

Self - Evaluation Form (SEF) based on the 2019 Ofsted framework – Tranmere Park Primary School

Use this template to evaluate your provision against the key judgements in Ofsted's 2019 [inspection handbook](#).

If you haven't already, complete our [self-evaluation checklist](#) based on the grade descriptors from Ofsted's handbook to help you write your SEF. You'll identify:

- Your strengths – areas you're confident in and have good evidence for – this is a chance for you celebrate what you're good at
- Key areas for development – areas you're less/not confident in and have little/no evidence for

Your SEF should also include:

- Contextual information about your school
- Progress made since your last inspection
- Actions you've taken in the previous year
- The impact your actions have had on school improvement
- Next steps: priorities for the forthcoming year
- Evidence to support your evaluation

Once you've added all this information into your SEF, if you choose to grade your school, use the Ofsted framework to help you determine your rating against all judgement areas and an overall grade.

Please note:

- Under the 2019 framework, in order to reach an **outstanding** judgement in an area, your school will need to show evidence that it's meeting:
 - **All** the criteria for 'good' in that judgement, consistently and securely across the school
 - The additional outstanding criteria for that judgement



Updated: September 2020

Context

- 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, more mixed geographical area, with some pupils travelling in from the neighbouring local authority of Bradford and further afield in Leeds. There are 314 pupils on roll currently organised into 11 classes. The pupil roll generally remains constant and most 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 HT from 2006. She is an NLE and also Director of Noctua Teaching School. She is seconded to lead the Noctua TSA 3 days per week. Alison Hodgson has been in post as co-headteacher since 2017. She was previously DHT for four years. She works as Co-HT. There are 3 Assistant HTs – Sarah Gibson who leads EYFS/KS1 and English, Dan Beech who leads KS2 and SEND and Matt Learmonth who is newly appointed for the current academic year who leads Curriculum Development, Teaching and Learning and Maths.
- 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 (86.7% GLD 2019). Attainment on leaving school is within the top 7% of schools nationally overall for scaled scores (2018/19, FFT), whilst performance is rated within the top 5% nationally for pupil reaching the ExS in reading, writing and maths (FFT - 2019). Attainment at the end of KS1 is significantly above national averages (89% at expected level combined/top 2nd percentile nationally 2019) often making positive progress measures a challenge for the end of KS2. 2019 data used due to Covid.
- 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 2020) which expanded for 2018/19 to offer wrap around care for 80 pupils. Numbers are currently limited due to Covid.
- Currently in all year groups, the admission limit is 45, resulting in mixed age group classes which can be unpopular with parents. Y1/2, Y3/4 and Y5/6 are organised into 3 classes per 2 year groups. School self-funds 2 classes for 45 pupils in YR to aid transition due to large numbers of feeder nurseries. School numbers have now risen by almost 1.5 full classes since the time of our last inspection
- 3% of pupils have PPG
- 6% of children have EAL
- 10% of pupils have SEN (2% with EHCPs/8% SEN support)
- 89% of our pupils are White British. 4% of children are Mixed White/Asian and 2% are Asian/Indian. The remaining 5% of pupils are a



very small percentage across many different ethnicities.

- 1% of children are currently FSM6
- 12% of our pupils did not begin their primary education within our school. Children leaving Tranmere Park in year 5 to join the private sector is not uncommon as parents often prefer this option for secondary provision. This means that children often join us in year 5 from other settings (taking up the released places).
- Children coming from professional families are a feature of our school but we also have a range of social advantage. 20% of our pupils are identified as living with difficult family circumstances.
- There are unusually high numbers of pupils adopted from the care system. 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 contextually differing 'outstanding' school (Moortown Primary School), and 2 other contextually very different schools, (Pudsey Primrose Hill Primary School & Manor Wood Primary School). This group was granted Teaching School status in 2014 and TPPS is now a designated Teaching School, National Support School and a lead school for the Noctua TSA which now has 90 active partner schools. We are also an active partner in a local trust - The Aireborough Learning Partnership - with a current shared focus on shared school review.
- 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 and almost £100,000 of self-generated income has been recorded on the 2019/20 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, 2019/20).
- 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 and outdoor play spaces. Although there has been pressure on local school places in the last 5 years, additional capacity has been created locally and demand was forecast to decline from 2018 onwards.
- Attendance is very good (average 97%) with a small number of unauthorised absences mainly due to parents taking children out of school during term time for holidays.
- Behaviour in school is very good. Children enjoy school and work and play well together. There is a very clear behaviour policy and all staff apply it consistently. There have been 8 fixed term exclusions over the last three years. These are usually for the period of one day and are in relation to one child.
- The school employs 17 teachers (12 FTE) and teacher turnover has historically been very low. We currently employ three RQTs for the academic year 20/21 due to maternity leave cover or long-term staff taking professional development opportunities with Noctua TSA. Two teachers are currently seconded for part of their week to work as Associate Lecturers at a local university. Two of our teachers are SLEs. Each year group has one FTE teaching assistant (except EYFS where there are two) and other members of support staff work to support particular children with SEN.
- The school has been awarded the following kite marks: Primary Science Quality Mark, Arts Council England, School Games Gold,



