

# Armthorpe Tranmoor Primary School

## Inspection report

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<b>Unique Reference Number</b>	106753
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	356020
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Declan McCauley

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	416
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Tracey Hewer
<b>Headteacher</b>	Mrs Sheila Bean
<b>Date of previous school inspection</b>	15 November 2006
<b>School address</b>	Tranmoor Lane Armthorpe, Doncaster South Yorkshire DN3 3DB
<b>Telephone number</b>	01302 831720
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<b>Email address</b>	head@tranmoor.doncaster.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 31 lessons and observed 16 teachers. They held meetings with two representatives of the governing body, staff, parents and groups of pupils. Inspectors observed the school's work closely and looked at the school's documentation relating to safeguarding, its improvement plans, reports on its work, governing body minutes and records of pupils' progress. Inspectors considered questionnaires from 34 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of the quality of teaching on the attainment of more-able pupils in English and mathematics.
- How well all pupils with special educational needs and/or disabilities are supported in their learning.
- How well the curriculum provided by the school meets the needs of specific groups of pupils.
- The impact of the work of middle leaders in raising attainment and improving pupil progress.

## Information about the school

The school is a larger-than-average-sized primary school. Very few pupils come from minority ethnic backgrounds. Almost no pupils attend the school whose first language is believed not to be English. The percentage of pupils known to be eligible for free school meals is slightly below the national average. The percentage of pupils who have special educational needs and/or disabilities is below the national average as is the percentage of pupils with statements. Lilypads, run by the governing body, provides day care for children between two-and three-years of age.

The school has gained a number of awards including Basic Skills, the Smoke Free award, Healthy Schools status and the Financial Management Standard.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils are provided with many opportunities to learn in an extremely caring environment. The vast majority of parents and carers are pleased with their children's experience of school. There is a shared sense of purpose amongst staff to improve the outcomes for the pupils. The school environment is very welcoming and pupils enjoy attending the school and work hard in lessons. The strong school ethos helps develop pupils' desire to learn; their good behaviour and an effective curriculum provide a firm foundation for pupils' good progress. Children start school with skills below those typical for their age and make good progress overall by the time they leave Key Stage 2. The amount of progress made by pupils varies between year groups but is stronger in the Early Years Foundation Stage and at Key Stage 2. The progress made by pupils with special educational needs and/or disabilities varies also between groups. By the end of Year 6, pupils' attainment is broadly in line with the national average.

The effective leadership of the headteacher and senior leaders has successfully brought about a number of improvements since the last inspection. Leaders have a clear and accurate picture of the school's strengths and the areas where improvements are needed. The school's improvement plan sets out priorities which are carefully identified and relevant to the next stage of school development. These have been discussed in detail by all those involved in bringing about improvement and contribute to a good capacity to improve. Subject leaders undertake monitoring of their subjects, but this is currently not having as strong an impact as it might on raising attainment for more-able pupils. Well-informed members of the governing body hold the school fully to account. Collectively, the governing body, headteacher and other leaders are well focused on further improving pupils' attainment and progress. Lilypads, which is managed by the governing body, provides effective day care for children from the age of two years upwards.

Pupils are well-behaved throughout school and their behaviour makes a positive contribution to their learning. Processes are in place which enable all staff to care for pupils extremely effectively, ensuring that they are guided well and supported throughout their time at school. The caring and supportive ethos which permeates throughout school life contributes very effectively to pupils' personal development. Pupils are inspired by what they do in school to adopt healthy lifestyles resulting in them being very well informed about issues including exercise and healthy eating. The number of pupils who miss school on a regular basis has reduced substantially because of the actions taken by the school.

## What does the school need to do to improve further?

- Improve the attainment of more-able pupils by:

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- ensuring that teachers plan effectively to meet their needs
- providing a greater level of challenge in lessons
- providing greater opportunities for independent learning
- increasing the impact of middle leaders in supporting and challenging teachers to provide them with effective learning opportunities.
- Ensure that all pupils consistently make good progress in English and mathematics by:
  - improving the consistency of good or better teaching throughout school
  - using on-going assessments within lessons to inform planning the next steps in learning
  - providing pupils with special educational needs and/or disabilities with learning activities which are always well matched to their needs.

**Outcomes for individuals and groups of pupils****2**

From the time they enter school until they leave pupils make good progress. Lesson observations and the school's data shows that pupils' progress varies slightly in different year groups. For example, Progress made by pupils in their learning from the end of Key Stage 1 to the end of Key Stage 2 dipped in 2010 to broadly in line with that found nationally. At the end of Key Stage 1, attainment in 2010 was generally lower than the national average, particularly in mathematics, for more-able pupils. Attainment at the end of Year 6 is broadly in line with the national average overall although slightly lower for more-able pupils in English and mathematics. The school has accurately identified this and is currently acting to bring about improvements.

