

## School Self-Evaluation - Tranmere Park Primary School

|                               |                              |
|-------------------------------|------------------------------|
| <b>Name of school</b>         | Tranmere Park Primary School |
| <b>URN</b>                    | 383-2348                     |
| <b>Date of summary record</b> | September 2022               |

### Context of the school

• *Tranmere Park Primary School is a popular, larger than average primary school with a strong local reputation, set in the heart of an 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 mixed geographical area, with some pupils travelling in from the neighbouring local authority of Bradford. The proportion of pupils known to be eligible for free school meals is well below average, although this masks a small minority of pupils who live in deprived areas outside the immediate catchment area of the school and who typically have limited life experiences. There are 314 pupils on roll currently organised into 11 classes. The pupil roll generally remains constant and almost all year groups are full to capacity or oversubscribed, with regular appeals for places.*

• *The school has two co-headteachers. Kirsten Finley has been in post since 2001, initially as DHT and as HT from 2006. She is an NLE and is seconded to lead the Noctua School Alliance for a day a week. Alison Hodgson has been in post as co-headteacher since 2017. She was previously DHT for four years. She works as Co-HT 1 day per week and as DHT 4 days per week.*

• *From broadly average levels of attainment on entry in most areas, above average attainment in the EY PSED prime area coupled with our stimulating EYFS provision allows the large majority of pupils to reach expected standards by the end of Reception (87% GLD 2021).*

*Attainment at the end of KS1 has historically been significantly above national averages (89% ExS combined - 2nd percentile nationally FFT 2019) making positive progress measures a challenge for the end of KS2. The impact of the Covid pandemic has been most apparent within the current Y3 & Y2 and 2022 Phonics and KS1 statutory data reflects this 'attainment dip'. These are currently focus year groups for additional support.*

*Attainment on leaving school was 7<sup>th</sup> percentile nationally overall for scaled scores (2019 - FFT), whilst performance was rated within the top 5% nationally for pupils reaching the ExS in reading, writing and maths (FFT - 2019). Tranmere Park has consistently performed within the top 10<sup>th</sup> percentile nationally over a sustained 10 year period – a significant improvement on outcomes achieved at the time of our last inspection – 25<sup>th</sup> percentile nationally. Y6 data for 2022 is broadly stable compared with 2019 outcomes with a particularly pleasing rise in GD writing (externally moderated) and displaying positive progress measures in all areas.*

*KS2 progress demonstrates significant added value from extremely high starting points particularly in writing - +3.59 – and maths +1.94. SATS re-marks agreed by the DfE – 1 further pupil GD reading, 2 further pupils GD maths, 1 further pupil GD GPS increase these figures further and also up the combined R/W/M figure to 18% at GD.*

• *The school has no nursery provision but has excellent links with our most used feeder nurseries. Before and after school care is available on site from an external provider (graded 'outstanding' by Ofsted 2016) which offers wrap around care for 106 pupils.*

• *Currently the admission limit is 45 resulting in a mixed age group class in each phase which can be unpopular with parents. Classes are split according to pupil DOB. School self-funds 2 classes for 45 pupils in YR to aid transition due to the large numbers of feeder nurseries – 17 in 2022.*

• *5% of pupils PPG eligible*

• *4% of pupils EAL*

• *11% of pupils SEND (1% EHCP/10% SEN support)*

• *87% of our pupils are White British. 1% of children are of Chinese origin. The remaining 12% of pupils are from a range of different ethnicities.*

• *6% of our pupils did not begin their primary education within our school. Additionally, children leaving at the end of Y2 to join a regional Plymouth Brethren through-school setting and at the end of year 5 to join the independent sector for independent school entrance exam preparation is not uncommon as our parents often prefer these options for secondary provision to local state High Schools. This means that children often join us in year 3 and 5 from other settings (taking up released places).*

- Most children come from professional families although there is a range of social advantage within school. We have identified 10% of our pupils as living with adverse childhood experiences (ACEs). Current Y3 cohort is a priority in this aspect with larger than average numbers of pupils identified with ACEs.
- There are relatively high numbers of pupils adopted from the care system in school reflecting the middle-class nature of our intake. This has resulted in numbers of 1:1 support staff increasing since the last inspection and aspects of the school behaviour policy being adapted to be 'trauma aware' for identified pupils.
- The school has several well-developed, mutually beneficial and active partnerships – with a group of 4 contextually differing 'outstanding' Leeds schools which were granted Teaching School status in 2014 and we are also an active partner in a local trust - The Aireborough Learning Partnership - with a current shared focus on shared school review and supporting subject leaders. TPPS is the lead school for the Noctua School Alliance which has 90+ active local partner schools and is a Strategic Partner of the Red Kite Teaching School Hub, involved in the delivery of the ECF and revised suite of NPQ's.
- 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 to support the school. Financial benchmarking indicates much higher than average levels of self-generated income (Arbor Financial Benchmarking Report). This 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 - 2022).
- The high demand for places has put pressure on the school accommodation which was originally designed to house 6 classes with particular issues in timetabling shared areas such as the hall and outdoor play spaces.
- Attendance is very good (average 96% 2022) with a small number of unauthorised absences due to parents taking children out of school during term time for holidays.
- The school employs 18 teachers (14 FTE) and teacher turnover is very low. For the 21-22 academic year, each key phase of school was allocated an additional 2 days of teacher capacity to assist with the Covid-19 'Catch-Up' strategy. For the 2022 – 23 academic year, this additional resource is focused upon Thrive interventions to support pastoral needs which have increased since the pandemic. Each class has also been allocated FTE support to continue to support the school Covid-19 recovery plan.
- The school has been awarded the following kite marks: Primary Science Quality Mark, Arts Council England Artsmark, School Games Mark Gold, Healthy Schools Award, Active Mark Gold, NAACE ICT Mark. One of our teachers was awarded the Primary Science Teacher of The Year award 2019 by the Primary Science Teaching Trust. Three of our teachers are accredited Specialist Leaders of Education, as is the School Business Manager.

#### **Impact of Covid-19 - March 2020/September 2022:**

As with all schools nationally, our pupils were affected by the 3 periods of national lockdown and other Covid related disruption. Our high-quality remote learning offer coupled with a rigorous tiered programme of tutoring and both teacher and TA led interventions has meant the impact of disruption was minimised with the most recent standardised assessment data (June 22) showing that the majority of pupils in EYFS and Y3-Y6 were back on track to meet FFT 20 targets. Y1/Y2 – current Y2/3 - were most affected by the pandemic disruption in terms of outcomes and the planned curriculum for 21-22 & 22–23 was adjusted to take account of this. Our local area was significantly affected by the pandemic with a higher than average infection rate in the population causing significant disruption in the Autumn term 2021/Spring term 2022, particularly for our Y1/Y2 cohorts with numerous Covid related absences..