	Healthy Schools Award, Active Mark Gold, SSAT Educational Outcomes Award 2018, Naace ICT Mark. Additionally, one of our teachers was awarded the Primary Science Teacher of The Year award 2019 by the Primary Science Teaching Trust.	
Progress against previous inspection		
Areas to improve	Progress since last inspection	
Offer more opportunities for pupils to use their well-developed writing skills in extended and creative tasks in all subjects.	<ul style="list-style-type: none"> Assessed writing of extended pieces- procedures developed and embedded throughout school. Opportunities for extended writing across the curriculum identified. Book trawls show more opportunities for children to use their writing skills within topic work (less scaffolded) Moderation with local networks and Trust schools Introduction of No More Marking throughout school – national benchmark for standards in writing. Three-year writing data trend at KS1 high and sustained at expected level (2017-93%, 2018-96%, 2019-96%). Also at GDS (2017-29%, 2018-31%, 2019-27% FFT). Both measures have been significantly above national and local data for the last three years. Three-year writing data trend at expected level KS2 continues to be significantly above national and local measures (2017-94%, 2018-98%, 2019-95% FFT). GDS writing at KS2 has been above national and local data but not significantly above in the last two years (2017-29%, 2018-31%, 2019-23% FFT). 2019 data used due to Covid. 	
School improvement priorities	<u>Quality of Education</u> <ul style="list-style-type: none"> Teaching, learning and assessment of writing – Teaching that promotes learning at GDS/introduce Comparative Marking to benchmark assessments. Teaching and learning – ensure systematic progression in core knowledge and skills within foundation subjects/wider curriculum. Ensuring high quality teaching for all pupils to secure Covid learning recovery focusing upon explicit instruction, scaffolding and utilising metacognitive strategies. Implementing effective diagnostic strategies to secure Covid learning recovery. Supporting Remote Learning to ensure that pupil learning is not compromised in the event that pupils need to access remote 	



	<p>learning for a time.</p> <p><u>Behaviour and Attitudes/Personal Development</u></p> <ul style="list-style-type: none"> Ensuring that pupils' emotional, social and behavioural needs post Covid are met through the review of our SEL curriculum <p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> Reviewing intervention programmes and 1-1/small group tuition to ensure that pupils requiring learning intervention due to Covid or other learning needs are provided with the quality intervention that is needed. Reviewing the ways that we communicate with, and support parents recognising that we will have less face to face contact with our parent body.
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QUALITY OF EDUCATION – Outstanding

<p>Intent:</p>	<ul style="list-style-type: none"> At Tranmere Park, we all work together to enable children to gain a passion and ability for life-long learning. We strive to accomplish this through the teaching, promotion and reflection of our six learning behaviours. We aim for our children to leave us at the end of KS2 being significantly advantaged in terms of their high school readiness. We believe this is achieved through ensuring our pupils have a solid understanding and competence in core subject areas but that they have also had opportunities within a broad curriculum to discover personal interests and talents. Cultural capital – we believe in delivering a broad, well sequenced and coherent curriculum that promotes mastery, within which we can offer our pupils opportunities for experiential learning and respond to our school and local context. Many of our children come from comparatively privileged backgrounds and will no doubt gain from the future opportunities that such privilege can bring (higher education etc.). We believe that many of our children may find themselves, as adults, in positions of responsibility. Whether this be as active members of their communities or as employers/employees. We believe it is our duty to ensure that our pupils develop a sense of what it means to be a responsible citizen and that they have an understanding of what it means to be a positive part of modern British society. They must also have the skills and understanding to develop and sustain positive personal relationships, developing empathy and tolerance for others. We also believe that we must equip our children with the foundations that will enable them to manage their own well-being within an increasingly complex world, including their own mental health.
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Implementation:

