

# Armthorpe Tranmoor Primary School

Tranmoor Lane, Armthorpe, Doncaster, South Yorkshire DN3 3DB

**Inspection dates** 17–18 February 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher successfully creates a happy, and inclusive ethos, where excitement about learning is tangible and effort is valued.
- Senior leaders' drive for improvement is securing better outcomes for pupils. Unshakeable belief that each pupil will succeed is a shared viewpoint.
- Leaders' checks on teaching and learning are rigorous and systematic. Carefully tailored support and training, along with challenging targets, means teachers' performance is developed effectively.
- Leaders shape an exciting curriculum that centres on the interests of pupils. This commitment to enrichment causes pupils to become engrossed in their learning and fosters an eclectic range of interests.
- Teaching is good and well supported by capable teaching assistants. Clear, succinct explanations and helpful demonstrations mean that pupils learn new skills and understand fresh ideas, successfully.
- Teachers use time efficiently. Every minute is spent with the interests of pupils in mind. High expectations, careful preparation and smooth transitions maximise opportunities for pupils.
- Most pupils make good or better progress from their starting points. They are well prepared for the next stage of their education.
- Pupils' behaviour is outstanding. They are self-disciplined, showing exceptional respect for each other and adults. Responsibilities are taken most seriously and pride in their school is sincere.
- Pupils are safe, confident and especially well cared for. Positive, enabling relationships with adults who know each individual extremely well lead to good progress. Enthusiasm for learning runs high.
- Governors use their extensive skills to good effect. Meeting with teachers and leaders and visiting school regularly means they are well placed to challenge and support improvements.

### It is not yet an outstanding school because

- Occasionally teachers do not intervene quickly enough to challenge or support pupils. This means that the rate of progress stalls or slows at times.
- Outcomes for pupils are good and improving but are not yet outstanding across key stages.
- Some remaining instability in leadership and management means consistency is partly reduced.

## Full report

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

- Enhance the quality of teaching further to secure outstanding practice by ensuring that:
  - teachers always anticipate the necessity for further challenge and support within lessons to meet the needs of all pupils
  - teachers' responses in lessons are increasingly prompt and precisely tailored to pupils' abilities to secure outstanding, rapid progress for all pupils.
- Strengthen leadership and management further by securing a full complement of senior appointments to consolidate and build upon the improvements evident at this inspection.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher successfully creates a culture of warmth and purpose. Within an energetic and nurturing atmosphere, adults and pupils feel valued, taking enjoyment from working together in a pleasant, happy setting. Consequently, positive, enabling relationships develop and are embedded.
- Senior leaders have an accurate view of the school's performance, precisely identifying areas of strength to celebrate and prioritising areas for development appropriately. These are communicated clearly to all parties involved, promoting a sense of collective responsibility.
- Leaders check the quality of teaching and learning, with due diligence. Rigorous systems of monitoring, including robust performance management procedures, mean the effectiveness of teachers' work is transparent. This enables leaders to support and challenge teachers, holding them strictly accountable for pupils' outcomes.
- Leaders' commitment to refining teaching practice is clear to see. Carefully tailored training sessions take place regularly. These are linked to school improvement planning as well as the strengths or needs of individuals. As a result, teaching staff develop enhanced skills and capabilities effectively.
- Leaders and teachers meticulously assess and track the progress of pupils. A significant strength is the thoughtful consideration of the strengths and needs of each individual pupil in setting challenging targets. No pupil slips through the net when such care is taken.
- Senior leaders craft a curriculum that excites and engages pupils. Carefully measuring its impact on learning, leaders fine-tune aspects of the curriculum, ensuring that the needs and interests of all pupils are being met. Enrichment by way of an extensive range of extra-curricular options also exists; orchestral opportunities being a prime example. In this manner, pupils are inspired and motivated to learn. They are well prepared for life in modern Britain.
- Subject and phase leaders are fully involved in school improvement. By taking increased responsibility for sharing and developing good practice within their remit, their contributions are having a positive impact on the quality of teaching and learning.
- Sports premium money is used wisely by leaders. Promoting healthy lifestyles and choices is central to the thinking behind the array of opportunities provided. Street dance, gymnastics and cheerleading – combined with fitness clubs and ball sports – foster long-term, positive attitudes to staying fit and healthy.
- Leaders use the extra money provided by the government to support disadvantaged pupils skilfully. The core purpose of their spending plan, developing first-rate teaching, is successfully narrowing gaps for disadvantaged pupils across key stages and subjects.
- Leadership is not yet fully stabilised, as several senior posts are temporary. At present, for example, there is no permanent deputy headteacher or early years leader, although these positions are being held on a temporary basis. To some degree, this hampers consistency and the pace with which further developments and improvements take place.
- The local authority effectively supports the school and has been instrumental in its journey towards becoming good. Regular support and challenge meetings take place and constructive advice is offered, for example during recruitment procedures. Leaders, governors and (subsequently) the school profit from such input.
- **The governance of the school**
  - The Chair of the Governing Body insists on reliability and commitment. Members of the governing body are required to attend meetings consistently and make active contributions to school improvement. This results in a strong, steadfast group who use their valuable skill set to benefit the school and pupils.
  - Governors are central to school improvement. Their frequent monitoring of standards through first-hand visits, discussions with staff and checks on the quality of work produced by pupils means they are highly aware of strengths and areas for development. School leaders are therefore held strictly accountable for improvement; challenged as well as supported.
- The arrangements for safeguarding are effective. All staff are well trained, alert and watchful; keeping pupils safe is their prime motivation. Training is kept up to date, meeting recent national guidance and recommendations, including the Prevent duty. Policies are checked to make sure they reflect practice. Leaders work effectively with parents and outside agencies to create a safe culture in the school.