**Progress against previous inspection issues: 20<sup>th</sup> January 2009**

| Areas to improve  | Brief Commentary on Progress   |
|---|--|
| <p>Offer more opportunities for pupils to utilise their well-developed writing skills in extended and creative tasks in all subjects.</p> | <ul style="list-style-type: none"> <li>• Assessed writing folders introduced focusing upon extended pieces of writing demonstrating progress throughout year groups and phases.</li> <li>• Opportunities for extended writing across the curriculum identified and monitored.</li> <li>• Writing ‘at a glance’ progress walls introduced for all classes.</li> <li>• Book trawls evidenced more opportunities for children to use their writing skills within cross curricular work – fewer scaffolded pieces.</li> <li>• Moderation with Trust Schools/Noctua/other local networks. Engaged with Leeds LA writing moderation processes.</li> <li>• Introduction of ‘No More Marking’ assessment for writing throughout school providing a national benchmark for standards in writing and moderation opportunities for staff.</li> <li>• Introduction of a ‘Composition Framework’ to develop GDS writers.</li> <li>• Non-negotiables for expectations surrounding Grammar and Punctuation introduced.</li> <li>• English team worked with Noctua Specialist Leader of Education to identify development priorities.</li> <li>• Three-year writing data trend at KS1 high and sustained at expected level pre-Covid 2017 - 2019 – Av. 96% Reported Data, post-Covid mirrors national picture with a 14% decline at 72% (National 58% - declined by 12%). Also high and sustained at GDS pre-Covid 2017 – 2019 – Av. 27% Reported Data, post-Covid 2022 – 23% (National 8%). All measures significantly above national and local data for the last three years pre-Covid and remain so post-Covid.</li> <li>• Three-year trend KS1 pre-Covid 2017 – 2019 in terms of ExS+ in writing, 1<sup>st</sup> percentile nationally, progress measures for same period at ExS+, +8% - significantly above the National Average FFT.</li> <li>• Three-year writing data trend at KS2 high and sustained at expected level pre-Covid 2017 - 2019 – Av. 96% Reported Data, post-Covid - 2022 – 96%. Also high and sustained at GDS pre-Covid 2017 – 2019 – Av. 27% Reported Data, post-Covid 2022 – 42%. 2022 data moderated. All measures significantly above national and local data for three-year trend pre-Covid. Post-Covid +27% at ExS, +29% GDS.</li> <li>• Three-year trend KS2 pre-Covid 2017 – 2019 in terms of ExS+ progress +1% - significantly above the National Average FFT. Post-Covid 2022 Y6 cohort, progress from</li> </ul> |

Y2, +5% ExS, +11% GDS. Overall progress measures for writing 2022 stands at +3.59.

- No More Marking writing outcomes moderated by a pool of 8k teachers nationally 2022 for all cohorts in school:

Y1 – Male 5y5m      All Schools 5y5m

        Female 5y8m      All Schools 5y11m

Y2 – Male 7y6m      All Schools 6y11mm

**Female 7y6m      All Schools 7y8m**

Y3 –Male 9y4m      All Schools 7y4m

        Female 8y8m      All Schools 8y2m

Y4 – Male 12y2m      All Schools 9y0m

        Female 13y11m All Schools 10y3m

Y5 – Male 9y9m      All Schools 9y2m

        Female 12y4m      All Schools 10y4m

Y6 –Male 11y0m      All Schools 9y9m

        Female 12y10m All Schools 11y6m

|                       |       |     |
|-----------------------|-------|-----|
| Overall Effectiveness | Grade | 1/2 |
|-----------------------|-------|-----|

**SUMMARY:**

Tranmere Park Primary School's intent is comprehensive, covering the full curriculum and the core subjects of Reading, Writing and Maths. The school's overall aims and ethos are at its heart.

Our curriculum – driven by quality tests - balances knowledge and skills as listed in the National Curriculum and often goes well beyond NC requirements – (see MFL curriculum). This, coupled with great teaching from a stable, experienced and skilled staff team significantly advantages our children for the next stage of their education.

All pupils have access to our full, ambitious curriculum that is designed to ensure that every child will leave school with strong knowledge and cultural capital. Pupil survey 2021/22: all statements relating to attitudes to learning in school are recorded as significantly higher than national average.

There is a very comprehensive programme of provision for reading (e.g.: strong phonics provision, fluency, love of reading, skills).

We have never narrowed our curriculum to make way for SATs preparation. Pupil survey 2021/22: the very large majority of children agreed or strongly agreed with the statement "I learn about lots of other things, not just Maths and English". 97% of parents agreed there is a good range of subjects on offer (2021/22 parents' survey).

Safeguarding procedures are rigorous and effective (Leeds City Council Safeguarding Team Safeguarding Audit November 2021).

Tranmere Park has a strong track record in recruiting and retaining successful teachers and future leaders. Our teachers are heavily involved in the delivery of a popular, LA-wide programme of support through Noctua School Alliance. Our last 3 Deputy Headteachers are now Headteachers. Governance is strong (Leeds City Council Governance Review Jan 2022).

**Our planned next steps are:**

Quality of Education (QE)

**QE1 Phonics and Early Reading** – To ensure all pupils are enabled to access our full curriculum offer by meeting expected levels in reading through the introduction of an approved research informed SSP (Systematic Synthetic Phonics) scheme – FFT Success for All Phonics.

**QE2 Curriculum Assessment** – To ensure that assessment for all subject areas, both core and non-core, is fit for purpose and that skills and knowledge are repeated and rehearsed through a progression model curriculum ensuring knowledge and skills build and enter into long term memory through automaticity. Learning is sequenced logically and progressively from EYFS to end of KS2. Each subject area is written so that teaching builds on previous learning and retention is regularly reviewed.

**QE3 High Quality Teaching** - CPD builds and secures teachers' and subject leaders' knowledge to sustain Quality First Teaching and ensure high standards in progression in learning for all pupils and gaps in learning are diminished.

Evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Our focus is to develop teaching practice over a sustained period to drive meaningful change in our setting. School strategies to maximise teaching quality include:

- high quality daily teaching: Tom Sherrington's Walk Thrus and the 'five-a-day' approach promoted by the EEF;
- improving literacy and mathematics outcomes;
- securing effective professional development; and

- using diagnostic assessment to address learning gaps and provide quality targeted academic interventions.

#### Behaviour and Attitudes (BA)

**BA1 THRIVE** - To build on current THRIVE implementation and develop right time learning within class, small groups and 1-1 sessions for children.

For pupils in need of additional support, EEF research suggests that providing targeted support finely tuned to the needs of individual pupils offers great benefits. School planning is therefore open to the idea of planning interventions to complement high quality classroom teaching and to implement wider strategies which address non-academic barriers to success at school that have a significant influence on attainment.

#### Personal Development (PD)

**PD1 Enrichment** - To provide enhanced enrichment opportunities for children which allow them to develop their Personal, Social and Emotional Development.

#### Leadership and Management (LM)

**LM1 Developing Subject Leadership** – To ensure all leaders are equipped to speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced, vocabulary enriched and reviewed for impact in order to meet the needs of the pupils.

#### Early Years (EY)

**QE1 Phonics and Early Reading** – To ensure all pupils are enabled to access our full curriculum offer by meeting expected levels in reading through the introduction of an approved SSP (Systematic Synthetic Phonics) scheme – FFT Success for All Phonics.