- High quality CPD, thoughtful recruitment and an investment in 'Team Tranmere' ensures a level of expertise in the majority of teaching staff. This year (2020/21) we have three RQT teachers within the staff which is unusual for our school. Incremental coaching and 'open classroom' processes allows less experienced staff to develop their skills. All teachers are capable and effective, with some who are 'at the top of their game' as designated SLEs and leading teachers. Most 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, processes and 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. An agreed systematic approach to the teaching of core subjects ensures full and detailed coverage, with school pupil progress review processes ensuring any children at risk of falling behind are quickly identified and additional support put in place.
- A whole school focus on ensuring pupils meet ARE through aspirational individual pupil targets, high quality teaching and rigorous scrutiny of data leading to the right pupils being placed in the right interventions allows most pupils to meet, and a high percentage to exceed, ARE – 89% combined RWM at the end of KS2 2019. Additionally, 87% of pupils met GLD, 93% of pupils met the phonics screening target and 89% of pupils achieved ARE across RWM combined at KS1. These figures, and consistently high levels of attainment over a 10 year period, evidence the effectiveness, and constantly evolving efficiency, of our provision for teaching, learning and assessment.
- Whole school policies focusing on mastery allow 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. However, 2019 data shows us that we need to do more to ensure that children are actively supported to develop into greater depth writers where this potential is noted. Part of this work will involve securing teacher assessment in writing at greater depth.
- The curriculum is broad and interesting, offering many opportunities for 'hands-on learning', trips, visitors and learning in the outdoor environment. Teachers are skilled at using the school Curriculum to ensure appropriate coverage of all foundation subjects and in-house assessment systems promote reflection on key learning and the identification of children who have a particular interest or talent within a subject area. Entry points for each new topic provide an interesting 'hook' to draw in the pupils with exit points offering opportunities to reflect and share learning outcomes with the parent body. Outdoor learning links – 'Muddy Puddle Days' are identified where most appropriate, allowing all children the opportunities to work collaboratively outside of the constraints of the classroom. A weekly forest school group also allows further opportunities for this approach with a number of pupils who have a particular interest or for pupils who particularly benefit from less structured/formal approaches to learning.
- The next stage of our curriculum development this year is to 'tweak' the structure and coverage to ensure that key concepts and knowledge within each subject are organised and sequenced to best promote mastery throughout key stages. We will also be further developing threads throughout our curriculum that promote school learning behaviours and allow teachers to address pupil and local context.
- The recent introduction of knowledge organisers and pre and post topic assessments for each topic (available on the school website) allows teachers to focus on the promotion and retention of key knowledge within each topic. Technical and subject specific vocabulary is actively taught to pupils – this, along with key knowledge and facts, is shared with parents each half term to encourage parental involvement in learning.



