



Armthorpe Tranmoor Primary School

Inspection Report

Unique Reference Number 106753
LEA Doncaster
Inspection number 277622
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Mr Jeremy Richardson HMI

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

Type of school	Primary	School address	Tranmoor Lane
School category	Community		Armthorpe
Age range of pupils	3 to 11		Doncaster, South Yorkshire DN3 3DB
Gender of pupils	Mixed	Telephone number	01302 831720
Number on roll	449	Fax number	01302 832038
Appropriate authority	The governing body	Chair of governors	Mrs E Butler
Date of previous inspection	11 October 1999	Headteacher	Mrs S Bean

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Introduction

The inspection was carried out by Her Majesty's Inspector and two additional inspectors.

Description of the school

Armthorpe Tranmoor Primary School is situated in Doncaster; it is much larger than average. As an extended school, the school provides childcare during the day and in a breakfast club and after-school club. The proportion of the pupils eligible for free school meals is average. Few of the pupils speak English as an additional language and the proportion of the pupils designated as having special educational needs is average. Following a fire that caused considerable disruption, the school was rebuilt and opened in September 2001.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform.

The school is therefore given a Notice to Improve. Significant improvement is required in relation to: the pupils' standards of attainment in Key Stage 1; their progress in Key Stage 2; the quality of teaching; and the rigour of arrangements for checking and improving teaching.

Following a period of considerable disruption caused by the fire, the school improved the pupils' behaviour and established a warm and positive ethos in which every child really does matter. The headteacher built effective relationships with the community and established successfully an extended school. The school knows that there are weaknesses in standards of reading in Key Stage 1 and its comprehensive range of strategies to tackle these is starting to have an impact.

The school has begun to address underachievement in Key Stage 2 but there is still some way to go; too many of the pupils, particularly the boys, do not make the progress they should. The school does not have a reliable picture of the quality of teaching because arrangements for checking teaching and improving performance are not rigorous enough. Overall teaching is inadequate; some of the work lacks challenge and time in lessons is not always used well. Arrangements for care, guidance and support are good, with some very good features. Relationships are very positive and the pupils feel safe and secure. They behave well in lessons and around the school. The school successfully promotes healthy lifestyles; this has been recognised with an award. Provision in the Foundation Stage is managed well and is good; children make good progress. The school provides inadequate value for money but does have the capacity to build on previous improvements.

What the school should do to improve further

The school needs to:

- raise attainment in Key Stage 1, especially in reading and improving the pupils' progress with particular emphasis on boys in Key Stage 2;
- improve the quality of teaching by making sure pupils are challenged and learn at a good pace;
- increase the rigour of systems for checking and improving teaching.

Achievement and standards

Grade: 4

The achievement and standards of the pupils are inadequate. Standards on entry to the nursery vary each year and are usually below average. In the Foundation Stage, children make good progress in most areas of learning, including personal development.

In 2005, by the time the children started in Year 1, they achieved above the local authority (LA) average.

Standards in the national tests at the end of Year 2 in 2004 were below average and too few of the pupils achieved the higher levels. The provisional results in 2005 are slightly lower. In particular, standards in reading have declined considerably and are now below average.

However, the school's most recent assessment shows them to be improving. The results achieved in the national tests at the end of Year 6 in 2004 were average but the trend in the school's results is below the national one. The 2005 figures were similar to those achieved in 2004 and the school missed its targets.

In 2004, progress in Key Stage 2 was below the expected rate overall. It was reasonable in science but too many of the pupils underachieved in mathematics and English, and many of the boys did not make enough progress. The provisional results for 2005 suggest that progress has deteriorated, although the school's additional focused support with Year 6 did have a positive effect. The pupils who have learning difficulties and/or disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Personal development and well-being is good. Pupils look forward to coming to school and are proud of their achievements. The school has made improving pupils' behaviour a priority. Thanks to the well-coordinated strategies employed by the school, and helped by the LA, behaviour in lessons and in the playgrounds is now good overall. The school places more responsibility on pupils for their conduct and there is a well-developed system of rewards and sanctions. Attendance levels are just below national averages but are improving. The school enjoys a very good site and resources and uses these well and with imagination to provide opportunities for pupils to take part in a wide range of sporting, social, artistic and academic activities at breaks and after school. The commitment of staff to organising and running these activities is high and is a very positive feature. The school promotes healthy lifestyles through physical activity and holds the Healthy Schools Award. Pupils are enthusiastic about the high quality of their school meals. Health-and-safety arrangements are thorough. The school council and buddy system give pupils responsibility and a voice in the running of the school. Pupils contribute to the community in a number of ways including fundraising for charities, performing in shows and concerts, and through visits.