Pupils with special educational needs and/or disabilities make variable progress also in lessons because tasks are not always as well-matched to their needs as they could be. In some classes teaching assistants have a good understanding of these pupils' needs, enabling them to make effective progress. Pupils speak very positively about their school and enjoy participating in lessons and many other aspects of school life.

Pupils are caring and very supportive of others. They are well-behaved at all times. The school is extremely successful in encouraging pupils to adopt healthy lifestyles. Pupils confidently spoke to inspectors about how to live healthy lives. A broad range of activities is run after school. The take-up by pupils of these activities is extremely high. As a 'Bike it school', much is being done to encourage pupils to exercise by cycling to school. Pupils say that they feel extremely safe and well cared-for when at school. In lessons they are taught effectively about staying safe when outside of school. They feel confident to approach adults in school if they have any concerns and say these are resolved promptly. Pupils are enthusiastic participants in the life of the school. They enjoy taking on responsibilities such as growing vegetables to be used in the school kitchen. The spiritual, moral, and social development of pupils is good. Throughout school pupils consider others' feelings and emotions and reflect thoughtfully on the needs of those who are less fortunate than themselves. The number of pupils who are persistently absent from school has reduced significantly during the past year. This is because of the extremely successful efforts of the school staff in making sure parents know how important it is their children attend school every day. As a result, pupils' attendance climbed to average; it is slightly

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higher this term. As a result of their good grounding overall in information and communications technology (ICT) and enterprise-focused lessons, pupils are well-prepared for their future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching varies throughout Key Stage 1 and to a lesser extent Key Stage 2. In the best lessons, teachers maintain a good pace of learning, plan exciting investigations which enable pupils to learn independently at a level appropriate to their needs.

Information and communication technology is used in the majority of lessons to very good effect, inspiring pupils' enthusiasm for learning. In some lessons teachers use video clips effectively resulting in pupils being encouraged to be more creative in their use of spoken and written language. Targets are set for pupils enabling them to monitor the progress they are making. Some teachers use a range of techniques to assess how pupils are learning and how much progress they are making, although this is inconsistent between year groups. Good relationships are apparent in lessons, making learning a positive experience for pupils. The high quality of teaching in some classes coupled with the positive attitudes which all pupils have in lessons impact strongly on their learning.

When teaching is less effective there is an inconsistent level of challenge which does not always allow all pupils to make as much progress as they could. Some teachers do not always plan appropriately for the needs of all pupils and the marking of pupils' work does

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not always identify the next steps which they should take to improve their work. On occasions, teachers spend too long focusing on how pupils should undertake tasks and allow insufficient time for independent learning.

The well-enriched curriculum is further enhanced by a wide range of visits and visitors. Many popular clubs run after school which many pupils attend regularly. The development of the curriculum has involved all staff and it is well thought out. It is topic-based and successfully captures the interests of all pupils. Spanish lessons are enjoyed by pupils and extend beyond language learning to explore the culture and way of life in Spain. Staff at the school know the pupils very well and take exceptionally good care of them. Transition arrangements between year groups run smoothly because of careful liaison between staff. Parents and carers feel well-informed about the progress made by their children. The strong caring ethos serves to support all pupils well. The school is working already on improving the progress made by pupils with special educational needs and/or disabilities and the level of challenge for more-able pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The leaders of the school, including the governing body, are well-motivated to increase the amount of progress made by all pupils and further raise attainment. Strong self-evaluation procedures provide the senior leaders with an accurate picture of where improvements are needed, for example, in ensuring what is currently satisfactory teaching becomes consistently strong throughout the school.

Strategies to evaluate the quality of work in classrooms are in place and used well to identify areas for improvement. The monitoring of teaching and learning is carried out by subject leaders and while the impact of this is variable, its frequency has increased since the previous inspection. Members of the governing body have a thorough understanding of the workings of the school. They are supportive and challenging in their quest to improve the school further. They have ensured procedures to safeguard pupils are fully in place. This is one area of which they are particularly proud. The school works well with a range of partners to support the learning and well-being of pupils successfully. Senior leaders and school staff have been involved in supporting other schools locally when they have had difficulties, demonstrating the true meaning of partnership in the community. Lilypads is well led on a day-to-day basis by the headteacher and managed effectively by the governing body.