Impact:	<ul style="list-style-type: none"> Children’s workbooks, in core subjects and also topic, demonstrate the school high expectation in terms of core skills and presentation. School feedback policy ensures that pupils are required to think carefully through their responses to feedback and develop independent self-correction skills – i.e. yellow box marking, Tranmere TRACK. Tranmere TRACK aims to embed a systematic approach to the editing of pupils’ own work. Consistent, regular and well-balanced homework – evident on our school website - ensures pupils regularly and routinely practice skills. 																																	
	<p>*Number in brackets- total number of pupils within group</p> <p>Early Years Foundation Stage – Good Level Of Development</p> <table border="1"> <thead> <tr> <th>% GLD</th> <th>All</th> <th>Girls</th> <th>Boys</th> <th>Dis</th> <th>SEN</th> <th>BME</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>86.7%</td> <td>90.9% (22)</td> <td>82.6% (23)</td> <td>NA (0)</td> <td>60% (5)</td> <td>100% (5)</td> <td>100% (3)</td> </tr> <tr> <td>2017/18</td> <td>88.9%</td> <td>100% (19)</td> <td>80.8% (26)</td> <td>NA (0)</td> <td>66.7% (3)</td> <td>100% (1)</td> <td>100% (1)</td> </tr> <tr> <td>2016/17</td> <td>86.7%</td> <td>100% (20)</td> <td>76% (25)</td> <td>50% (2)</td> <td>0% (4)</td> <td>33.3% (3)</td> <td>33.3% (3)</td> </tr> </tbody> </table>	% GLD	All	Girls	Boys	Dis	SEN	BME	EAL	2018/19	86.7%	90.9% (22)	82.6% (23)	NA (0)	60% (5)	100% (5)	100% (3)	2017/18	88.9%	100% (19)	80.8% (26)	NA (0)	66.7% (3)	100% (1)	100% (1)	2016/17	86.7%	100% (20)	76% (25)	50% (2)	0% (4)	33.3% (3)	33.3% (3)	<div style="border: 1px solid black; padding: 5px;"> <p>2018/19 EYFS data: 14.9% above national average 20.3% above Leeds average Slightly declining three-year trend for girls. Slightly increased three-year trend for boys.</p> </div>
	% GLD	All	Girls	Boys	Dis	SEN	BME	EAL																										
	2018/19	86.7%	90.9% (22)	82.6% (23)	NA (0)	60% (5)	100% (5)	100% (3)																										
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<p>Year One - Phonics Screening Check Pass</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>Girls</th> <th>Boys</th> <th>Dis</th> <th>SEN</th> <th>BME</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>93.2% (44)</td> <td>100% (18)</td> <td>88.5% (26)</td> <td>NA</td> <td>80% (5)</td> <td>100% (2)</td> <td>100% (1)</td> </tr> <tr> <td>2017/18</td> <td>95.6% (45)</td> <td>100% (19)</td> <td>92.3% (26)</td> <td>50% (2)</td> <td>75% (4)</td> <td>100% (3)</td> <td>100% (3)</td> </tr> <tr> <td>2016/17</td> <td>97.8% (45)</td> <td>100% (16)</td> <td>96.6% (29)</td> <td>100% (1)</td> <td>100% (6)</td> <td>100% (4)</td> <td>100% (2)</td> </tr> </tbody> </table>		All	Girls	Boys	Dis	SEN	BME	EAL	2018/19	93.2% (44)	100% (18)	88.5% (26)	NA	80% (5)	100% (2)	100% (1)	2017/18	95.6% (45)	100% (19)	92.3% (26)	50% (2)	75% (4)	100% (3)	100% (3)	2016/17	97.8% (45)	100% (16)	96.6% (29)	100% (1)	100% (6)	100% (4)	100% (2)	<div style="border: 1px solid black; padding: 5px;"> <p>2018/19 Year 1 data: 11.3% above national average 14.2% above Leeds average Declining three-year trend for boys.</p> </div>	
	All	Girls	Boys	Dis	SEN	BME	EAL																											
2018/19	93.2% (44)	100% (18)	88.5% (26)	NA	80% (5)	100% (2)	100% (1)																											
2017/18	95.6% (45)	100% (19)	92.3% (26)	50% (2)	75% (4)	100% (3)	100% (3)																											
2016/17	97.8% (45)	100% (16)	96.6% (29)	100% (1)	100% (6)	100% (4)	100% (2)																											
<p>Year Two – Phonics Screening Check Pass</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>Girls</th> <th>Boys</th> <th>Dis</th> <th>SEN</th> <th>BME</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>50% (2)</td> <td>NA</td> <td>50% (2)</td> <td>0% (1)</td> <td>50% (2)</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>2017/18</td> <td>100% (1)</td> <td>NA</td> <td>100% (1)</td> <td>NA</td> <td>100% (1)</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>2016/17</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>		All	Girls	Boys	Dis	SEN	BME	EAL	2018/19	50% (2)	NA	50% (2)	0% (1)	50% (2)	NA	NA	2017/18	100% (1)	NA	100% (1)	NA	100% (1)	NA	NA	2016/17	NA	NA	NA	NA	NA	NA	NA	<div style="border: 1px solid black; padding: 5px;"> <p>*There are too few pupils to make any judgements about the statistical significance of data for Y2 phonics.</p> </div>	
	All	Girls	Boys	Dis	SEN	BME	EAL																											
2018/19	50% (2)	NA	50% (2)	0% (1)	50% (2)	NA	NA																											
2017/18	100% (1)	NA	100% (1)	NA	100% (1)	NA	NA																											
2016/17	NA	NA	NA	NA	NA	NA	NA																											



End KS1 – Expected Standard

	Reading			Writing			Maths		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All	93.3% (45)	91.1% (45)	95.6% (45)	95.6% (45)	95.6% (45)	93.3% (45)	93.3% (45)	91.1% (45)	93.3% (45)
Girls	94.7% (19)	88.2% (17)	100% (26)	100% (19)	94.1% (17)	92.3% (26)	100% (19)	88.2% (17)	92.3% (26)
Boys	92.3% (26)	92.9% (28)	89.5% (19)	92.3% (26)	96.4% (28)	94.7% (19)	88.5% (26)	92.9% (28)	94.7% (19)
Dis	50% (2)	100 (1)	NA	50% (2)	100% (1)	NA	50% (2)	100% (1)	NA
SEN	75% (4)	80% (5)	80% (5)	75% (4)	80% (5)	80% (5)	50% (4)	80% (5)	80% (5)
BME	100% (3)	100% (5)	50% (2)	100% (3)	100% (5)	50% (2)	100% (3)	100% (5)	50% (2)
EAL	100% (3)	100% (2)	NA	100% (3)	100% (2)	NA	100% (3)	100% (2)	NA

2018/19 KS1 at Ex standard:

Reading:

18.4% above national average
23.3% above Leeds average
Attainment in top 3% nationally

Writing:

26.4% above national average
32.1% above Leeds average
Attainment in top 1% nationally

Maths:

17.7% above national average
22.7% above Leeds average
Attainment in top 2% nationally

Combined R/W/M: 89%

This is in top 2% schools nationally.

