Tranmere Park Primary School

Inspection Report

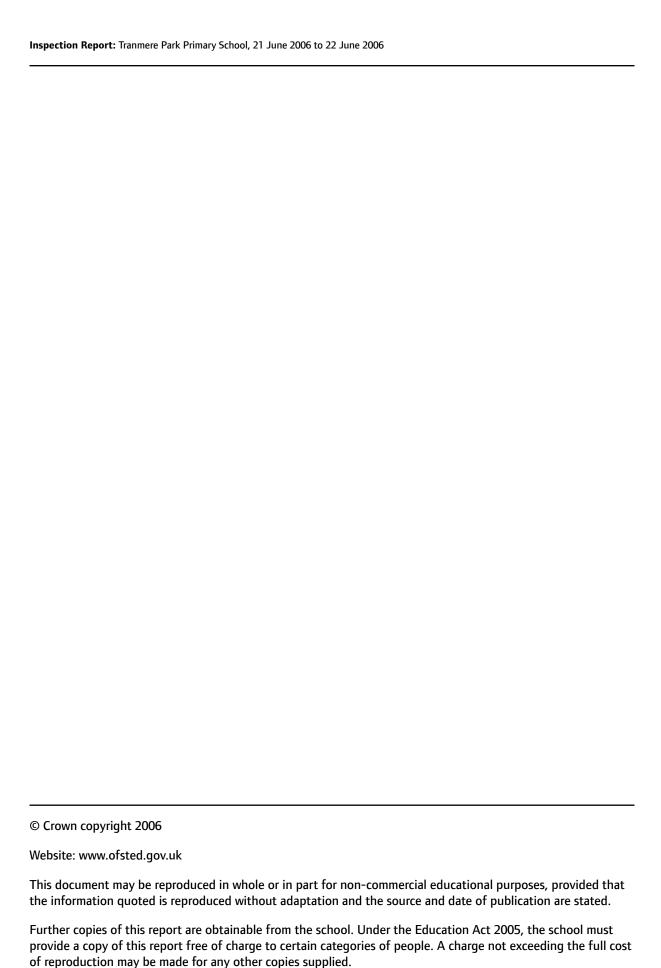|	
Unique Reference Number	107855
LEA	Leeds
Inspection number	277853
Inspection dates	21 June 2006 to 22 June 2006
Reporting inspector	Mr Roger Hartley HMI

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

Type of school	Primary	**School address**	Ridge Close
School category	Community		Tranmere Park
Age range of pupils	5 to 11		Guiseley, Leeds LS20 8JJ
Gender of pupils	Mixed	**Telephone number**	01943 875050
Number on roll	303	**Fax number**	01943 871041
Appropriate authority	The governing body	**Chair of governors**	Mrs J Donnelly
Date of previous inspection	3 April 2000	**Headteacher**	Mrs Kathryn Atkins

Age group	Inspection dates	Inspection number
5 to 11	21 June 2006 – 22 June 2006	277853

Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and two Additional Inspectors. The inspectors met with the headteacher, members of staff, pupils, governors, a local authority representative, scrutinised a range of documentation provided by the school, and inspected parts of lessons. The inspection also took account of national and school data.

Description of the school

Tranmere Park is situated in a residential area of Guiseley, north west Leeds. It is a popular school, and although most of the pupils live in the immediate area, comprising mainly owner-occupied semi-detached and detached houses, a number come from further afield due to parental choice. The school does not have its own Nursery provision and draws pupils from a large number of pre-school providers. There are 45 pupils allowed to be admitted each year which results in 3 of the 11 classes combining pupils of mixed ages. The percentage of pupils receiving free school meals and those with learning difficulties and/or disabilities is very low. There are 7% of pupils whose first language is not English, although none needs additional support.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Tranmere Park Primary School is an outstanding school where pupils achieve high standards, make rapid progress in their learning, enjoy an exciting and challenging curriculum and develop into 'well-rounded' pupils through the school's very clear and well provided inclusive education. There are no major weaknesses at all. Three key words encapsulate Tranmere Park: consistent, efficient and effective. These are the hallmarks that endear parents and make it such a popular and often over-subscribed school. Parents say. 'a wonderful school that I can't praise too highly'. 'as a teacher I couldn't ask for a better school for my child'. 'a wonderful staff team who deliver fabulous learning, sporting and fun activities'. The aim of providing an education which takes account of the many different needs of pupils is achieved exceptionally well and is at the root of the school's success. The parents of a child with learning difficulties comment: 'the help and support for . has been phenomenal. I don't think he could be in a better place'.

The inspection team agree with all those statements. So why is the school so successful? It is outstandingly led and managed. The headteacher has created a very strong staff team built on the principles of cohesion and innovation. Although there have been regular staff changes, they have been used as a way of extending the richness of what the school offers. Adults visibly enjoy their work, thrive on challenge and convey their enthusiasm to the pupils who respond well. The exceptional quality of the deputy headteacher means that the headteacher can confidently share the task of carrying innovation forward. In such a climate, the quality of care, guidance and support is outstanding and pupils love coming to school. Tranmere Park Primary School provides excellent value for money.