## Quality of teaching, learning and assessment is good

- Teachers bring learning to life for pupils. By making clear links between key ideas and subjects, teachers give purpose and meaning to lessons. This successfully ensures that pupils know what they are learning, why they are learning it and how it fits with other knowledge or skills.
- Teachers use modelling and demonstrations effectively in lessons. By allowing pupils to see first-hand what is expected or how to tackle something new, pupils are supported to understand new concepts and develop new skills. In learning to form letter shapes accurately, pronounce new vocabulary properly or manage tricky division sums accurately, teachers' use of models and demonstrations enable swift progress.
- Teachers' good subject knowledge means ideas are introduced and explained clearly and succinctly to pupils. Misunderstandings and misconceptions are thereby usually pre-empted or addressed quickly. Therefore teaching and learning time is maximised.
- Teachers and support staff have a positive rapport and a mutually respectful relationship with pupils. This promotes confidence and a willingness to take calculated risks, which allows pupils to reach beyond their potential. Nobody is concerned about getting it wrong; mistakes are valued as learning opportunities. Younger pupils are rightfully proud of their early attempts to write. Older pupils tackle challenging problem-solving tasks with a can-do attitude; Year 4 pupils can, and do, play a range of brass instruments with aplomb.
- Teachers' planning is considerate, stemming from pupils' needs, abilities and interests. Exciting projects are most often well matched to pupils' capabilities and take due note of their learning styles. Consequently, pupils are motivated and supported to learn.
- Skilled teaching assistants are well deployed. Across key stages, the work with pupils to develop basic skills, knowledge and understanding – particularly within reading, writing and mathematics – is relentless. No time is wasted and while pupils are given the time and attention they need to make good progress, the pace is urgent and learning a serious business.
- Pupils' behaviour in lessons is outstanding. They bring enthusiasm and curiosity about learning to each subject and are keen to know more. Respectful, positive attitudes strengthen their ability to fully capitalise on the learning opportunities provided.
- On the odd occasion, teachers fail to anticipate the need for further challenge or support for some pupils. Pupils wait quietly and politely for advice or follow-up tasks. On these occasions, the pace with which pupils progress is hindered or momentum is lost.
- From time to time, teachers do not respond with sufficient promptness to individuals and their work, for example to address simple spelling errors or to correct inaccurate letter formation across pieces of work. Though infrequent, these instances inhibit progress.