End KS1 – Greater Depth Standard

	Reading			Writing			Maths		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All	37.8% (45)	31.1% (45)	42.2% (45)	26.7% (45)	31.1% (45)	28.9% (45)	35.6% (45)	35.6% (45)	35.6% (45)
Girls	47.4% (19)	35.3% (17)	55.2% (26)	42.1% (19)	35.3% (17)	47.7 (26)	36.8% (19)	23.5% (17)	44.1% (26)
Boys	30.8% (26)	28.6% (28)	37.2% (19)	15.4% (26)	28.6% (28)	24.6% (19)	34.6% (26)	42.9% (28)	38.7% (19)
Dis	0% (2)	0% (1)	NA	0% (2)	0% (1)	NA	0% (2)	0% (1)	NA
SEN	6.7% (4)	17.8% (5)	26.7% (5)	11.3% (4)	18.9% (5)	18.3% (5)	13.3% (4)	18.9% (5)	18.3% (5)
BME	0% (3)	40% (5)	39.3% (2)	0% (3)	40% (5)	7.1% (2)	33.3% (3)	60% (2)	14.3% (2)
EAL	66.7% (3)	50% (2)	58.3% (3)	66.7% (3)	50% (2)	58.3% (3)	66.7% (3)	50% (2)	83.3% (3)

2018/19 KS1 at GD standard:

Reading:

12.8% above national average
16.4% above Leeds average
Attainment in top 12% nationally

Writing:

11.9% above national average
15.1% above Leeds average
Attainment in top 9% nationally

Maths:

13.9% above national average
17.2% above Leeds average
Attainment in top 9% nationally

Combined R/W/M: 24%

This is top 6% of schools nationally



End KS2 – Expected Standard

	Reading			Writing			Maths			GPS		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All	91.8% (61)	93.9% (48)	85.4% (48)	95.1% (61)	95.9% (48)	93.8% (48)	93.4% (61)	91.8% (48)	100% (48)	91.8% (61)	87.8% (48)	91.7% (48)
Girls	93.3% (30)	100% (22)	90% (20)	96.7% (30)	100% (22)	95% (20)	96.7% (30)	95.5% (22)	100% (22)	90% (30)	96.2% (22)	96.2% (20)
Boys	90.3% (31)	92.3% (26)	82.1% (28)	93.5% (31)	96.2% (26)	92.9% (28)	90.3% (31)	92.3% (26)	100% (28)	92.9% (31)	87% (26)	87% (28)
Dis	100% (1)	100% (2)	50% (2)	100% (1)	100% (2)	50% (2)	100% (1)	100% (2)	100% (1)	100% (1)	50% (2)	100% (2)
SEN	83.3% (6)	80% (5)	66.7% (3)	83.3% (6)	80% (5)	66.7% (3)	83.3% (6)	80% (5)	100% (3)	100% (6)	100% (5)	100% (3)
BME	80% (5)	100% (7)	83.3% (6)	100% (5)	100% (7)	83.3% (6)	100% (5)	100% (7)	100% (6)	100% (5)	85.7% (7)	85.7% (6)
EAL	100% (3)	100% (4)	100% (3)	100% (3)	100% (4)	100% (3)	100% (3)	100% (4)	100% (3)	100% (3)	100% (4)	100% (3)

End KS2 – Greater Depth Standard

	Reading			Writing			Maths			GPS		
	18/19	17/18	16/17	18/1	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All	44.3% (61)	49% (48)	33.3% (48)	23% (61)	30.6% (48)	29.2% (48)	52.5% (61)	46.9% (48)	47.9% (48)	45.9% (61)	53.1% (48)	43.8% (48)
Girls	43.3% (30)	63.3% (22)	40% (20)	23.3% (30)	27.3% (22)	20% (20)	40% (30)	45.5% (22)	45% (20)	30% (30)	57.7% (22)	57.7% (20)
Boys	45.2% (31)	38.5% (26)	28.6% (28)	22.6% (31)	34.6% (26)	35.7% (28)	64.5% (31)	50% (26)	50% (28)	53.6% (31)	26.1% (26)	26.1% (28)
Dis	NA	0% (1)	0% (1)	NA	0% (1)	0% (1)	NA	100% (1)	0% (1)	100% (1)	50% (2)	0% (2)
SEN	33.3% (6)	20% (5)	33.3% (3)	0% (6)	0% (5)	0% (3)	50% (6)	20% (5)	66.7% (3)	33.3% (6)	33.3% (5)	33.3% (3)

2018/19 KS2 at Ex standard:

Reading:
18.6% above national av
22.7% Leeds av
Av scaled score 108.2 (104.4 national average)
Attainment in top 9% nationally
Progress +2% - In-line with national

Writing:
16.6% above national av
21.1% above Leeds av
Av scaled score 104.7 (101.6 national average)
Attainment in top 5% nationally
Progress +1% - In-line with national