Relationships with parents and carers are good, and this was very apparent when inspectors spoke with a number of them in the playground. The school seeks the views of

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parents and carers and acts upon them. Its website and virtual learning environment demonstrate a commitment to working closely with parents and carers by sharing information to benefit pupils' development. The school leaders recognise their responsibilities for promoting full equality of opportunity giving many pupils equal chances to succeed in their education. This is promoted well within school resulting in areas of underperformance being recognised by the school and plans being put in place to bring about rapid improvement. School leaders have a clear understanding of the school community and are working to further develop pupils understanding of wider international communities. The school is seen as a very important part of the local community. It is resourced well overall and this has a positive impact on the outcomes for pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Early Years Foundation Stage team is well-led. They work well together to help children adjust to the school's routines and help them to feel at home. Most of the children from the nursery upwards make good progress from starting points below those typically found for their age. Good relationships exist in the Early Years Foundation Stage which enable children to develop their social skills well. Children are willing and collaborative learners who have many opportunities to take part in independent activities in a harmonious atmosphere. During the inspection one child decided to collect some ice and put it in a container to watch it melting inside. He was encouraged to think carefully by his teacher who skilfully helped to guide his development of thinking the problem through. The nursery is organised and planned well providing an effective stimulating environment in which children enjoy undertaking the variety of planned and independent tasks. There are opportunities for the free flow of play in the outdoor area. Children feel safe in their learning environment. Those involved in leading the Early Years Foundation Stage have a vision and passion for the development needs of children. Good attention is



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given to making healthy choices. Children's development is closely monitored and recorded enabling adults to have a good understanding of how much progress is being achieved and where further work is needed. Children are well-prepared for the start of Key Stage 1.

Children who attend Lily pads are effectively cared for by a team of well-qualified staff. The site and building are safe and secure. Children are happy and enjoy taking part in a variety of activities which are carefully designed to support their development. In the recent past much effort has successfully been put into creating a bright and stimulating environment for the children to aid their development. During the inspection 12 children were in attendance and it was adequately staffed. Lily pads is effectively managed resulting in provision which is popular with parents and fully complies with the requirements for registered childcare provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Fewer than a tenth of parents and carers returned the inspection questionnaire. Almost all of these parents and carers were positive or very positive about the school and its work. A minority also wrote comments to expand upon their views.

Nearly all spoke appreciatively about the school and praised the staff. One of the comments made by parents was, 'The school is a very friendly environment in which both of my children receive excellent teaching from an extremely dedicated staff. Parental involvement in many aspects of children's education is encouraged and I always feel welcome in school.' This comment was typical of the responses. A very small number of parents and carers had concerns about the school. For example, two parents or carers felt school did not deal effectively with unacceptable behaviour, take their suggestions or views into account or prepare pupils well for their future. During the inspection the inspectors did not find any evidence to support these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Armthorpe Tranmoor Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	79	7	21	0	0	0	0
The school keeps my child safe	23	68	10	29	0	0	0	0
My school informs me about my child's progress	20	59	12	35	1	3	0	0
My child is making enough progress at this school	20	59	13	38	1	3	0	0
The teaching is good at this school	21	62	12	35	0	0	1	3
The school helps me to support my child's learning	21	62	11	32	1	3	0	0
The school helps my child to have a healthy lifestyle	20	59	13	38	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	44	13	38	2	6	0	0
The school meets my child's particular needs	22	65	11	32	1	3	0	0
The school deals effectively with unacceptable behaviour	17	50	14	41	2	6	0	0
The school takes account of my suggestions and concerns	13	38	16	47	2	6	0	0
The school is led and managed effectively	19	56	14	41	1	3	0	0
Overall, I am happy with my child's experience at this school	22	65	11	32	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 December 2010

Dear Pupils

**Inspection of Armthorpe Tranmoor Primary School, Doncaster, DN3 3DB**

Thank you for being so polite and welcoming to the inspectors when we visited your school. We enjoyed meeting you and talking with you to find out about how well you are doing. We are grateful to everyone who completed the pupils' questionnaires; these provided us with a lot of information. We discovered you go to a very friendly and welcoming school providing you with a good education which you clearly enjoy.

These are the main things that we found out about your school.

- You are exceedingly polite and well-behaved.
- You try hard to do your best.
- You are very caring of others, both at school and in the wider community.
- You say you feel very safe and know the adults care for you very well, it gives you confidence to talk to them if you have any worries.
- You enjoy lessons that are interesting and help you to learn.
- You know how to eat healthily and understand why it is important.

We have asked the school's leaders to do two things to help make it even better.

- Provide more challenge for those of you who are more able.
- Make sure that all of you make good progress in your learning.

We saw many of you working hard in lessons and we hope that you will continue to do this in the future so that you can make as much progress as possible in your learning.

Yours sincerely,

Declan McCauley

Lead inspector

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