## Personal development, behaviour and welfare is outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils' emotional health and well-being is of prime consideration. Each pupil is highly valued, given equal consideration and treated as an individual. Adults are trusted and respected by pupils and the feeling is mutual. Care, safety and protection are bywords of the school's culture.
- From the youngest to the oldest, pupils are confident and proud of their own and others' achievements. Taking pleasure in each other's success through award ceremonies and class celebrations is characteristic of the positive relationships and powerful sense of cooperation that exists. During assembly, pupils in Key Stage 1 were visibly delighted by their peers' achievements; clapping and smiling their approval.
- Pupils are well prepared for the next stage in their education. They are aptly supported to understand how school learning links with real or later life. This results in pupils holding high aspirations of themselves and having a healthy sense of self-worth. Year 6 pupils talked knowledgeably about achieving ambitions, discussing university and apprenticeships as suitable means for reaching long-term goals.
- Pupils are well informed, understanding the risks of modern technology. A keen knowledge of how to stay safe is evident. Pupils also appreciate the value that information technology adds to their lives, understanding, for example, the benefits of texting to keep in contact with care-giving adults.

## Behaviour

- The behaviour of pupils is outstanding. Pupils actively contribute to the positive and inclusive ethos as their excellent, self-correcting conduct sends a clear message that only the best behaviour is acceptable. Pupils agree that behaviour is excellent.
- Pupils are highly aware of bullying and the forms it takes. Talking sensitively and sensibly about racism, name-calling and homophobic bullying, they are adamant that offensive behaviours and derogatory language will not be tolerated in their school. Pupils are confident that adults will tackle the rare instances of poor behaviour, fairly and effectively.
- First-rate attitudes to learning are evident across key stages. Pupils are tolerant and respectful of each other, taking their part in securing an enabling learning environment most seriously. This means they are acutely aware that others have the right to learn. Consequently, low-level disruption is extremely rare.
- All groups of pupils want to come to school and attend well. The proportion of current pupils who are persistently absent is well below national averages. Parents and school have worked well in partnership to secure overall attendance rates that exceed national standards. Rare incidences of poorer attendance are tackled effectively.

## Outcomes for pupils

## are good

- Continuous improvement in terms of outcomes for pupils is evident across key stages and across subjects. For example, in 2015 attainment at the end of Key Stage 1 rose to slightly above national standards in reading, writing and mathematics, indicating a rapidly improving picture.
- In 2015, the gaps for disadvantaged pupils in Key Stage 1 narrowed in all subjects. This group reached standards that were slightly higher than other pupils nationally, in all subjects. This denotes good or better progress.
- In Key Stage 2 in 2015, the proportion of disadvantaged pupils making more than expected progress in all subjects exceeded that of other pupils nationally, providing further evidence of positive outcomes for pupils.
- Phonics results for both Year 1 and Year 2 also improved considerably in 2015. Evidence in books and through teaching and learning observations shows that current pupils are on track to do even better this year. With phonics results showing an increasing trend over the last three years, pupils are better equipped to tackle more demanding reading challenges.
- The school's own assessment information shows that progress across key stages for current pupils is good. Pupils are on track to meet aspirational end-of-year targets. Lesson observations, the work in pupils' books and discussions with pupils confirm this positive picture.
- Pupils are well prepared for the next stage in their learning. From their starting points, the proportions of pupils in Key Stage 1 and Key Stage 2 making typical or better than expected progress in English and mathematics exceeds national averages. This means younger pupils are well prepared for the challenges of the Key Stage 2 curriculum and older pupils are better prepared for the move to secondary school.
- Pupils read regularly. Progress and outcomes for pupils across year groups in reading is favourable. In discussing and reading texts with pupils, fluency and comprehension skills are developing well. Having been prioritised by school leaders as an area for improvement and thereby promoted, reading is now valued by parents and pupils as a cornerstone for learning.
- Pupils who have special educational needs or disability make good progress from their starting points. Individual support plans are put in place and work is carefully tailored to meet each pupil's needs. The progress that each pupil makes is thoroughly monitored and additional interventions built in where necessary. In this way no pupil falls behind.
- Parents are overwhelmingly positive about the progress of pupils. Many parents appreciate the support and challenge that is offered in order to help pupils reach their full potential.