Maths:
14.7% above national av
17.9% above Leeds av
Av scaled score 109.2 (105 national average)
Attainment in top 11% nationally
Progress +1% - In-line with national

2018/19 KS2 at GD standard:

Reading:
17.4% above national av
20.3% above Leeds av
Attainment in top 11% nationally
Progress -2% - In-line with national

Writing:
2.9% above national av
5.1 above Leeds av
Attainment in top 39% nationally
Progress -17% - Sig below national

Maths:
25.9% above national av
26.7% above Leeds av



BME	20% (5)	71.4% (7)	16.7% (6)	0% (5)	71.4% (7)	33.3% (6)	40% (5)	85.7% (7)	33.3% (6)	33.3% (5)	57.1% (7)	57.1% (6)
EAL	66.7% (3)	100% (4)	33.3% (3)	0% (3)	100% (4)	33.3% (3)	66.7% (3)	100% (4)	66.7% (3)	66.7% (3)	66.7% (4)	66.7% (3)

Attainment in top 5% nationally
 Progress +6% - In-line with national
 Combined R/W/M: 20% - top 13% nationally

Science EX Standard				
	KS1		KS2	
	School	National	School	National
2018/19	100%	82%	97%	83%
2017/18	98%	83%	100%	83%
2016/17	93%	83%	100%	82%

- Arts provision in school is a strength. All children have the opportunity to learn a musical instrument in year 4 with many other musical clubs and classes being on offer additional to the curriculum ('Groove Generation' project with other Aireborough schools, the school choir, Aireborough choir, keyboard/guitar/woodwind lessons, and dance club, annual whole school involvement in local art exhibition and in town hall concerts).
- Sporting talent is encouraged with many additional opportunities offered throughout every academic year. Tranmere is active within many local and national sporting competitions and tournaments and has a history of success within these.
- Modern languages are also a strength of the school. French is taught by specialist teachers from reception to year six. The skilled and systematic approach to the teaching of languages allows our pupils to make excellent progress, with our KS2 pupils moving on to written recording in French as well as communicating verbally. Our local high schools tell us that our children are often significantly advantaged in this area.

Areas for development

- Curriculum long term plan review – focus on progression of knowledge and skills within foundation subjects. Identify 'sticky knowledge' we wish children to retain.
- Identify and formalise 'threads' throughout the curriculum that address TTPS pupil specific characteristics and local context.
- Progress in writing across Key Stage 2. Ensure more able writers in KS1 are given opportunities and actively taught skills needed to become GDS writers at end KS2.
- Ensure teacher accuracy and confidence in assessing writing, particularly at GDS.



Next steps	<ul style="list-style-type: none"> • Continue with 'No More Marking' comparative marking throughout school in order to ensure opportunities for writing in each year group to be 'benchmarked' against national standards. • Continue with whole school review of grammar, punctuation and spelling. Identify common weaknesses in each phase. • Agree 'non-negotiables' or basics that will always be corrected in children's writing. • Re-focus on shared class book/reading and opportunities for children to access higher order writing and to discuss ways in which the author uses language and style to create effect and make a piece of writing appropriate for the target audience etc. • Strategically plan in times for teaching teams to look at whole class sets of writing books together. Teachers to identify weaknesses/next steps together and create a plan for addressing this in their lessons (particularly chances to challenge and extend GD writers) • More opportunities for extended cross-curricular writing to be identified and planned in. Use of subject specific vocab. • Review the order and content of the International Primary Curriculum route plans – re-structure where necessary to ensure mastery of key knowledge. • Identify opportunities within the curriculum to encourage learning and development particular to our pupils and context (resilience, collaboration, understanding and acceptance, contributing to a community).
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BEHAVIOUR AND ATTITUDES - Outstanding

