

INSPECTION REPORT

TRANMERE PARK PRIMARY SCHOOL

Guiseley, Leeds

LEA area: Leeds

Unique reference number: 107855

Headteacher: Mr P Taylor

Reporting inspector: Mr. Ian Hocking
1272

Dates of inspection: 3rd and 4th April, 2000

Inspection number: 188230

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Ridge Close
Tranmere Park
Guisseley
Leeds

Postcode: LS20 8JJ

Telephone number: 01943 875050

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Appropriate authority: The Governing Body

Name of chair of governors: Mr M King

Date of previous inspection: 10.6.96

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tranmere Park County Primary School was built in 1971 to serve a prosperous semi-rural area. Currently, there are 270 pupils (129 boys and 141 girls) aged 4 to 11 on the roll. Increasingly, over recent years the school has attracted pupils from a wider catchment area. The school is average in terms of roll but is oversubscribed. Of the pupils, less than 1% come from homes where English is an additional language, this proportion is slightly higher than the national average. There are 8.4% of pupils with special educational needs but none of them has a statement of special need. These percentages are below average, nationally. On entry to the school, at the age of 4, most pupils have reached a stage of development that is above that anticipated for their age. At the time of the inspection 23 pupils were aged under five.

HOW GOOD THE SCHOOL IS

This is an outstanding school that has many areas of strength and no significant weaknesses. Pupils achieve high standards as a result of excellent leadership and very good teaching.

The school builds upon the favourable basis that the vast majority of pupils bring with them when they start school and successfully promotes both their academic and personal development. It provides very good value for money.

What the school does well

- Leadership is excellent.
- Pupils reach standards well above the national expectations in English and science. Standards are very high in mathematics and above the national expectation in information technology.
- Teaching is very good and teachers are highly committed to pupils' personal welfare and academic progress.
- Pupils are highly motivated, their behaviour is very good, they get on well with each other and with adults in the school.
- The school has a very good partnership with parents.

What could be improved

- The inspection team found no significant areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then it has made very good progress. All of the key issues identified for action in the previous inspection have been successfully addressed. Notably, the quality of leadership and teaching has been improved, which has made a significant impact on standards. As a result of these factors, pupils' standards have been raised, especially in English, mathematics and science. Standards in information and communication technology have been substantially improved.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
Mathematics	A*	A*	A*	A
Science	A	A	A	B

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards achieved by 11 year olds in English, mathematics and science have remained consistently and significantly above national averages for the last 4 years. In 1999, the school's targets for attainment were exceeded in English and mathematics. Pupils' results in mathematics place the school amongst the top 5% nationally.

The standards attained by 7 year olds in 1999 in reading, writing and mathematics were also well above average, both when compared with all schools and when compared with similar schools.

In information technology, pupils' attainment at the age of 7 and 11 is above that expected nationally.

Throughout the school, pupils' well developed speaking and listening skills allied to their very good skills in reading and writing enable them to make good progress across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: Pupils are highly motivated, work hard and enjoy learning.
Behaviour, in and out of classrooms	Very good: Pupils' behaviour in lessons and around school is mature, sensible and co-operative.
Personal development and relationships	Excellent: Pupils show high respect towards others. They respond exceptionally well to opportunities to exercise initiative and to take responsibility.
Attendance	Very high when compared to national figures.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching of English and mathematics is very good across the school. Teachers give due emphasis to the teaching of the basic skills of literacy and numeracy. In all lessons, teachers have high expectations of what pupils can do and how they should behave. Teachers have excellent relationships with pupils, they know them well and prepare very thoroughly to meet the needs of all. As a result of these factors, pupils in all classes are making very good gains in their knowledge, skills and understanding. Teaching is at least good in all lessons. In 11 percent of lessons teaching is good; in 68 percent it is very good and in 21 percent teaching is excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: The school has maintained a broad and balanced curriculum that is enriched by very good extra curriculum provision, visits and residential.
Provision for pupils with special educational needs	Good: Pupils are supported well in their learning. Co-ordination of special educational needs is very effective.
Provision for pupils with English as an additional language	Very good: Extra support provided by the school, including the voluntary help of a parent, is very successful.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: Provision for pupils' social and moral development is excellent. Good provision is made for pupils' spiritual development and very good provision is made for cultural development.
How well the school cares for its pupils	Excellent: Pupils receive outstanding care, support and guidance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent: The headteacher provides outstanding leadership. He receives excellent support from the senior management team and the governing body.
How well the governors fulfil their responsibilities	Excellent: The governors play a key role in shaping the direction of the school. They have effective systems and procedures and are highly committed to the school.
The school's evaluation of its performance	Very good: The headteacher, staff and governors take a self critical approach to improving the school. They evaluate what needs to be done and then do it.
The strategic use of resources	Excellent: Resources are clearly directed to targets for improvement.

