstract approach, supported by the whole school introduction of numicon to pupil understanding of mathematical concepts.**
- **A whole school approach to embedding the RIC reading strategy introduced in the Spring term of 2017, focusing upon whole class teaching of reading and ensuring pupil understanding of 'higher order' reading skills. A major focus here needs to be progress in KS2 – pupils need to demonstrate more than expected progress which requires highly aspirational targets, rigorous tracking & a response to tracking data.**
- **To introduce a mastery aspect to the wider curriculum, knowledge organisers will be introduced to gauge pupil progress and clearly identify the knowledge and skills needed to succeed in each aspect.**

S4 Personal Development, Behaviour and Welfare

A4.1 Judgement on personal development, behaviour and welfare

| Outstanding | Good | Requires Improvement | Inadequate |
|-------------|------|----------------------|------------|
| ✓ | | | |

- Pupils are confident, self-assured learners & responsible members of our school community. Their mostly excellent attitudes towards learning ensure they do well. They are proud to evidence their achievements through the strong team system and team points. They are proud to be a part of 'Team Tranmere' and are able to talk about the school ethos & what this means: "Be yourself, Be your best, Be Team Tranmere' – SLT Learning Walk, Sept 2017.
- Pupils are exceptionally articulate and have a strong voice in school through the school council, sports council, team and vice captains and have representation in the school development plan. They are good ambassadors for our school – feedback from Noctua head teacher/ALP head teacher – Spring/Summer 2017. They are able to discuss issues in a considered way and show a high level of understanding of respect for others' ideas and points of view. The newly introduced Islington scheme for PSHE promotes independent thought and discussion.
- The school focus on 'Learning Behaviours' and the carefully considered transition work developed from 'The Michaela Way', has allowed pupils to focus on their role in their learning journey and to consider how effectively they are managing this through the 'Pupil Mentoring' system setting targets for self-improvement – Learning Behaviours system available on school website.
- Pupil attendance is excellent with a small number of unauthorised absences recorded when parents elect to take holidays in term time – the school always pursues this & refers to the attendance officer for fining. For the very small number of pupils whose attendance is below nationally expected levels, this is always followed up at an individual level by the Learning Mentor and Governors in Pupil Support Sub Committee – evidenced in Sub Minutes.
- Pupils' generally very good conduct reflects the schools' efforts to ensure high standards are the norm – feedback from teachers & partner head teacher regarding a small number of pupils appearing to be 'passively engaged' has resulted in the new SLANT approach recommended in Doug Lemov's, 'Teach like a champion'. Evidence from SLT learning walk, September 2017, is that all pupils are now aware of this approach and it is having a positive impact on pupil understanding of active engagement. The Learning Mentor has also identified certain focus year groups where there are a small number of pupils who need additional support to understand that they need to consider their wishes in the context of being part of a school community. 2 pupils have 1-1 support to enable them to manage their behaviours.
- Pupils and parents feel that the school effectively prevents bullying and in the rare instances of bullying behaviour being identified, feel that it is quickly resolved. Pupils understand what bullying is through the STOP approach and there are very few concerns identified in this area due to the work of the highly effective Learning Mentor. Pupils and parents tell us that they feel safe in school. Evidence – Speak Up leaflets, Pupil Mentoring parent feedback, Noctua head teacher monitoring, annual parent consultation (available on website).
- Our accreditation with the 'Healthy Schools' standard evidences our commitment to ensuring pupils have an accurate and confident knowledge of how to keep themselves healthy. Our comprehensive coverage of the science curriculum reinforces this understanding and pupils are also able to articulately describe how to stay safe. In addition, our Leeds 'High Quality PE' award and Sainsbury's School Games Mark Gold demonstrate our commitment to sport and fitness.
- A comprehensive online safety curriculum and high-quality parent information (see school website) covering these aspects ensures our pupils know how to keep themselves safe on-line.

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 - 2016 & 17) 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 head teachers (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 Mind-sets'/Learning Behaviours initiatives have 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 Barnardo's. Parents agree with these assertions - Parent Survey/Annual Parent Questionnaire (Summer 2017/Autumn 2017). ?
- 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 Y4 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 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 are 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 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. ??
 - 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.?