**STRENGTHS:** At the point of our last inspection, the reported outcomes for Tranmere Park were in the 25<sup>th</sup> percentile nationally. Whilst this compared very favourably with other schools nationally, in a very constructive conversation with the HMI leading the inspection, it was suggested that the school should aspire to top 10<sup>th</sup> percentile outcomes. This became a key driver for improvement for school Governors and leaders and we are very proud that the school achieved this within 3 years and this high-level performance has been sustained consistently and predictably over a 10-year period demonstrating the effectiveness of leadership and management. The schools' context would suggest positive outcomes, but Tranmere Park has consistently outperformed similar schools throughout this period, demonstrating the effectiveness of our provision and the impact of strong leadership.

In addition to ensuring school outcomes remained high and sustained, Governors and leaders were also keen to ensure that our pupils also thoroughly enjoyed their time in a cohesive, supportive and happy school community and were offered a wide range of opportunities across a stimulating curriculum offer being encouraged to 'find their talent'.

The school ethos was reviewed to reflect these aspirations:

**Be Yourself, Be Your Best, Be Team Tranmere.**

#### **Be Yourself - strengths:**

Broad curriculum incorporating opportunities for: Outdoor and adventurous learning through our Muddy Puddle days/Forest Rangers Club/enhanced Residential offer for those pupils who thrive outside the classroom environment, enhanced music and Arts offer for those pupils with strengths in the Arts, enhanced PE offer for those pupils with talents in sport and an extensive, high quality MFL curriculum including a French trip as examples.

#### **Be Your Best – strengths:**

Highly capable, experienced teaching team enabling great outcomes for pupils in each phase of school, experienced and knowledgeable support staff team, rigorous programme of interventions for all pupils working below age related expectations and those at risk of falling behind utilising teacher tuition, teacher interventions

and support staff led interventions with deliberate additional staffing capacity to provide this, Pupil Mentoring process which harnesses and directs the great support our parents offer their children.

**Be Team Tranmere - strengths:**

Cohesive small school feel – despite larger than average pupil numbers - achieved by fostering positive parent-school relationships through Parent Forum, Parent Drop-Ins, Class Drop-Ins, Speak-Up Leaflets, Class Assemblies, Performance Assemblies etc. Focus on educating pupils on how to look after their wellbeing through the '5B's' and tailored individual Thrive interventions. PSHE/RE/Reading curriculum promoting respect and tolerance.

**STRATEGIC IMPROVEMENT PRIORITIES 2022-23:**

**Quality of Education (QE)**

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- improving literacy and mathematics outcomes;
- securing effective professional development; and
- using diagnostic assessment to address learning gaps and provide quality targeted academic interventions.

**Autumn 1 Update:**

**Behaviour & Attitudes Improvement Priorities:**

**BA1 THRIVE** - To build on current THRIVE implementation and develop right time learning within class, small groups and 1-1 sessions for children.

For pupils in need of additional support, EEF research suggests that providing targeted support finely tuned to the needs of individual pupils offers great benefits. School planning is therefore open to the idea of planning interventions to complement high quality classroom teaching and to implement wider strategies which address non-academic barriers to success at school that have a significant influence on attainment.

**Autumn 1 Update:**

**Personal Development Improvement Priorities:**

**PD1 Enrichment** - To provide enhanced enrichment opportunities for children which allow them to develop their Personal, Social and Emotional Development.

**Autumn 1 Update:**

**Leadership & Management Improvement Priorities:**

**LM1 Developing Subject Leadership** – To ensure all leaders are equipped to speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced, vocabulary enriched and reviewed for impact in order to meet the needs of the pupils.

**Autumn 1 Update:**

**Early Years Improvement Priorities:**

**QE1 Phonics and Early Reading** – To ensure all pupils are enabled to access our full curriculum offer by meeting expected levels in reading through the introduction of an approved research informed SSP (Systematic Synthetic Phonics) scheme – FFT Success for All Phonics.

**Autumn 1 Update:**



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| <b>Quality of Education</b> | <b>Grade</b> | 1/2 |
|-----------------------------|--------------|-----|

**Summary:**

*Our School Intent statement is comprehensive, covering the entire curriculum and the core subjects of Reading, Writing and Maths. All pupils have access to the full, ambitious and extended curriculum offer that is designed to ensure that they will leave school with strong knowledge and cultural capital. There is a very comprehensive and successful programme of provision for developing reading. The curriculum features age-related expectations which are accumulative so knowledge is revisited, reinforced and secure by the time children move on to the next stage of their education. Rigorous teacher recruitment processes ensure that staff's own skills are at least good with CPD then developing further individual teacher skills. As a result of our broad and ambitious experiential curriculum offer, our children leave us significantly advantaged (averaging top 5% nationally at the end of KS2 over a lengthy period).*

*We identified that our non-core offer, whilst rooted in first-class experiences and affording us excellent reading outcomes at KS2 (av. Scaled score of 108), could be improved by evaluating the vertical progression and personalising it further to our context. Our re-designed non-core offer launched last (21-22) school year and is now in Cycle 2.*

**Intent**

**Vision and Rationale:**

The School Ethos for Tranmere Park, agreed in consultation with pupils, staff, parents and Governors, is:

**Be Yourself, Be Your Best, Be Team Tranmere**

We define this in our School Intent as having the following key drivers:

Be Yourself – we want our pupils to believe in themselves and like who they are. We want them to understand how to care for their own well-being, find their talents and be able to express themselves.

Be Your Best – we want our pupils to achieve their best across the curriculum and leave us significantly advantaged for the next phase of their education.

Be Team Tranmere – we want our school community to be respectful and tolerant and for our pupils to demonstrate the shared values of our 5 Bs:

Be Connected – Engage with each other and with their learning

Be Curious – Be excited about learning

Be Active – Be physically healthy

Be Mindful – Be mentally healthy

Be Generous – Demonstrate respect, tolerance and a strong moral compass

**How did we decide on these key drivers - addressing context and cultural capital?**

School leaders know the context of our school very well - we understand that the large majority of our pupils are well-looked after and arrive at school ready to learn and well supported by home {IDACI score of 0.018 (least deprived 10%) in comparison to 0.203 in Leeds and 0.24 nationally}. Parents generally provide their children with a wide variety of additional opportunities – ‘cultural capital’- and they are advantaged by this. Leaders understand that due to these factors it's vitally important that our pupils have an understanding of life in the wider world outside the ‘Tranmere

Bubble'. We want to children to leave us academically advantaged and with highly developed core skills but also with strong values and the respect for others and moral compass they will need to succeed within this wider context.

#### **Aims and End Points, Planning and Sequencing:**

We provide a progressive, coherently sequenced and enriching curriculum, affording our children an abundance of opportunities to apply their skills, knowledge and understanding across all subjects, building on the cultural capital supplied by parents, and 'levelling the playing field' for those of our children who are less advantaged.

Our planned curriculum sequences knowledge acquisition deliberately and meticulously within each key phase of school – EYFS, KS1, LKS2 and UKS2. It is based on the National Curriculum, but our offer extends further. Our curriculum outlines the vertical, horizontal and diagonal links that run through it (see Tranmere Park Primary Knowledge Progressions) – or 'substantive and disciplinary knowledge' referenced in recent Ofsted Subject Reviews - to foster greater retrieval strength in the long-term memory. All subject areas where an Ofsted Subject Review has taken place have carried out a review embedding the recommendations within the report. Children report that: their lessons have improved over the last few months (Pupil Questionnaire March 22: 9.19/10 vs 7.37 local data) and that the point of the lesson taught is clear to them (Pupil Questionnaire: 9.21/10 vs 7.95 local data).