Quality of provision

Teaching and learning

Grade: 4

The school judges teaching and learning as satisfactory. However, the inspection team judges them to be inadequate. While teaching is frequently adequate or better, there are too many inadequate lessons and groups of pupils who make unsatisfactory progress

in learning, especially in Key Stage 2. Expectations are too low: tasks do not always stretch pupils and lessons sometimes have a slow pace. Some pupils say that some of their work is not challenging enough and teachers spend a long time explaining work that is easy. In good lessons, exciting and demanding activities, including the use of film clips, capture the pupils' attention and enable them to make good progress towards sharply focused learning objectives. Behaviour is good as a result of effective steps to deal with misconduct.

Most pupils are keen and enjoy learning. Steps to improve learning in Key Stage 1 are starting to make an impact on pupils' progress, particularly in reading. The involvement of parents in their children's learning is contributing to this improvement. Pupils with learning difficulties and disabilities learn well and make satisfactory progress, with good progress in reading as a result of successful help from learning support assistants. Although, assessment procedures are satisfactory, the marking of pupils' work does not always clearly tell pupils what they need to do to improve.

Teaching and learning in the Foundation Stage are satisfactory and frequently good. Good use is made of the well-resourced outdoor area to promote learning.

Curriculum and other activities

Grade: 3

The curriculum satisfactorily meets the needs and interests of the pupils. Statutory requirements are met. Steps to improve reading have begun to raise standards. Other basic skills, including information and communication technology (ICT), are satisfactorily promoted. Due regard is given to health and safety. The curriculum is effectively enriched through a wide range of after-school activities, especially those linked to music and computers. Pupils with learning difficulties and disabilities are well provided for. Personal development is given a high priority, with pupils eager to spend time in the 'bungalow' and experience the sensory activities available. Provision in the Foundation Stage is good; in particular the planning helps children move smoothly from the nursery to the reception classes.

Care, guidance and support

Grade: 2

This extended school takes good care of all of its pupils. The school is warm and welcoming to parents and visitors. Pupils feel very safe and secure and know who they can turn to for help. Parents write and speak very positively about the quality of the school's input into the education and wellbeing of their children. The contribution of the Ruskin Positive Play Centre to the care and safety of all pupils is good, particularly so for the vulnerable children. Pupils say that bullying has decreased and is now very rare. Arrangements for assessing pupils' personal and academic progress are satisfactory and improving. Procedures for child protection and health and safety are very well established and there are good links with outside agencies. The school strongly encourages healthy eating and physical activity and has effective programmes for sex, drug and health education.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher and the senior staff have led the school through a difficult period, securing improvements to behaviour and establishing a positive ethos in which every member of the school community is valued highly. Governors are loyal and supportive of the school and have a thorough grasp of its performance. The headteacher has secured the loyalty of her hardworking staff and has dealt well with unforeseen staffing difficulties. She has actively sought the views of parents and built relationships with them. Her vision for the school is shared by the rest of the staff. She has established a range of appropriate systems for managing the school. However, arrangements for checking and improving the teaching lack rigour and the school overscores the quality of teaching. Some of the co-ordinators have produced insightful evaluations of their areas, which inform action plans that underpin the school development plan. A comprehensive range of strategies to improve reading in Key Stage 1 is proving successful. Although some gains have been made, plans to tackle the underachievement in Key Stage 2 have not yet had the required impact. The Foundation Stage is led well. The headteacher has led the successful establishment of an extended school that provides good care and support for children before and after school. Arrangements for reducing teachers' workload have been implemented successfully and further plans to review staffing are well advanced. Currently, the school provides inadequate value for money but has the capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for letting us come and visit your school. We enjoyed watching you learn. We liked talking to you about your work and speaking to your teachers.

We are writing to tell you what we found out when we inspected your school. By now you have probably heard that your school needs a Notice to Improve. There are some things that need to be improved so that you can learn better.

- Some of you do not learn as much as you could in lessons, especially in Key Stage 2.

- In some lessons, the work is not hard enough and some of you told us teachers spent too long explaining things that were easy for you.

- Although the school checks how good the teaching is, it does not always get it right.

The things that need to be improved can be sorted out. Your school has some real strengths.

- The children in the nursery and reception classes learn well.

- All of the adults in the school work very hard and take good care of you.

- You behave well and like coming to school.

- You told us you enjoy all the activities the school provides at playtime, during lunch and after school.