Action required to improve behaviour:

- **Carefully track the few incidents of 'red' behaviour to establish understanding of any trends/particular individuals to enable a consistent and strong response to low level disruption – CPOMS system – training for all staff.**
- **Classroom focus on Learning Behaviours, including SLANT to ensure pupils have a greater understanding of where they need to develop to feed into their Pupil Mentoring sessions.**

Action required to improve personal development and welfare:

- **Introduction of CPOMS to accurately and comprehensively track any safeguarding concerns.**
- **Introduction of new Islington PSHE scheme.**

S5 Outcomes for Pupils

A5.1 Judgement on the outcomes for pupils

| Outstanding | Good | Requires Improvement | Inadequate |
|-------------|------|----------------------|------------|
| ✓ | | | |

- From broadly average starting points on entry to EYFS, pupils make rapid and sustained progress due to the stimulating provision and excellent teaching in both EYFS classes. By the time they finish Early Years, they are performing well above national and similar schools in terms of the number of pupils who make a ‘Good Level of Development’. Rapid progress is sustained throughout KS1, with exceptionally positive outcomes recorded for Y1 phonics and end of KS1 SATS.
- In KS2 it is difficult to demonstrate accelerated progress due to the prior high levels of attainment recorded in KS1. The high average scaled scores achieved by our pupils (8th percentile nationally) and our position in the top 10% of schools nationally (7th percentile nationally) in terms of attainment lead us to believe outcomes are outstanding. After a whole school focus on maths, we were delighted that our progress in this aspect is now above the national average. With regards to reading and writing, we are working as a whole school upon improving recorded progress for these areas in the current academic year and this is also a HT performance management target set by Governors. With regards to the 16/17 KS2 outcomes, the progress scores of 3 pupils adversely affected the whole school progress score in reading – with these outliers removed, progress is above the national average in reading.
- Due to the very small cohorts for SEN, PPG, Ethnicity & EAL, progress for these pupils needs to be examined at an individual pupil level. In year and cross phase progress is carefully tracked for SEN, PPG, Ethnicity and EAL pupils and pupil progress case studies are completed for all pupils meeting these criteria if a concern regarding progress is highlighted. Designated Governors for these areas also scrutinise pupil progress and outcomes.

Progress and attainment of our KS1 pupils:

The most recent data shows that 95.6% of all students achieved the expected standard in reading. This is 20.0% higher than the Outstanding schools average, and 20.1% more than the national average. 93.3% of pupils achieved the expected standard in writing. This is 27.8% more than the Good schools average, 23.8% higher than the Outstanding schools average and 25.1% more than the national average. 93.3% of pupils achieved the expected standard in maths. This is 20.9% higher than the Good schools average, 18.3% higher than the Outstanding schools average and 18.2% higher than the national average.

42.2% of pupils achieved greater depth within the expected standard in reading. This is 18.6% higher than the Good schools average, 15.1% higher than the Outstanding schools average and 17.0% more than the national average. 28.9% of pupils achieved greater depth within the expected standard in writing. This is 14.5% more than the Good schools average, 10.9% higher than the Outstanding schools average and 13.3% more than the national average. 35.6% of pupils achieved greater depth within the expected standard in maths. This is 16.9% higher than the Good schools average, 13.0% more than the Outstanding schools average and 15.1% more than the national average.

Top Groups: The groups with the highest percentage of pupils achieving the expected standard in reading are Female, White British and non-SEN, who are achieving at or above the national average and the School average.

Lowest Groups: The groups with the lowest percentage of pupils achieving the expected standard in reading are White/Asian, who are achieving below the national and School averages. This represents one pupil with SEN.

Top Groups: The groups with the highest percentage of pupils achieving the expected standard in writing are White British, non-SEN and Male, who are achieving at or above the national average and the School average.

Lowest Groups: The groups with the lowest percentage of pupils achieving the expected standard in writing are White/Asian, who are achieving below the national and School averages. This represents one pupil with SEN.

Top Groups: The groups with the highest percentage of pupils achieving the expected standard in maths are White British, non-SEN and Male, who are achieving at or above the national average and the School average.

Lowest Groups: The groups with the lowest percentage of pupils achieving the expected standard in maths are White/Asian, who are achieving below the national and School averages. This represents one pupil with SEN.

Progress and attainment of our KS2 pupils:

The most recent data shows that 85.4% of all students achieved the expected standard in reading, writing (TA) and maths. This is 19.6% more than the Outstanding schools average, and 24.4% more than the national average. 85.4% of pupils achieved the expected standard in reading. This is 16.6% higher than the Good schools average, 10.5% more than the Outstanding schools average and 14.0% higher than the national average. 93.8% of pupils achieved at the expected standard in writing (TA). This is 21.7% more than the Good schools average, 17.0% more than the Outstanding schools average and 17.5% higher than the national average. 100.0% of pupils achieved the expected standard in maths. This is 28.9% more than the Good schools average, 22.3% more than the Outstanding schools average and 25.2% higher than the national average.