We have identified and overtly signposted the prior knowledge required (Tranmere Park Knowledge Progressions) before undertaking new learning. All pupils' starting points are identified and it is ensured that each pupil (including the most disadvantaged and those with SEND) receive a broad curricular offer that is built on secure foundations, providing our children with the knowledge and cultural capital they will need to enable social mobility. Children report that: teachers always check my prior knowledge (Pupil Questionnaire: 9.19/10 vs 7.37 local data).

#### **Breadth and Opportunity:**

We ensure that our vision extends to all children. We have the expertise required to identify gaps in the children's understanding (access to the Aireborough Family Support cluster and Leeds offer for SEND) and school policy is to provide tiered interventions for every child that is working below the expected level in core subjects. We also deliver an enhanced level of provision to ensure all pupils are equipped to be successful, e.g.; school ensures all pupils learn to play an instrument; a wide variety of peripatetic music lessons are on offer: therapeutic interventions (Thrive, Think Like a Pony, Play Therapy, etc) provided for those pupils who need them; 'Forest Rangers' and 'Muddy Puddle' days are offered to support the development of our Tranmere Park 'Learning Behaviours'; a wide variety of extra-curricular sport is on offer; ambitious residential programme including an overseas trip – as examples. The consistency of school outcomes over a sustained period shows this approach to be highly successful.

#### **Remote Learning:**

Our remote learning offer exceeded Government requirements; it considered the needs of all our learners and was structured to allow an exceptionally high level of teacher: pupil interaction. It was developed considering the needs of pupils, parents and with regard to staff workload. Those pupils in danger of falling behind were encouraged to take a school place. The effectiveness of our offer, coupled with a rigorous programme of tiered interventions, including tutoring allowed most pupils from Y2 upwards to recover learning to pre-pandemic levels in core subjects by the end of the Summer term 2022 – summer term PIRA/PUMA/NMM assessments 2022.

#### **Implementation**

##### **Staff knowledge and expertise:**

In common with many primary schools, staff qualifications at 'A' level and degree level did not allow for a subject specialist to lead in every subject area – majority of teachers are B.Ed. qualified. However, most staff are experienced teachers with high levels of knowledge and expertise in managing the primary curriculum which in most cases was

sufficient to ensure a high quality of curriculum design. Less experienced members of staff have been supported/coached to re-design the long-term curriculum for their area of responsibility by the AHT with responsibility for curriculum. All staff have been supported to lead their area through: being directed to useful reading and relevant research, joining the subject association for their area of responsibility, performance management targets focusing upon subject leadership, support from external consultants, Aireborough Learning Partnership networks supported by Noctua and regular coaching meetings with the curriculum lead. In addition, we operate a curriculum team structure with each subject leader working alongside experienced members of staff. The curriculum leader has prepared a 'risk assessment' for all subject leaders which clearly identifies areas of strength and development for each individual.

#### **Use of assessment:**

In core subjects, PIRA (Reading), Phonics screening, PUMA (Maths) and No More Marking (Writing) are used diagnostically, along with pre and post unit checks to inform both classroom provision and additional interventions. Use of these tests allows us to work to nationally standardised levels for accuracy and evidences progress made by pupils. In a recent staff workload questionnaire (Jan 22), no member of staff felt that assessment was overly onerous in terms of time and was impactful.

In the wider curriculum, staff check pupil understanding against identified prior teaching of 'powerful knowledge' through unit readiness tests at the outset of a new unit of learning assessing knowledge that has been taught before is secure, and new 'powerful knowledge' is assessed at the end of that taught unit through checking understanding of identified key concepts - disciplinary knowledge - to ensure retention in long term memory using a 'double page spread' methodology and linked to key concepts. The KS2 SATS Reading test is a test of knowledge as well as reading proficiency, and therefore our strong performance in this area is an excellent indicator of the strength of our non-core offer at its end points – an assertion supported by Mary Myatt.

In thematic lessons, teachers explicitly identify the subject pupils are learning at the outset of the lesson to allow a clear understanding of each subject – new development post support from an external curriculum expert.

#### **Quality of planning, Quality of monitoring and support for teachers:**

Some subject areas are taught as 'stand-alone' lessons within the school timetable - English, Maths, Science, Computing, PE, MFL, RE, PSHE, Music. Others are taught through a planned theme (History, Geography, Art, DT) though opportunities for cross curricular links are also identified. Books are used as a key driver for each theme and are the vehicle through which we consolidate the values-based aspect of our curriculum.

Phase leaders plan half termly with their phase teams using a quality indicator of how lessons are best planned to ensure 'powerful knowledge' is checked for retention, taught and assessed. Knowledge organisers are produced for each half term to share this information, including key vocabulary, with parents and pupils. Phase leaders share 'non-negotiables' in terms of delivery with their teams through a phase handbook. Subject leaders check systematically that the powerful knowledge for their subject is being delivered effectively and retained by pupils.

We have identified key strengths in English, Maths, MFL, Music, Computing, History and PE. Other subjects have been further developed in the 21/22 year with support for subject leaders from the curriculum subject leader after our new re-developed curriculum offer for non-core subjects launched in September 2021. An external consultant described this planned non-core curriculum in November '22 as broad and ambitious and our curriculum was used as an example of great practice in training sessions for Leeds City Council School Improvement Advisors.

#### **Quality of learning:**

Quality of learning is audited through book scrutiny, lesson drop in and pupil voice activities carried out by leaders at all levels in school and identified upon termly Audit and Review schedules. Subject Leaders and other leaders in

school have received training upon the 'Deep Dive' process and methodology and all subject leaders have completed at least one cycle. Governors are involved in these processes where appropriate (Governor Audit and Review Schedule, Governor Notes of Visits 2021-22). Leaders are mindful of the impact of these activities upon staff workload and reduced the frequency of such in response to the latest staff workload questionnaire and the pressures of Covid-19 over the last 2 years (Jan 22).

### **Impact**

**National assessments:** Our approach results in exceptionally strong EYFS outcomes and KS1 and 2 outcomes that were in the top 5% nationally in core subjects pre-Covid. Post-Covid statutory outcomes and moderated internal assessments demonstrate the effectiveness of our remote learning offer with all YG from Y3-Y6 back at forecast pre-Covid levels and Y1/2 reflecting the national picture with larger numbers of pupils identified for additional support in 21/22 & 22/23 and additional resource provided to facilitate a return to pre pandemic outcomes.

### **The Progress of Pupils to end-points in other subjects:**

The sustained progress of pupils to end-points in non-core areas can be evidenced through:

Our consistently strong performance in the KS2 reading test – a test of knowledge in addition to reading proficiency – demonstrating the effective consolidation of knowledge through our non-core offer.

The effectiveness of this non-core offer is also demonstrated through external accreditations in non-core areas, e.g.; Arts mark, Music Mark, Primary Science Quality Mark, School Games Mark Gold. All subject leaders are encouraged to work towards an external accreditation where available. An example of the effectiveness of our wider offer making a difference for pupils is our accreditation in 2020/21 as both a Music Mark School and achievement of Leeds Education Partnership Music Champion School Status in 21/22 in recognition of our on-going commitment to high quality music education for all pupils and in sport through the re-achievement of the PE School Games Mark Gold in 21/22.