Accommodation is good, learning resources are very good. Staffing is adequate – teachers are deployed very well and are ably supported by classroom assistants.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school expects children to work hard.• Children like school and their behaviour is good.• Teaching is good and children make good progress.• School is helping children become mature.• Parents feel comfortable approaching school about problems and suggestions.• The school is well led and managed.• Children get the right kind of work to do at home and parents are well informed how their child is getting on.• School works closely with parents.	<ul style="list-style-type: none">• The range of activities provided out of lessons.

Inspectors agree with all the positive views expressed. The overwhelming majority of parents speak highly about the school and many support it in its work. A very small minority of parents expressed a wish for the school to provide a wider range of out of lesson activities. However, the number of activities provided compares favourably against other schools and bears testimony to the high commitment that staff voluntarily give to pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **Leadership is excellent**

The head teacher's excellent leadership of the school has been pivotal to the school's success. He has a very clear view as to the direction the school should take and he is highly successful in motivating his colleagues to support him. In particular, he benefits from the excellent support of the senior management team and the governing body. His outstanding interpersonal skills and his unassuming manner are highly effective in motivating those around him. He has been instrumental in establishing systematic monitoring of: standards of pupils' work, teaching quality and staff development. These reviews, together with an annual review of the school's development plan, have resulted in improvements across major aspects of the school's work as, for example, in teaching and in the raised standards of pupils' attainment. Despite such improvements, the head teacher continues to set high targets for the future. He sets the tone for the whole school through his leadership of the "Special Mentions Assembly". This weekly event provides an appropriate manifestation of the school's ethos and aims as stated in the prospectus. In such assemblies, there is a whole-school celebration of individual sporting and academic achievement and the clear recognition of endeavour and personal values. Such events and other areas of the school's work serve to "develop pupils' confidence in themselves and their abilities".

The excellent work of the deputy head teacher and other senior staff helps to ensure both the smooth day-to-day running of the school and its long-term development. Effective teamwork is the hallmark of the way in which the school functions so successfully.

Governors are totally committed to their roles and fulfil their responsibilities diligently and with a clear sense of direction. They support the school's development and play a significant part in its quest for continued improvement. Governors play a full part in planning the way forward and have effective systems for monitoring what is happening in school. Their knowledge is often gained first-hand, since many are parents of pupils in school. In supporting the senior management team, they provide a clear lead in strategic resource issues, as for example, in relating the school development plan to the budget and specifically in the recent establishment of the information and communications technology suite. Governors also perform the role of critical friend to the school by being ready to ask questions or put forward alternative views. The considerable specialist expertise which governors bring to their role is used to very good effect, especially in personnel, finance and educational matters. This enables them to be sure that the school does get the best return on its expenditure, and that it remains focused on pupils sustaining high standards of work, behaviour and personal values.

- **Pupils reach standards well above the national averages in English and science. Standards are very high in mathematics and above the national expectation in information and communication technology.**

These high-standards are a direct result of the very good quality teaching that pupils receive through the school. Pupils quickly develop their phonic skills in English, as was evident in a reception lesson in which they were learning about words ending in 'op'. Many pupils at the age of five are fluent in their reading and have attained standards in English well in advance of the nationally expected standards. This very good start in developing linguistic skills is progressively built upon so that, by the age of seven, pupils show an enjoyment in reading books both for pleasure and for finding information. Older pupils have well-developed independent research skills that are effectively used to enhance work across the curriculum.

Writing skills are well taught through the school with an emphasis being placed on good handwriting and presentation of work. Pupils show that they can make improvements on what they write, as in a Year 4 lesson when they were able to adapt their previously written poems by introducing rhyming couplets into them. Pupils in Year 6 write imaginatively and are adept in introducing words chosen for dramatic effect.

Pupils have very well-developed speaking and listening skills that are effectively promoted by the high expectation of teachers, and the many opportunities for pupils to be involved in group and whole-class discussions. A good example was in a Year 1 lesson in which pupils interviewed the 'Wolf' (a pupil from the local high-school) during a retelling of "Little Red Riding Hood".

High standards in mathematics are evident throughout the school. Pupils' knowledge, skills and understanding are developed well in each class. In reception, the youngest pupils are able to use the appropriate language such as "more than" and "less than" when talking about the size of two numbers. They can also identify shapes such as square, triangle and cylinder within "Daisy Artichoke". In Year 1, pupils are able to nominate numbers whose difference is 4, such as 7 and 11. Pupils are adept in applying their number skills, as for example, when Year 2 pupils solve problems involving the giving of change from 50p. The same pupils are able to engage in an investigation of the properties of odd and even numbers.