The most recent data shows that 18.8% of all students achieved the higher standard in reading, writing (TA) and maths. This is 7.5% more than the Outstanding schools average, and 10.2% more than the national average. Overall, at Tranmere Park Primary School the percentage achieving the higher standard in reading, writing (TA) and maths has increased by 10.7% from last year, while the national rate of change has increased by 3.6% from last year. 33.3% of pupils achieved a high scaled score in reading. This is 10.1% higher than the Good schools average, 3.9% higher than the Outstanding schools average and 8.8% higher than the national average. 29.2% of pupils achieved greater depth within the expected standard in writing (TA). This is 12.6% higher than the Good schools average, 7.7% higher than the Outstanding schools average and 11.5% higher than the national average. 47.9% of pupils achieve a high scaled score in maths. This is 27.9% more than the Good schools average, 20.7% more than the Outstanding schools average and 25.3% more than the national average.

At Tranmere Park Primary School the AvSS for reading is 107.2. This is 3.3 higher than the average for Good schools, 1.5 higher than the average for Outstanding schools and 3.1 higher than the national average. AvSS for maths is 109.4. This is 5.8 higher than the average for Good schools, 3.9 more than the average for Outstanding schools and 5.2 more than the national average.

At Tranmere Park Primary School the reading Overall Progress Score is -0.54. This is 0.43 less than the average for Good schools, 1.42 less than the average for Outstanding schools and 0.54 lower than the national average. The writing Overall Progress Score is -0.16. This is 0.05 more than the average for Good schools, 0.60 lower than the average for Outstanding schools and 0.16 less than the national average. The maths Overall Progress Score is 2.03. This is 2.41 higher than the average for Good schools, 1.27 higher than the average for Outstanding schools and 2.03 more than the national average. Tranmere Park pupils have a +4 progress score when compared to similar pupils in similar schools.

Reading:

At Tranmere Park Primary School 85.4% of pupils achieved the expected standard in reading. This is 16.6% higher than the Good schools average, 10.5% more than the Outstanding schools average and 14.0% more than the national average. 33.3% of pupils achieve a high scaled score in reading. This is 10.1% more than the Good schools average, 3.9% higher than the Outstanding schools average and 8.8% more than the national average. AvSS for reading is 107.2. This is 3.3 more than the average for Good schools, 1.5 higher than the average for Outstanding schools and 3.1 higher than the national average.

Positive Gaps: The largest positive gaps in AvSS for reading are for Other Mixed, high prior attainment and EAL students, all of whom outperformed the Tranmere Park Primary School average. We couldn't find any negative gaps.

Positive Gaps: The largest positive gaps in reading Overall Progress Score are for Other Mixed, EAL and SEN support students, all of whom outperformed the Tranmere Park Primary School average.

Negative Gaps: The largest gaps that need closing in reading Overall Progress Score are for Indian, Pakistani and middle prior attainment students all of whom underperformed the Tranmere Park Primary School average. Gaps for Indian and Pakistani pupils represent very small pupil groups and therefore are not statistically significant.

Writing:

At Tranmere Park Primary School 93.8% of pupils achieve at the expected standard in writing (TA). This is 21.7% higher than the Good schools average, 17.0% more than the Outstanding schools average and 17.5% more than the national average. 29.2% of pupils achieve greater depth within the expected standard in writing (TA). This is 12.6% more than the Good schools average, 7.7% more than the Outstanding schools average and 11.5% higher than the national average. Writing Overall Progress Score is -0.16. This is 0.05 higher than the average for Good schools, 0.60 lower than the average for Outstanding schools and 0.16 less than the national average.

Positive Gaps: The largest positive gaps in writing Overall Progress Score are for Indian, Other Mixed and EAL students, all of whom outperformed the Tranmere Park Primary School average.

Negative Gaps: The largest gaps that need closing in writing Overall Progress Score are for Pakistani, disadvantaged and FSM6 students all of whom underperformed the Tranmere Park Primary School average. Gaps for Pakistani, disadvantaged and FSM6 pupils represent very small pupil groups and therefore are not statistically significant.

Maths:

Tranmere Park Primary School 100.0% of pupils achieve the expected standard in maths. This is 28.9% higher than the Good schools average, 22.3% higher than the Outstanding schools average and 25.2% higher than the national average. 47.9% of pupils achieve a high scaled score in maths. This is 27.9% more than the Good schools average, 20.7% higher than the Outstanding schools average and 25.3% higher than the national average. AvSS for maths is 109.4. This is 5.8 more than the average for Good schools, 3.9 higher than the average for Outstanding schools and 5.2 higher than the national average. Maths Overall Progress Score is 2.03. This is 2.41 more than the average for Good schools, 1.27 more than the average for Outstanding schools and 2.03 higher than the national average. The most recent data shows that maths Overall Progress Score at Tranmere Park Primary School is 2.03. This is 1.27 higher than the Outstanding schools average, and 2.03 higher than the average for national. Overall, maths Overall Progress Score at Tranmere Park Primary School has increased by 1.41 over the past 2 years, while the national rate of change has stayed constant over the past 2 years.