	<ul style="list-style-type: none"> • We have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in our pupils' positive behaviour and conduct. • The great majority of our pupils consistently have highly positive attitudes and commitment to their learning. 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. 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). • 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 Y5 cohorts has been identified as a focus group in this area and are receiving tailored support from both the Pupil Development Centre and focused sessions from our Learning Mentor. There are 2 pupils in receipt of funding to support their behaviour throughout the school. One further child receives 1:1 support for the majority of the week to support positive behaviour. • 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 and very experienced leaning mentor and the SLT. Physical aggression is extremely uncommon. Pupils with particular behavioural difficulties are fully included in the life of
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	<p>the school and are very well supported in learning to manage their own behaviour by adults and other children.</p> <ul style="list-style-type: none"> • Pupils generally very good conduct reflects the schools' efforts to ensure high standards are the norm – feedback from teachers and 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 walks is that all pupils are now aware of this approach and it is having a positive impact on pupil understanding of active engagement. • There have been 8 fixed term exclusions over the last three years. These are usually for the period of one day and are in relation to one child. • 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. • Attendance is outstanding in all year groups (97% school average) as parents & pupils understand the importance of regular school attendance. The overwhelming majority of pupils are consistently punctual in arriving at school.
Areas for development	<ul style="list-style-type: none"> • Continue to review behaviour policy and approaches for children who have experienced early trauma. • Focus on areas of challenge, particularly within year 5 cohort, and the relationships between some pupils in this group.
Next steps	<ul style="list-style-type: none"> • Seek specialist support in adapting school behaviour policy – trauma aware. • Train staff in potential implications for pupils who have experienced early trauma. • Create 'team around the child' – designated 'safe' adults to support a child when in crisis. • Continue learning mentor work in year 5. Closely monitor incidents of unacceptable behaviour/pupil disagreements on CPOMS. Act on trends/continuing issues, involving parents when necessary.



PERSONAL DEVELOPMENT – Outstanding

- Pupils are confident, self-assured learners and 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 and what this means:
"Be yourself, Be your best, Be Team Tranmere".
- 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 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.
- 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.
- A 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. This aspect is due for review again this academic year.
- 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 this aspects ensures our pupils know how to keep themselves safe on-line. Parental feedback (through the annual parent questionnaire) in the summer term of 2019 told us that they believe we support them with, and communicate issues around, online safety effectively.
- 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 partner headteachers and a parent questionnaire (June 2018 and June 2019) confirms the school's grading for this area.



Areas for development	<ul style="list-style-type: none"> • Identify opportunities within curriculum review (academic year 20/10) for pupil learning behaviours and the development of specific pupil characteristics to run as a 'thread' throughout the school curriculum, from EYFS to Year 6. • Increase pupil education around LGBTQ and gender.
Next steps	<ul style="list-style-type: none"> • Whole school curriculum review – map out opportunities to explicitly teach learning behaviours (at appropriate age level) and topics/themes within which we can focus upon empathy, resilience, tolerance, managing difference/conflict etc.

LEADERSHIP AND MANAGEMENT – Outstanding

	<ul style="list-style-type: none"> • Leaders and governors have created a culture that enables pupils and staff to excel. • 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. • 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. • 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 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.
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- 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.
- Our staff have also been enabled to excel; this can be shown by:
 - Our leadership of the Noctua Teaching School Alliance, an alliance of 90 schools across Leeds.
 - The accreditation of one of the Headteachers as a National Leader of Education.
 - 2/13 class based 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 41 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 ALPT 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.
 - 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.
- Leaders and governors 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 with the target first being met in 2015 and outcomes in 2019 in the top 5% of schools nationally.
- One of the HTs 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, all of which ensure high expectations are set and that there is an authentic level of consistency throughout school.
- 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.
- 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 8 year period (2011-19), demonstrating the effectiveness of governance in holding school leaders to account over the careful allocation of funds to ensure high 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 an asset which is reflected in a positive pupil experience and outcomes. Hill and Laker's 2016 research references the importance of focusing upon



	<p>100% of staff being at least capable from their 3rd year of teaching onwards through the effective development of staff in 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.</p> <ul style="list-style-type: none"> • Adults working at Tranmere Park Primary are respected as hard working, motivated and personally invested professionals. Leaders 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 reflected in low turnover of staff and the positive ethos evident within school. • 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. • 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.
<p>Areas for development</p>	<ul style="list-style-type: none"> • To further develop the role of the middle leader, particularly in relation to subject leadership.
<p>Next steps</p>	<ul style="list-style-type: none"> • Review subject leadership roles and responsibilities. • Agree a consistent approach to the monitoring and evaluation of each subject by leaders. Define the terms 'management of a subject' and 'leadership of a subject' and the expectations within both.