At the early stage of Key Stage 2, pupils know that division is the inverse of multiplication and they understand the concept of commutativity when multiplying numbers. Within an outstanding lesson in Year 4, the pupils showed a wide variety of strategies for finding the amount of difference between two, two digit numbers. The same pupils demonstrated a secure understanding of equivalent fractions, and they were most confident in declaring their answers to the whole class. Year 5 pupils know and understand that the conventions of rounding decimals needs to be applied judiciously depending on the context in which the decimal arises. For example, pupils were able to explain that if 13 people need to be transported by cars, each of which seats 4, then 4 cars would be needed rather than 3.25! At the end of Key Stage 2, pupils are able to calculate areas of composite shapes and compute mentally with accuracy and speed. Pupils are able to apply their knowledge within their ICT work, as for example, when working on a database they were able to explain what was meant by the "mode" and "class intervals" of a distribution of values.

Throughout the school, there is a great deal of emphasis on developing pupils' scientific skills through practical work. Pupils in reception can record independently their findings of a fair test into waterproofing. Pupils can work very well collaboratively and in Year 5 and 6 show that there are able to make evaluative conclusions based on prior scientific knowledge. Pupils have a well-developed scientific vocabulary and very good skills in recording their findings in a wide variety of ways, including effective use of literacy and numeracy skills, for example, in drawing a graph of heart rate related to exercise. Pupils' skills in using information technology, to support their work across the curriculum, are above the national expectation. From an early age, they can effectively use a computer as a word processor to write stories and poems. Year 5 pupils showed good understanding of a database of pupil attributes such as hair and eye colour. They were able to effectively change graphics, font, style and size in their printouts. Pupils gain high standards in art and music and individuals achieve notable successes in sport. Pupils have access to a wide range of art media and show good technique when using them. This is evident in the work of Year 2 pupils when using water-based crayons to create characters from the "Tales of Beatrix Potter". Year 6 pupils effectively used chalk pastels to make drawings in the style of Pablo Picasso. The singing in assemblies was of a high quality with pupils showing enthusiasm, enjoyment and very good control of their voices.

- **Teaching is very good and teachers are highly committed to pupils' personal welfare and academic progress**

Across the school there is very good teaching and in a significant proportion of lessons teaching is excellent. There are many areas of strength in teaching, not least the exceptional skill with which teachers manage pupils and provide them with work that is interesting. All teachers place high, but realistic demands upon pupils. They respond enthusiastically and with a real sense of pride, as for example, in a Year 2 lesson where pupils were writing a description of a fairy tale character and in so doing complied with the correct conventions of punctuation.

Teachers' good subject knowledge provides them with a secure basis for clear exposition and for posing probing questions to pupils, as for example in a Year 5 science lesson where pupils were investigating the possible correlation of lung capacity with height. This teacher's very good knowledge of science was a key factor in developing pupils' learning.

Skilful use of visual aids is a notable feature of many lessons, as for example, in a Year 4 mathematics lesson where the teacher's excellent use of materials enabled pupils to make rapid gains in their knowledge and understanding of equivalent fractions. Similarly, in a reception class, pupils were absolutely captivated by the hatching of the "Magic egg" from which a baby fox puppet 'emerged'. This imaginative teaching was highly successful in engaging pupils' interest and in subsequently providing a medium through which pupils taught the fox to pronounce "op" endings in words such as 'shop' and 'drop'.

In another reception lesson, the teacher's provision of six coloured eggs in a basket prompted pupils to discover different ways of making the number 6.

Assessment of pupils' learning is integral to planning and to the course taken within a lesson. A good example of this aspect of teaching was seen in a Year 6 lesson on area when the teacher introduced an impromptu assessment task, in order to verify and evaluate pupils' progress, before moving them on to a more complex task. Teachers make very effective use of classroom support staff in promoting pupils' learning, as was seen most evidently in a Year 1 lesson based on the text "Little Red Riding Hood".

Tasks are often presented with in a real-life context that serves to add relevance to pupils' learning. Many such examples were seen including: the effect of inhalation of smoke on passive smokers, the effect of exercise on the body, and notably, the need to be aware of the context in which arithmetic rounding is applied. In all these lessons, pupils were highly interested, involved and good gains were made in their knowledge and understanding.

Features common to almost all lessons are the focus given to the development of pupils' speaking and listening skills and the good role models set by teachers in the correct use of language. Pupils are given many opportunities for engaging in meaningful dialogue within lessons and this contributes greatly to their confident and articulate speech.