Attainment: The AvSS for maths at Tranmere Park Primary School is 109.4. This is 3.9 higher than the Outstanding schools average.

Trend: The AvSS for maths at Tranmere Park Primary School has increased by 2.8 from last year, which is 2.3 times faster than the Outstanding schools rate of change.

Positive Gaps: The largest positive gaps in AvSS for maths are for Other Mixed, Indian and EAL students, all of whom outperformed the Tranmere Park Primary School average. We couldn't find any negative gaps

Positive Gaps: The largest positive gaps in maths Overall Progress Score are for Indian, EAL and Other Mixed students, all of whom outperformed the Tranmere Park Primary School average.

Negative Gaps: The largest gaps that need closing in maths Overall Progress Score are for White/Asian students all of whom underperformed the Tranmere Park Primary School average. Gaps for White/Asian pupils represent very small pupil groups and therefore are not statistically significant.

Pupil Groups:

The AvSS for reading amongst disadvantaged students at Tranmere Park Primary School is 6.2 less than the School student average, and 0.4 less than the national disadvantaged average. This represents 2 pupils. The school gap has widened by 4.1 since last year.

The AvSS for reading amongst FSM students is 6.2 lower than the School student average, and 0.4 lower than the national FSM average. This represents 2 pupils. The school gap has widened by 4.1 since last year.

The AvSS for reading for EAL students is 1.6 higher than the Non-EAL student average, and 6.0 more than the national EAL average. This represents 3 pupils. This group is outperforming the Non-EAL average by 108.7 more than last year.

The AvSS for maths amongst disadvantaged students is 3.4 less than the School student average, and 4.3 more than the national disadvantaged average. This represents 2 pupils. The school gap has widened by 5.2 since last year.

The AvSS for maths for FSM students is 3.4 lower than the School student average, and 4.3 more than the national FSM average. This represents 2 pupils. The school gap has widened by 5.2 since last year.

AvSS for maths amongst EAL students at Tranmere Park Primary School is 3.8 more than the Non-EAL student average, and 8.1 more than the national EAL average. This represents 3 pupils. This group is outperforming the Non-EAL average by 110.4 more than last year.

Action required to improve outcomes for pupils:

- **Implement a range of actions to improve progress scores in reading for middle ability students.**
- **Develop cycle 2 of foundation subject assessment system.**

S6 Early Years Provision

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

| Outstanding | Good | Requires Improvement | Inadequate |
|-------------|------|----------------------|------------|
| ✓ | | | |

Strengths:

- Outstanding attainment (87% GLD) scoring above National and local data. ?
- Creative, 'expert' planning 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. 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.

Action required to improve the effectiveness of the early years provision:

- 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.).

Self Evaluation for Primary Schools | Tranmere Park Primary School

| EYFS On Entry | Communication & Language | | | Physical Development | | Personal, Social & Emotional | | |
|---------------------|--------------------------|---------------|----------|----------------------|--------------------|----------------------------------|-------------------------------|----------------------|
| | Listening & Attention | Understanding | Speaking | Moving & Handling | Health & Self-Care | Self Confidence & Self Awareness | Managing Feelings & Behaviour | Making Relationships |
| Below | 18% | 17% | 16% | 22% | 13% | 18% | 20% | 28% |
| At | 73% | 66% | 77% | 73% | 77% | 73% | 67% | 60% |
| Above | 7% | 18% | 7% | 4% | 9% | 9% | 13% | 11% |

| KS1/KS2 On Entry | Reading | | | Writing | | | Maths | | |
|---------------------|---------|-----|-----|---------|-----|-----|-------|-----|-----|
| | WTS | EXS | GDS | WTS | EXS | GDS | WTS | EXS | GDS |
| 1 | 7% | 93% | 36% | 13% | 87% | 31% | 4% | 96% | 45% |
| 2 | 2% | 64% | 34% | 2% | 66% | 32% | 2% | 64% | 34% |
| 3 | 2% | 43% | 55% | 2% | 57% | 41% | 2% | 52% | 46% |
| 4 | 8% | 43% | 49% | 5% | 56% | 39% | 3% | 54% | 43% |
| 5 | 10% | 37% | 53% | 5% | 52% | 44% | 5% | 42% | 53% |
| 6 | 4% | 34% | 62% | 2% | 51% | 47% | 2% | 47% | 51% |