Our pupil feedback also evidences strong performance in this area - children report that: they enjoy and are good at Art (Pupil Questionnaire 8.38/10 vs 5.74 local data), Music (9.12/10 vs 5.12 local data), Science (Pupil Questionnaire 9.46/10 vs 8.27 local data), History (Pupil Questionnaire 9.31/10 vs 6.31 local data), Geography (Pupil Questionnaire 8.84/10 vs 5.99 local data) and PE (Pupil Questionnaire 9.31/10 vs 8.58 local data). The provision for Design Technology was identified by the pupils as an area for development in 20/21 – the subject leader has comprehensively re-planned and audited the subject and this now shows as a strength in the Pupil Questionnaire – 8.77/10 vs 6.00 local data.

Internal teacher assessed standards data in non-core subjects tells us our strongest areas are MFL, PE, Music and Art with performance in younger year groups in DT less favourable but being addressed by the subject leader.

### **Reading**

Sustained exceptionally high outcomes in this area evidence our effectiveness in the teaching of reading. Almost all pupils achieve national standards in reading. Our curriculum places reading at the heart of every subject - we promote a love of reading through enabling pupils to read widely and often with lessons starting with a challenging text whenever possible as recommended in the work of Mary Myatt. Our latest pupil survey (March 22) tells us that considerably more of our pupils than in similar schools nationally believe teachers make sure reading material is challenging enough for them and that parents read with them at home several times a week. This information also told us in 2021 that our children did not read for pleasure at home as much as we would like: 7.61/10 vs 7.84 in similar schools. This became a priority focus in the 21/22 academic year and we are pleased to report that this had improved to 8.4/10 vs 7.54. We have also recently embedded research outcomes into the importance of Vocabulary and Oracy into our curriculum; we understand that 5-year-olds that are read to 3-5 times a week, will have heard nearly 1.5 million words opposed to those who are never read to who have access to just 4,662 words

(<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>). Due to these findings, we have extended our reading spine to specifically identify key texts that will be read aloud to our children. Doug Lemov's 'Reading Reconsidered' and Mary Myatt recommended that these texts included: Archaic language, Non-Linear Time Sequences, Narrative Complexity, Figurative/Symbolic Text and Resistant Texts and this is reflected in the newly designed reading spine.

### **The Progress and Learning of Key Groups of SEND Pupils:**

Our SEND pupils achieve highly when compared to National: at least 50% of SEND pupils attained expected levels in all subjects 2022 with writing lowest – due to the small numbers of pupils involved it is difficult to extrapolate trends and the school approach is to carefully track each pupils' progress and provision on an individual basis as needs vary significantly – pupil progress profiles are available for each SEND pupil.

### **The Progress and Learning of other Key Groups of Pupils**

For disadvantaged pupils: The disadvantaged gap is only 15% to national not disadvantaged. Of the 2 pupil premium pupils in the 2021 Y6 cohort, 1 attained expected levels in all subjects and both in Reading. Again, due to the small numbers of pupils involved it is difficult to extrapolate trends and the school approach is to carefully track each pupils' progress and provision on an individual basis as needs vary significantly – pupil progress profiles are available for each PPG pupil.

### **Impact on Pupils' attitudes to and enjoyment of learning:**

In a recent pupil survey (March 22), carried out in association with a pool of 30 local 'good' and 'outstanding' Noctua primary schools, all of the following statements were scored considerably more highly by the children of Tranmere Park than pupils in the other schools:

- I am always keen to do well in school 9.7/10
- Teachers and assistants always know when I need help 8.76/10
- When set homework, I always do my best 9.2/10
- The work I am given is well matched to my needs 8.8/10
- I can choose to do harder work when I want to 9.14/10
- Teachers and assistants always explain work clearly to me 8.98/10
- I have a good understanding of whether I am doing well or not 8.91/10
- I often work in groups with other pupils 8.78/10
- I always act upon any comments I receive 9.02/10
- Normally the objective of the lesson is clear to me 9.21/10
- My work is never disturbed by the behaviour of others 7.8/10
- I get the chance to speak out in lessons 9.06/10
- Teachers make sure my reading books are challenging enough for me 9.47/10
- I understand what is meant by British Values 9.04/10
- I understand what democracy means 9.37%
- The school helps me understand about other races and faith groups in Britain 9.51/10
- I learn about lots of other things, not just maths and English 9.67/10
- Teachers expect everybody to work equally hard 9.12/10
- People at home help me with my work 8.90/10
- When starting a new topic, teachers always check what I know and understand about it 9.71/10
- Even when I find work really difficult, I never give up 8.96/10
- I understand the words teachers use in lessons 9.19/10
- I think my school and my lessons have improved over the last few months

We consider this excellent evidence to back our assertion that our current planned curriculum has successfully promoted our school intent and provided excellent outcomes for our pupils in both core subjects and additionally across the breadth of the wider curriculum. To improve provision for the children further drawing upon recommendations in the work of Clare Sealy and Mary Myatt, in addition to other recent research upon what makes a high-quality curriculum offer, in the 21/22 academic year we transitioned to a re-designed curriculum offer throughout school which aims to improve links between units of learning and which uses texts as a core driver for curriculum themes.

| Main strengths   | Priorities for improvement  |
|--|---|
| <p><b>The curriculum now features age-related expectations which are accumulative so knowledge is revisited, reinforced and secure by the time children move on to the next stage of their education.</b></p> <p><b>Weekly CPD sessions are planned and delivered by high quality internal and external providers (English, Maths, non core subjects), meaning teachers’ subject knowledge and teaching strategies are very strong.</b></p> <p><b>Many subject areas exceed the expectations of the National Curriculum.</b></p> <p><b>End of KS2 outcomes are consistently and very securely higher than national for all pupils and for groups of pupils in Reading, Writing and Maths at EXS and GDS.</b></p> <p><b>Feedback from pupils is exceptionally positive.</b></p> <p><b>Positive progress is demonstrated in all areas.</b></p> | <p><b>QE1 Phonics and Early Reading</b> – To ensure all pupils are enabled to access our full curriculum offer by meeting expected levels in reading through the introduction of an approved research informed SSP (Systematic Synthetic Phonics) scheme – FFT Success for All Phonics.</p> <p><b>QE2 Curriculum Assessment</b> – To ensure that assessment for all subject areas, both core and non-core, is fit for purpose and that skills and knowledge are repeated and rehearsed through a progression model curriculum ensuring knowledge and skills build and enter into long term memory through automaticity. Learning is sequenced logically and progressively from EYFS to end of KS2. Each subject area is written so that teaching builds on previous learning and retention is regularly reviewed.</p> <p><b>QE3 High Quality Teaching</b> - CPD builds and secures teachers’ and subject leaders’ knowledge to sustain Quality First Teaching and ensure high standards in progression in learning for all pupils and gaps in learning are diminished.</p> <p>Evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Our focus is to develop teaching practice over a sustained period to drive meaningful change in our setting. School strategies to maximise teaching quality include:</p> <ul style="list-style-type: none"> <li>• high quality daily teaching: Tom Sherrington’s Walk Thrus and the ‘five-a-day’ approach promoted by the EEF;</li> <li>• improving literacy and mathematics outcomes;</li> <li>• securing effective professional development; and</li> <li>• using diagnostic assessment to address learning gaps and provide quality targeted academic interventions.</li> </ul> |

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|--------------------------------|--------------|----------|
| <b>Behaviour and Attitudes</b> | <b>Grade</b> | <b>1</b> |
|--------------------------------|--------------|----------|

**Summary:**

All staff have high expectations and apply policy and procedures effectively. Very effective teaching and positive teacher-pupil relationships help to ensure very positive attitudes in class and around school. Serious incident forms/CPOMS records show that instances of bullying are *extremely* rare; annual surveys of parents/carers confirm this. External agencies are used effectively to manage challenging behaviour in the very rare instances. Almost all respondents agreed their child feels safe at Tranmere Park; the same proportion agreed we make sure pupils are well-behaved (2021 parents' survey). Feedback from parents and high school staff is that a very high proportion of former Tranmere Park Primary pupils are used as ambassadors at our local high school.