## Early years provision

is good

- Teaching and support assistants manage the care and learning of two-year-olds extremely capably. Adults are patient and gentle, showing good understanding of the way in which these young children develop and progress. As a result children's needs are effectively met.
- Two-year-olds play happily side-by-side and already show a real capacity for sharing and working cooperatively. Snack time is delightfully indicative of this, as children politely pass bowls and respond to each other's comments. Even newcomers to the setting settle quickly to comforting and familiar routines.
- Children in the early years make good progress from below typical starting points. The proportion of children reaching a good level of development shows an improving trend and the attainment gap with early years children nationally is set to close this year. This means children are better prepared for the challenges of the Key Stage 1 curriculum.
- Pupils are happy, confident and well settled. They feel safe and are safe, fully trusting the caring adults who are sensitive and alert to their needs and feelings. Safeguarding practices are sound. Suitably thorough training takes place regularly and all adults are appropriately mindful of their responsibility to protect each child from harm.
- Teachers build confidence and actively promote skills of independence through carefully planned tasks that take account of children's existing skills and abilities. Calculated risks allow children to explore boundaries and pose questions. For example, using a range of wheeled vehicles in the outdoor area led to great interest and discussion about the dangers and need for roads and pavements.
- Teachers' effective use of questioning and imaginative use of good-quality resources develops curiosity and interest. This encourages children to think deeply, develop increased understanding and express their opinions. Model dinosaurs were expertly used in discussion as a means of promoting spirituality, awe and wonder.
- Behaviour is outstanding. Children and adults listen respectfully to each other and respond accordingly. Positive classroom management, an orderly environment and well-practised routines mean that children are suitably supported to manage their own behaviour. Instances of poor behaviour are therefore rare.
- Partnership with parents is a strength. Parents are highly complimentary about their links with the early years setting; regular communication and opportunities to visit are valued. This puts children and parents in a positive position for the transition to the next phase in their school career, Key Stage 1.
- Pupils are immersed in reading, books and stories. Daily storytelling, a language-rich environment and initiatives like 'Poem of the Day', contribute to a flourishing love of reading for pleasure. Crucial life skills are cultivated.
- Leaders and managers have an honest and accurate view of the areas of strength and weaker aspects of the early years provision. While the provision is improving, securing a permanent early years leader is vital to maintaining consistency and an increased pace of improvement.

## School details

<b>Unique reference number</b>	106753
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10002154

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	514
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kim Kellett
<b>Headteacher</b>	Suzanne Gibbons
<b>Telephone number</b>	01302 831720
<b>Website</b>	<a href="http://www.tranmoor.doncaster.sch.uk">www.tranmoor.doncaster.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@tranmoor.doncaster.sch.uk">admin@tranmoor.doncaster.sch.uk</a>
<b>Date of previous inspection</b>	9–10 October 2013

## Information about this school

- Armthorpe is a larger than average primary school.
- The new headteacher took up post in September 2015.
- Since September 2015, the school provides for two-, three- and four-year-olds. The school also provides extended childcare through Leapfrogs breakfast clubs, after-school and holiday clubs. The governing body oversees the work of Leapfrogs.
- The majority of pupils are of White British heritage. The proportion of pupils for whom English is an additional language is below average and the proportion of pupils from minority ethnic backgrounds is low.
- The proportion of pupils supported by pupil premium is average. Pupil premium is additional government funding given to schools to support disadvantaged children who are eligible for free school meals or who are looked after by the authority.
- The proportion of pupils who have special educational needs or disability and receive support is low. However, the proportion with education, health and care statements or statements of special educational needs is broadly average.



## Information about this inspection

- Inspectors observed teaching and learning in all classes across the school. Most observations on the first day of the inspection were conducted jointly with members of the senior leadership team. Inspectors also dropped into lessons in each key stage on the second day of the inspection.
- Inspectors took account of the 27 responses from parents on Parent View, the online questionnaire, and also spoke with several parents at the start and end of the school day. Responses from 55 staff questionnaires were also considered.
- There were no responses to the online questionnaire for pupils; however, inspectors spoke with groups of pupils formally and informally across both days of the inspection, taking account of their views and opinions. Inspectors observed behaviour and conduct during playtimes and transitions, and at lunch breaks. The school's own information about the views of pupils was also studied.
- Meetings took place with the headteacher, senior leaders and middle leaders. Inspectors also met with the Chair of the Governing Body and other members, a representative from the local authority and managers from the Leapfrog and Lilypad settings.
- A range of documentary evidence was examined, including minutes of governing body meetings, monitoring records of teaching and learning (including performance management records), school information on the progress and attainment of pupils and information relating to the behaviour, safeguarding and safety of pupils.
- Assemblies were attended by inspectors. The school environment and quality of work on display across key stages were also taken into account.

## Inspection team

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Her Majesty's Inspector

Her Majesty's Inspector

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