QUALITY OF EDUCATION IN EARLY YEARS – Outstanding

Intent	<ul style="list-style-type: none"> • The EYFS at Tranmere Park works closely together with the rest of the school to begin the learning journeys of our pupils. In line with school, we too teach and promote the skills for life-long learning with regular reflection on the Characteristics of effective Learning. • We aim for the children to leave us at, or above national expectations (ELG), so that they are ready to embark on the challenge of the National Curriculum in Year 1. In line with the rest of the school, we offer fantastic opportunities for experiential learning, outdoor learning and give children the chance to begin to find out what their talents and interests are. • We ensure learning for all, regardless of starting points and disadvantages (SEND, EAL etc.) and due to a large number of feeder settings, we help all children to begin to self-regulate from early on, so that friendships can be formed and lines of communication are opened. • We wish for all family members to become part of Team Tranmere, so have regular opportunities for visits into school and information to be sent home, promoting the two-way partnership between home and school.
Implementation	<ul style="list-style-type: none"> • We deliver successful, well planned, timely and smooth transitions into school from nursery and also going up to KS1. Nursery to Reception transition includes meeting new parents, nursery visits, home visits, gathering of nursery reports, 'All About Me' booklets and visits to school from children for taster sessions. Extra transition sessions are also provided for those children we feel need extra support. These procedures ensure pupils are ready on entry despite numerous, diverse feeder sessions (17 this academic year). Reception to Year 1 transition involves a parent evening/meet the teacher event, three pupil transition full mornings and moderation with EYFS and KS1 staff. We also discuss the need for early years practice to continue where appropriate. We evaluate and modify transition processes year on year to ensure the best transition possible. • Talented and experienced teachers and teaching assistants, that know their role within the unit very well, help the children to reach their full potential and form excellent relationships with both students and parents. This is key in providing an outstanding environment as children want to come to school, are confident to challenge themselves, are not afraid of making mistakes and are open about their interests. • The EYFS has vibrant classrooms and working/shared areas where all children understand the purpose and use of items found there. Environments also promote children becoming more independent learners, give opportunities for children to challenge themselves and continue their learning from lessons, promote children being 'school ready' and also match the interests of the children (so continually develop and change with the children's' interests). • Exciting topics and creative planning that engages the children. This also includes homework systems which continue to receive very positive responses from parents and children, and the quality of home work/parent support all contribute to the effectiveness of pupil's



	<p>learning.</p> <ul style="list-style-type: none"> • A systematic target setting process is used to ensure all children in the unit are given the opportunity to make rapid and outstanding progress from baseline results to end of year outcomes. • School visits and visitors are exciting, to create more adventure for the children outside and inside of school (e.g. to The Yorkshire Wildlife Park and 'Ned the Dog'). This in turn develops children's excitement and involvement in topics and also the children's health and self-care, managing feelings and behaviour and self-confidence and self-awareness strands of learning. • Parental engagement continues to be successful with the delivery of informative workshops, website posts, entry and exit points, parent consultation evenings, school visits, pupil mentoring sessions, stay and play sessions and contributions to learning journeys. We are very proud of the positive relationships developed through all members of staff with parents. • 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 half termly ALP teach meets and termly leadership forums/moderation briefings. The introduction of a specific EYFS action plan focuses the phase leader's efforts into continuous development of the unit. • High quality of teaching and learning evident through all performance management indicators for both teachers – including triangulated lesson observations, book scrutinies and learning walks (including those from external observers), showing all aspects were of a high quality. We were subject to three external moderation visits from the lead consultant of the EYFS in Leeds. All judgements were agreed with and the moderators were impressed with our evidence gathering, knowledge of the children and methods to increase attainment.
Impact	<ul style="list-style-type: none"> • High and sustained GLD (above national and local data). 87% of children achieved a 'Good Level of Development' (GLD) last academic year. This is a slight decrease on the previous year but we are extremely proud of it considering the nature of the cohort (which was apparent at baseline stage and well documented throughout the year) and the fact that a child joined us just before data entry, who had not been in the British education system. Also, there were children with specific needs in both classes, who despite having a lot of support, would not have reached GLD due to their needs. National GLD was 71.8% and local was 66.4% so we continue to be considerably higher than those two indicators, of which we are very proud. • High and sustained 'Average Points Score' (ATPS- - last year was 40.3. This was well above the National ATPS of 34.6 and local of 34.8. • Children initiated learning was clearly evident in the environment and also was documented in learning journeys, where topics were led by the children and also adapted for children with specific needs. This shows that children learn to challenge themselves, become more independent and are leaving us ready for the challenge of the National Curriculum.



<p>Actions from previous year:</p> <ul style="list-style-type: none"> - Ensured that all staff underwent training to improve the skills in oracy and communication of children, which in turn increased other areas of learning. - Learn about and begin to implement maths mastery techniques and resources into EYFS teaching. - Consider curriculum, provision and innovative practice with the view to narrowing the attainment gap between boys and girls. 	<p>Impact of actions:</p> <ul style="list-style-type: none"> - C&L strands increased for all children on previous years, including those in vulnerable and disadvantaged groups. - Staff were informed of the new approach and after staff training our lower ability children began this mastery technique towards the end of the year and therefore had more of a solid base for their start in Year 1. It also meant that teachers and Teaching Assistants could be confident and ready for rolling the technique out next year. - Evident in data that gaps began to close between boys and girls attainment in several areas of learning. Certain resources and curriculum foci were tailored more towards boys' interests, with the intention of sparking interest and higher engagement from the boys (evident from parent comments, child comments and data).
<p>Areas for development</p>	
<p>Next steps</p>	