We introduced the Thrive approach in the 21/22 academic year to provide our staff with the skills to promote positive mental health for pupils by equipping adults in school with the tools and understanding to respond to, and meet, the differing social and emotional needs and requirements of our pupils post-pandemic and have enhanced our provision in the 22/23 academic year to include individual and small group interventions where necessary.

**Pupils' behaviour in lessons and around school**

**Pupil attitudes to learning (incl homework):**

**Attitudes to others (respect and manners, including the impact of your own policies):**

We have the highest expectations for pupils' behaviour and conduct. These expectations are commonly understood by children and staff and rules are applied consistently and fairly – evidenced by SLT Leaning Walk – Oct 22. This is reflected in our pupils' positive behaviour and conduct.

The great majority of our pupils consistently display positive attitudes and commitment to their learning at school and at home. Homework is completed regularly by almost all children. They 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 – evidenced by Pupil Survey – March 22 and annual Noctua Behaviour and Attitudes Deep Dive carried out by the Headteacher of a partner school – due Feb 23. The 2022 Pupil Survey tells us that more pupils at Tranmere Park Primary School than at similar schools believe their work is never disturbed by the behaviour of others and that they are keen to do well. 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 with any concerns followed up by the Pastoral Team) and the Annual 'My Health, My School' Survey. Parents are also invited to give feedback on behaviour in school through the 'Speak Up' process and Parent Forum – due Oct 22.

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. An annual Behaviour 'Deep Dive' is conducted by a Noctua partner Headteacher – this hasn't been able to take place during Covid restrictions but is scheduled for the 22/23 academic year. Those individuals who have generated 'time out' sessions in line with our Behaviour Policy are recorded by staff on Arbor and tracked weekly by our AHT Matt Learmonth. Parents of those individuals who have generated 3 'time outs' are informed and invited into school. Any pupil generating a further time out is placed on report with the Leadership Team – this is exceptionally rare – evidenced by Arbor Behaviour Tracking and analysis and Governor Learning Walks/HT report to Governors - July 22. The vast majority of pupils are considerate, polite, well-mannered and very supportive of each other. Our current Y5 cohort has been identified as a focus group in this area and has received tailored support from both the Pupil Development Centre and focused Thrive sessions from our Pastoral Team. There

are 2 pupils in receipt of funding to support their behaviour receiving 1:1 support for the majority of the week in order to support positive behaviour.

**Impact of the school’s behaviour management strategies: (use of exclusion etc)**

**Feeling and Being Safe (bullying, statutory data categories and abuse, e-safety etc – including how you know if the school’s child protection work is effective):**

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 pupils can engage in unkind behaviour on the playground, but this is swiftly addressed by our excellent & experienced pastoral team 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 – evidenced by parental feedback July 22. The impact of the school’s behaviour management strategies can be further evidenced through a collection of case studies for particular individuals who have found positive behaviour in school more challenging.

Pupils’ generally very good conduct reflects the schools’ efforts to ensure high standards are the norm – feedback from teachers & a partner head teacher regarding a small number of pupils appearing to be ‘passively engaged’ has resulted in the SLANT approach recommended in Doug Lemov’s ‘Teach like a champion’. Evidence from SLT learning walk – Oct 22 - is that most pupils are aware of this approach and it is having a positive impact on pupil understanding of active engagement.

There have been no fixed term exclusions within the last three years.

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 as does our most recent pupil survey and Governor Pupil Voice exercises – May 21/July 22. Case Studies are available with a particular focus on pupils adopted from the care system and those particularly affected by emotional issues during the pandemic.

**Attendance and punctuality:**

**Impact of the school’s management of attendance and punctuality:**

Attendance is outstanding in all year groups (96% school average 2022, a small drop from our usual 97% average attendance pre Covid) as parents & pupils understand the importance of regular school attendance. The overwhelming majority of pupils are consistently punctual in arriving at school. Attendance is routinely monitored by the AHT on a weekly basis, reported on to parents through the weekly Tranmere Times and through Pupil Mentoring Folders and promoted to pupils regularly through assemblies. Governors track school attendance through HT Reports.

| Main strengths   | Priorities for improvement   |
|--|--|
| <p><b>All staff have high expectations and apply policy and procedures effectively.</b></p> <p><b>Very effective teaching and teacher-pupil relationships help to ensure very positive attitudes in class and around school.</b></p> <p><b>Serious incident forms show that instances of bullying are extremely rare; annual surveys of parents/carers confirm</b></p> | <p><b>BA1 THRIVE - To build on current THRIVE implementation and develop right time learning within class, small groups and 1-1 sessions for children.</b></p> <p>For pupils in need of additional support, EEF research suggests that providing targeted support finely tuned to the needs of individual pupils offers great benefits. School planning is therefore open to the idea of planning interventions to complement high quality classroom teaching and to implement wider strategies which address non-academic</p> |