S8 Overall Effectiveness

A8.1 Judgement on overall effectiveness

| Outstanding | Good | Requires Improvement | Inadequate |
|-------------|------|----------------------|------------|
| ✓ | | | |

- The quality of teaching, learning and assessment, Personal development, behaviour and welfare and Outcomes for pupils is outstanding. We know this as most descriptors for outstanding in these areas in the Common Inspection Framework can be securely evidenced by the school. Of those few descriptors where the school deems its provision to be good rather than outstanding, improvement plans are in place and progress towards outstanding provision will be rigorously & carefully monitored by the Leadership Team.
- The effectiveness of early years provision is outstanding. We know this as most descriptors for outstanding in this areas in the Common Inspection Framework can be securely evidenced by the school. Of those few descriptors where the school deems its provision to be good rather than outstanding, improvement plans are in place and progress towards outstanding provision will be carefully monitored by the Senior Leadership Team.
- The effectiveness of leadership and management including safeguarding is outstanding. We know this as most descriptors for outstanding in this areas in the Common Inspection Framework can be securely evidenced by the school. Of those few descriptors where the school deems its provision to be good rather than outstanding, improvement plans are in place and progress towards outstanding provision will be carefully monitored by the Senior Leadership Team.
- The effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development is very good. We know this as all criteria for good within the Common Inspection Framework can be securely evidenced by the school with much that is better.

Our Strengths are:

- **Sustaining high attainment in English and maths since the date of our last inspection, demonstrating even more improved outcomes in recent years with attainment being judged in the top 10th percentile nationally at both KS1 & 2 in the last 4 years.**
- **Demonstrating our 'outstanding' performance by ensuring sustained high performance in all phases for pupils at our school, whilst leading the largest primary learning alliance in Leeds and improving outcomes for a wide range of pupils beyond our own setting.**
- **Ensuring the effectiveness of the wider curriculum with a focus upon ensuring excellent provision across all curriculum areas through acquiring national charter marks, such as the Primary Science Quality Mark and the Leeds High Quality PE Award.**
- **Going beyond expectations in subjects such as MFL through a structured programme which moves children beyond KS2 National Curriculum requirements and culminates in physical recording (a KS3 requirement) and a residential experience in France.**
- **A positive and happy school community which emphasizes the roles of pupils, parents and school in securing the best outcomes for learners – 'Team Tranmere – Be yourself, Be your best, Be Team Tranmere.'**

Moving into 2017/18 our main areas for improvement (AFIs) drawn from this self-evaluation are:

AFI 1: To accelerate progress for KS2 pupils in reading for all groups, with a particular focus upon middle prior attainers, and to sustain the improved progress seen in mathematics in 2016/17 at KS2 by:

- *Embedding recently introduced whole class teaching of reading strategies to promote accelerated progress at KS2 within language and literacy building on prior reading (text*

recognition) levels.

- *Introducing effective Concrete-Abstract-Pictorial mathematics teaching strategies to ensure all pupils are fluent in the fundamentals of mathematics, reasoning mathematically and solving problems, securing continued better than average progress.*

AFI2: To ensure that teaching across the wider curriculum throughout the school is focused upon ensuring high levels of pupil progress by July 2018 by:

- *The introduction of a mastery aspect to the wider curriculum through knowledge organisers which will be introduced to gauge pupil progress and clearly identify the knowledge and skills needed to succeed in each curriculum strand.*

AFI3: To ensure that behaviour at the school remains at least good and in most cases, is better than good by July 2018 by:

- *The creation of new leadership role (AHT) who will have responsibility to carefully track the few incidents of 'red' behaviour to establish understanding of any trends/particular individuals to enable a consistent and strong response to low level disruption. The introduction of the CPOMS system with associated training for all staff will ensure all incidents are recorded.*
- *A classroom focus on Learning Behaviours, including SLANT to ensure pupils have a greater understanding of where they need to develop to feed into their Pupil Mentoring sessions.*

AFI4: To sustain the effectiveness of leadership and management at a senior leadership level through the introduction of a Co-Headship and to secure the quality of leadership within the extended leadership team so as to improve the quality of provision and improve outcomes for pupils in line with the targets set for July 2018 by:

- *Embedding the principles of a co-headship arrangement as the HT takes increasing responsibility for the leadership of the Noctua TSA.*
- *Embedding the newly introduced school leadership structure – a Senior Leadership Team and an Extended Leadership Team – intended to add capacity during the co-headship arrangement. Ensuring new phase leaders are trained to carry out their role effectively through Noctua TSA.*