All staff demonstrate high levels of commitment to the pupils' academic learning and personal growth. Opportunities are maximised for the development of social skills and moral principles. In particular, the example set by adults has a profound effect on the development of mutual respect which underpins the excellent relationships that exist at all levels in the school.

- **Pupils are highly motivated, their behaviour is very good, they get on well with each other and with the adults in school**

Pupils have very positive attitudes to school and to their work. They listen well when they are being addressed and concentrate when working on the activities set for them. In lessons, and at other times throughout the school day, pupils' behaviour is very good and contributes significantly to the excellent relationships and to the good learning that takes place. In some lessons, including two involving the largest class in school, pupils' behaviour was exemplary. Their skills of co-operation and their ability to show initiative were outstanding and demonstrated a maturity that belies their age. Similarly, in a Year 5 lesson, one pupil took on the role of a teacher posing mental arithmetic questions to a small group. This was undertaken sensibly and the group responded marvellously to this peer-tutoring experience.

Pupils' level of self-motivation was judged to be high in all lessons seen. They needed virtually no prompting to begin work or to sustain effort on a task. In particular, pupils are understandably eager to take any opportunity to work in the ICT suite, for example, 17 pupils chose to continue their project work, during a playtime. When working in the ICT suite, pupils are able to demonstrate initiative, independence and support for each other. They treat the computer equipment and resources elsewhere in school with great care and with a sense of responsibility.

A small group of the oldest pupils in school were effusive in their praise for staff, especially in terms of their approachability and their willingness to listen to pupils. Similarly, when one of the inspectors was invited to be the guest of some pupils at a "healthy-eating" lunch, it was apparent that pupils are immensely proud of their school.

In whole-school assemblies, pupils' responses are very good. They listen avidly to whoever leads the assembly and to those pupils who are invited to speak about themselves. Pupils value highly the "Special Mentions Assembly", where they collectively share in celebrating individual or team success, endeavour and personal attitudes. In another assembly, pupils listened carefully and responded reverently to the story that is the origin of Palm Sunday.

The support given at play times by older pupils to those in reception is a clear manifestation of the excellent relationships that abound in the school. The quality of these excellent relationships and mutual respect shown, form the foundation upon which this school achieves much of its success.

- **The school has a very good partnership with parents**

At the parents' meeting prior to inspection and in the questionnaires returned, the overwhelming majority of parents expressed high levels of satisfaction about the school. Parents value the standards that are set by the school and attained by its pupils, so much so that the school is oversubscribed. The strong links that have been established between home and school promote pupils' learning. Considerable monies and fruitful relationships are generated under the auspices of the Home School Association. Voluntary help provided by parents working in the school is also greatly valued and valuable. Parents express a feeling of being welcomed and have no difficulty about consulting staff in the school when concerns arise or when their views are sought. The strength of the partnership between home and school is also a key contributory factor to the school's success.

WHAT COULD BE IMPROVED

The inspection team found no significant areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The inspection team found no significant areas for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
22	72	6	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		261
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		22

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	15	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	18
	Girls	15	15	15
	Total	32	34	33
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (97)	97 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	18
	Girls	15	15	15
	Total	33	34	33
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	97 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	24	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	22	22	22
	Total	33	33	33
Percentage of pupils at NC level 4 or above	School	94 (87)	94 (95)	94 (97)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	22	22	22
	Total	33	33	33
Percentage of pupils at NC level 4 or above	School	94 (90)	94 (92)	94 (92)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	2
Pakistani	
Bangladeshi	
Chinese	1
White	211
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian	0	0
Pakistani		
Bangladeshi		
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	28.7
Average class size	29

Education support staff: Y[] – Y[]

Total number of education support staff	5
Total aggregate hours worked per week	121

Financial information

Financial year	1999
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	£
Total income	417147
Total expenditure	415368
Expenditure per pupil	1642
Balance brought forward from previous year	18960
Balance carried forward to next year	20739

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	261
Number of questionnaires returned	168

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	16	1	1	0
My child is making good progress in school.	72	25	1	1	1
Behaviour in the school is good.	71	27	1	0	1
My child gets the right amount of work to do at home.	61	31	7	1	1
The teaching is good.	79	19	1	0	1
I am kept well informed about how my child is getting on.	62	31	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	79	16	2	2	1
The school expects my child to work hard and achieve his or her best.	80	19	1	0	0
The school works closely with parents.	71	22	4	2	1
The school is well led and managed.	83	14	1	1	2
The school is helping my child become mature and responsible.	77	21	1	1	0
The school provides an interesting range of activities outside lessons.	55	31	6	3	5