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| <p><b>this. External agencies are used effectively to manage challenging behaviour in the very rare instances.</b></p> <p><b>Almost all respondents agreed their child feels safe at Tranmere Park; the same proportion agreed we make sure pupils are well-behaved (2022 parents' surveys).</b></p> <p><b>Feedback from parents and high school staff is that a very high proportion of former Tranmere Park Primary pupils are used as ambassadors at our local high school.</b></p> | <p><b>barriers to success at school that have a significant influence on attainment.</b></p> |
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| Personal Development  | Grade | 1 |
|---|-------|---|
| <p><b>Summary:</b></p> <p>A core part of our curriculum intent and implementation is to prepare our pupils for their future lives. Our ethos statement and School Intent celebrates diversity whilst promoting many other positive messages around personal development. The large majority of parents agreed that we achieve our mission to be a happy and successful place to learn and agreed school supports wider personal development (2022 parent survey). Our PE leader is extremely proactive in providing a comprehensive and diverse range of sporting activities (cycling, skipping, cross-country, swimming festivals). Lots of extra-curricular opportunities (13: March 2022) develop a wide range of interests and activities, led by both staff in school and various skilled external instructors. A key focus for the 21/22 academic year was to re-establish provision to pre-pandemic levels. We introduced the Thrive approach in the 21/22 academic year to provide our staff with the skills to promote positive mental health for pupils by equipping adults in school with the tools and understanding to respond to, and meet, the differing social and emotional needs and requirements of our pupils post-pandemic and to fill the gap left by the retirement of our very experienced learning mentor. For the 22/23 academic year we will build on this quality provision by introducing 1-1 and small group Thrive support for those pupils identified in our Thrive class profiles.</p>   |       |   |
| <p>Pupils are confident, self-assured learners &amp; 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 &amp; what this means:</p> <p>“Be yourself, Be your best, Be Team Tranmere’ – SLT Learning Walk, Summer term 2022.</p> <p>Recent pupil survey results showed our pupils felt the following statements were true when thinking about their own attitudes to learning (scoring more highly overall as a school than other local good and outstanding schools)</p> <ul style="list-style-type: none"> <li>• I am always keen to do well in school</li> <li>• I always act upon comments I receive on my work</li> <li>• I join in activities outside of normal lesson time</li> <li>• Even when I find work difficult, I never give up</li> <li>• People at home think it is very important for me to do well at school.</li> </ul> <p>Pupils are exceptionally articulate and have a strong voice in school through the school council, sports council, team and vice team captains and have representation in the school development plan. They are good ambassadors for our school when working with visitors in school and when out in the community and further afield. 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. School uses the Islington scheme for PSHE sessions which promotes independent thought and discussion (School website/class pages/Governor monitoring visits).</p> <p>The school focus on ‘Learning Behaviours’ 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. A recent (May 22) pupil survey tells us that our children ‘know if they are doing well or not’ and that they ‘always act on the comments for improvement their teachers give them’(Learning Behaviours system available on school website/Pupil Mentoring records for each child/Thrive self-reviews &amp; teacher review/Pupil survey).</p> |       |   |

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 (School being accredited with the PSQM Outreach award) 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 covering this aspect ensures our pupils know how to keep themselves safe on-line. 80% of pupils reported on the My Health My School survey that they had never experienced bullying online, with 18 % expressing that they had experienced bullying online a few times but felt equipped to deal with it . Parental feedback (through the annual parent questionnaire) in the summer term of 2022 told us that they believe we support them with, and communicate issues around, online safety effectively. (School website online safety pages, My Health My School Survey, Safeguarding audit)

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 most recent behaviour audit, carried out by partner headteachers and a parent questionnaire (June 2019 & June 2022) confirms the school's grading for this area.

Recent pupil survey results showed our pupils felt the following statements were true when thinking about their own attitudes to learning and features of our school (scoring more highly overall as a school than other local good and outstanding schools).

- I feel safe at this school
- There is no bullying at this school
- There is no racist abuse at this school
- All my friends are sensible when using their phones and the internet
- I know who to speak to if I’m worried about a friend’s safety
- My PE lessons inspire me to get involved with sport and to keep fit
- School helps me to understand about other races and faith groups in Britain
- I understand what democracy means

| Main strengths   | Priorities for improvement   |
|--|--|
| <p><b>A core part of our curriculum intent and implementation is to prepare our pupils for their future lives.</b></p> <p><b>Our ethos statement and School Intent celebrates diversity whilst promoting many other positive messages around personal development.</b></p> <p><b>The large majority of parents agreed that we achieve our mission to be a happy and successful place to learn and agreed school supports wider personal development (2022 parent survey).</b></p> <p><b>Our PE leader is extremely proactive in providing a comprehensive and diverse range of sporting activities (cycling, skipping, cross-country, swimming festivals).</b></p> | <p><b>PD1 Enrichment</b> - To provide enhanced enrichment opportunities for children which allow them to develop their Personal, Social and Emotional Development.</p> |

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| <p><b>Lots of extra-curricular opportunities (13: Summer 2022)<br/>develop a wide range of interests and activities, led by<br/>staff in school and various skilled external instructors.</b></p> |  |
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| Leadership and Management | Grade | 1/2 |
|---------------------------|-------|-----|

**Summary:**

As the lead school for Noctua School Alliance, we benefit from strong, shared expertise, and are able to access challenging, professional dialogue to ensure values, policies and practice are robust and underpinned with clear rationale. Policies are shared by SLEs, LLEs and NLEs within the Alliance to other schools who use them effectively as best practice. The implementation of the curriculum ensures regular, systematic CPD, closely matching the SDP, to continue to enhance subject knowledge and pedagogy. School leaders take a relentless, rigorous, robust approach to school improvement, CPD and self-evaluation. Whilst maintaining high expectations, teachers' workload and wellbeing are taken seriously e.g. Education Support Partnership, mental health first aiders. Workload features on SDP and is reviewed with teachers regularly (recent action: shortened annual reports). Exceptionally high proportions of staff agree with the following statements (staff survey, February 2022):

- leaders and managers are considerate of wellbeing
- leaders do all they can to ensure the school has a motivated, respected and effective staff
- school is well led and managed

The school benefits from very strong governance that provides challenge in a systematic way (Leeds City Council Governance review Jan 22). The Governor Activity Planner sets out a series of annual actions to ensure that all statutory duties are met. Our school has a regular external safeguarding audit and a health and safety audit. Pupil survey 2022: all safeguarding statements are recorded as significantly higher than national average, some very significantly. A continued focus is to enable all pupils to 'catch up' with their learning to pre-pandemic through a rigorous programme of tuition, additional teacher led interventions and targeted support staff led interventions for our bottom 20% at each key phase, and also those at risk of not meeting pre-pandemic targets. This runs alongside to stated aims of the School Development Plan.

Leaders and governors have created a culture that enables pupils and staff to excel. They are uncompromising in their drive to ensure the best outcomes for all pupils. After our last inspection, Governors set leaders the target of school outcomes being in the top 10% of schools nationally – small incremental gains were made annually from this date and the last reported statutory outcomes in 2019 were in the top 5% of schools nationally. Benchmarking evidence is not available for the most recent 2022 data but all areas are above national and local outcomes. Evidence that our pupils and staff excel can be taken from the consistently high and continually improving outcomes our pupils have attained across all phases of school since the date of our last inspection.

Tranmere Park Primary School has a clearly articulated sense of direction which was agreed with and is 'bought into' by all members of the school community. This clear purpose – Be Yourself, Be Your Best, Be Team Tranmere - is defined in our School Intent as having the following key drivers:

**Be Yourself** – we want our pupils to believe in themselves and like who they are. We want them to understand how to care for their own well-being, find their talents and be able to express themselves.

**Be Your Best** – we want our pupils to achieve their best across the curriculum and leave us significantly advantaged for the next phase of their education.

**Be Team Tranmere** – we want our school community to be respectful and tolerant and for our pupils to demonstrate the shared values of our 5 Bs:

**Be Connected** – Engage with each other and with their learning

**Be Curious** – Be excited about learning

**Be Active** – Be physically healthy

**Be Mindful** – Be mentally healthy

**Be Generous** – Demonstrate respect, tolerance and a strong moral compass

These approaches are consistently embedded throughout school evident in classrooms and around school and form the basis for school and staff development.

The ambition of the school's leaders to continually improve the education of, and the curriculum offer for, our pupils has contributed to high levels of academic achievement in both core and non-core areas. Our School Intent; 'Be yourself, Be your best, Be Team Tranmere;' reinforces the aim for all pupils to find their talent, aiming for pupils to leave TPPS significantly advantaged for the next stage of their school career in all areas. An example of this is our high quality and ambitious MFL offer, taught from YR and in Y5 & 6 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 class instrumental teaching, involvement in performances and our innovative 'Groove Generation' project.

The investment of school leaders in ensuring all school staff are highly capable and have expertise in their areas of responsibility through high-quality staff development and then retaining our experienced capable staff through a focus on staff well-being does result in a larger staff spend than similar schools. However, governors and school leaders consider our highly capable and motivated staff to be an asset which is reflected in a positive pupil experience and outcomes – our most recent pupil voice exercise (May 22) evidences this with the statements 'teachers and assistants always know when I need help', 'teachers and assistants always explain things clearly to me', 'the work I am given is well matched to my needs', 'I have a good understanding of whether I am doing well or not', 'teachers expect everybody to work equally hard' and 'when starting a new topic, teachers always check what I know and understand about it' all scoring more highly at TPPS than in similar schools. Hill & Laker's research references the importance of focusing upon 100% of staff being at least capable from their 3rd year of teaching onwards through the effective development of staff in staff 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 and Governors. Less experienced school staff are supported by staff development & mentoring programmes, membership of external subject associations, ALPT subject leader networks and Noctua training.

Adults working at Tranmere Park Primary are respected as hard working, motivated and personally invested professionals. Leaders and Governors take their responsibility for staff well-being seriously and have put measures in place, in collaboration with teaching staff, to positively manage workload. We feel that this is evidenced by low-turnover of staff and the positive working relationships evident within school.

The following also evidences that our staff have been enabled to excel:

- Our leadership of the Noctua Teaching School Alliance, an alliance of 90 schools across Leeds.
- Our position as a Strategic Partner on the Board of the Red Kite Teaching School Hub
- The accreditation of one of the Headteachers as a National Leader of Education
- 3/16 teaching staff designated as Specialist Leaders of Education delivering school to school support and CPD for Noctua School Alliance.
- TPPS staff involved in delivering school to school support at a city level for Noctua School Alliance 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 ALPT schools being graded good or better by Ofsted.

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.

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.

The school regularly and systematically engages with stakeholders, including those who are hard to reach, and can evidence its actions based upon feedback throughout their annual inclusion in the School Development Plan. 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.

The effectiveness of the Governing Body is outstanding as individual Governor skills allow the school to draw on high level financial, safeguarding and human resource 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.

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.

ALP Trust involvement has allowed consistent, highly effective Trust-wide approaches to be developed which support school improvement and staff development.

Audit processes within school which involve external scrutiny from either a Noctua or ALP Trust headteacher or senior leader which ensures scrutiny at the highest level and constructive challenge for our school leaders and teachers.

The substantive Headteacher is an accredited NLE and has worked with both the LA and Noctua School Alliance 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, all of which ensure high expectations are set and that there is a level of consistency throughout school.

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 placed Tranmere Park in the top 10 performing schools in Leeds over a 10-year period (2012-22), demonstrating the effectiveness of governance in holding school leaders to account over the careful allocation of funds to ensure high pupil outcomes.

Safeguarding is rigorous and highly effective, evidenced by a Safeguarding Audit led by Leeds City Council (Nov 21) 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.

| Main strengths  | Priorities for improvement   |
|---|--|
| <p><b>As the lead school for Noctua School Alliance, we benefit from strong, shared expertise, and are able to access challenging, professional dialogue to ensure values, policies and practice are robust and underpinned with clear rationale. Policies are shared by SLEs, LLEs and NLEs within the Alliance to other schools who use them effectively as best practice.</b></p> <p><b>The implementation of the curriculum ensures regular, systematic CPD, closely matching the SIP, to continue to enhance subject knowledge and pedagogy.</b></p> <p><b>School leaders take a relentless, rigorous, robust approach to school improvement, CPD and self-evaluation.</b></p> <p><b>Whilst maintaining high expectations, teachers' workload and wellbeing are taken seriously e.g. Education Support Partnership, mental health first aiders. Workload features on SIP and is reviewed with teachers regularly (recent action: shortened annual reports). Exceptionally high proportions of staff agree with the following statements (staff survey, February 2022):</b></p> <ul style="list-style-type: none"> <li>• <b>leaders and managers are considerate of wellbeing</b></li> <li>• <b>leaders do all they can to ensure the school has a motivated, respected and effective staff</b> <ul style="list-style-type: none"> <li>• <b>school is well led and managed</b></li> </ul> </li> </ul> <p><b>The school benefits from very strong governance that provides challenge in a systematic way. The Governor Activity Planner sets out a series of annual actions to ensure that all statutory duties are met.</b></p> <p><b>Our school has a regular external safeguarding audit and a health and safety audit. Pupil survey 2022: all safeguarding statements are recorded as significantly higher than national average, some very significantly.</b></p> | <p><b>LM1 Developing Subject Leadership</b> – To ensure all leaders are equipped to speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced, vocabulary enriched and reviewed for impact in order to meet the needs of the pupils.</p> |



|  |   |     |
|--|---|-----|
| <b>Early Years</b>   | <b>Grade</b>  | 1/2 |
| <b>Summary:</b>  |   |     |
| <p>We grade our EYFS as Outstanding with some aspects as Good. Meticulous planning, provision set up, organisation and communication contribute significantly to this and is adapted to the needs of the children regularly. Our sustained high outcomes (above National and Local, from entering with broadly average baselines), Year 1 ready children and positive feedback from parents reflect this greatly. Our involvement with parents in their child's learning is very strong (e.g. workshops, stay and play sessions and regular learning feedback) and due to this, parents have been more likely to help develop their child's next steps at home, in partnership with school. Staff are very experienced, but with the addition of a new Phase Leader due to maternity this school year, we will be undertaking some staff training. Since last year, we have introduced different small group interventions that have impacted greatly upon the children's attainment. In addition, the outside area has been refurbished and new resources have been purchased to enhance our outdoor learning offer - which will continue to be developed in the coming year.</p> |   |     |
| <b>Main strengths</b>  | <b>Priorities for improvement</b>   |     |
| <p><b>High quality teaching and learning through a well-planned curriculum in line with new 'EYFS Framework' (2021) which allows for children to find and develop their own interests.</b></p> <p style="padding-left: 40px;"><b>Imaginative, well developed, organised and planned areas of continuous provision that engage the children as they are inviting, stimulating and interesting, and are created in collaboration with the children using their ideas. These are enhanced regularly for a variety of learners including the higher ability and are both indoors and out.</b></p> <p style="padding-left: 40px;"><b>Strong communication and partnerships with parents/carers from the beginning. Through parent workshops, stay and play sessions, regular feedback (including learning feedback) and an open-door policy.</b></p> <p style="padding-left: 40px;"><b>Very experienced staff who know the children well, understand their roles and deliver high quality teaching in whole class, small group interventions and 'in the moment' provision opportunities – giving feedback and addressing misconceptions where appropriate.</b></p>                     | <p><b>QE1 Phonics and Early Reading</b> – To ensure all pupils are enabled to access our full curriculum offer by meeting expected levels in reading through the introduction of an approved SSP (Systematic Synthetic Phonics) scheme – FFT Success for All Phonics.</p> |     |