What the school should do to improve further

n/a

Achievement and standards

Grade: 1

Children enter the Foundation Stage class with at least average and often very good general knowledge and understanding, listening and speaking skills and personal and social development. The staff quickly find out what the children can and cannot do and provide exciting and challenging work, resulting in the children meeting the Early Learning Goals and a large number exceeding them.

This flying start is built upon throughout Key Stage 1, so that by the end of Year 2, standards achieved are well above national levels in reading, writing and mathematics. The number of pupils reaching the higher levels in all these areas was also well above national figures. A focus for development during 2005/06 has been writing and its impact on standards, reflected in the Key Stage 1 assessments, has been excellent. Key Stage 2 standards continue the good story, with results being well above national

averages; exceptionally so in English. The very positive picture is confirmed in lessons where a significant number of pupils are tackling work at least one level or more above the norm for their age.

The pupils achieve highly, but could they do any better? The inspection team were hard-pressed to see how. All pupils, including those in mixed age classes, make excellent progress in their lessons and between year groups; the staff know the pupils' learning needs well; progress is meticulously tracked; the curriculum is vibrant; and the teaching is of very high quality.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding, as is their spiritual, moral, social and cultural development. Pupils enjoy coming to school and are full of praise for their exciting and vibrant lessons. A member of the school council reported that 'no one gets left out in our school', and the close relationship between the pupils and the staff is reflected in the 'family' ethos of the school, regularly celebrated by the use of ethos statements in weekly assemblies. The school council takes its role seriously, and makes a significant contribution not least in reorganising lunchtime arrangements to reward good behaviour, taking an active part in deciding lunchtime menus, and commenting on plans to redevelop the school grounds.

The rich diversity of the multicultural curriculum, and the strong inclusive practice of the school, foster in pupils a clear understanding of the needs and feelings of others. The emphasis placed on community links means that pupils play an increasing role in taking responsibility for events and issues outside the school. The curriculum enables pupils to develop skills to equip them for later life and there are ample opportunities for them to practise these in classroom activities based on the world of work, and fundraising events. Pupils understand what they need to do to remain healthy, and are aware of the importance of exercise and diet in maintaining a balanced lifestyle. The school also promotes environmental and emotional health issues. High rates of attendance reflect pupils' enthusiasm and enjoyment of what the school is able to offer them. Pupils support each other throughout the school. Incidents of bullying are rare and are quickly addressed. There is a strong sense of every child being valued for their contribution to school life.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching was outstanding in two thirds of the lessons and good in the remainder. Lessons are planned to a consistently high standard and the activities are closely linked, both to the intended learning and the pupils' different needs. Teachers use a range of methods to make lessons enjoyable, challenging and varied. All the teachers show good levels of knowledge and are both confident and enthusiastic about

their work. As a consequence of these attributes, the pace of learning is consistently brisk.

An outstanding feature of many lessons is the skilled use of questions to challenge pupils, provide opportunities for them to use their extensive vocabularies, and to make connections between skills already learnt in one subject to enhance the learning in another. A powerful hallmark of some lessons, which lifts the teaching on to a higher plain, is the imaginative use of resources and lesson introductions to create a real sense of awe and wonder and to captivate the pupils' attention; for example, using a candle, dimmed lights and mystery boxes to set the scene for story writing; role playing being forensic scientists in a science lesson; and setting up a business enterprise - the Space Theme Park - to enhance mathematics, information and communication technology (ICT) and literacy skills.

An important component of the successful teaching is the very effective contribution of support staff who are well briefed and know the pupils well.

Curriculum and other activities

Grade: 1

The curriculum is broad, very well balanced, and meets statutory requirements. However, this is only part of the picture: the school uses words such as 'inclusive', 'rich', 'inspiring', 'first-hand experiences', and 'enjoyable' to describe its curriculum. It is most definitely all of these things, but also vibrant, challenging, and of very high quality. And yet, a characteristic of the school is that it constantly strives to make improvements to what is already appropriate, so that it can meet the demands of the highly motivated pupil work force. The school succeeds because it challenges pupils to reach high standards in a rich and enjoyable way.

The curriculum is based on teaching subjects, particularly foundation subjects, through topics which draw on a wide range of basic skills to enhance the learning and add meaning, especially in practical contexts. Much of its success is due to the way it has taken account of the ability of the staff team and the innovative use of ICT to store planning and resources. More conventionally for this school, it does provide extra-curricular activities and special events such as an 'inclusion' week, problem-solving afternoons and 'design and build a wheeled vehicle in a morning'.

Care, guidance and support

Grade: 1

The school provides an outstanding level of care for all of its pupils. The strong, caring ethos nurtures pupils' confidence and self-esteem, and is held in high regard by parents, one of whom commented: 'We knew the school was good and we have not been disappointed'. Pupils know who to go to when they have concerns, and the learning mentor is highly valued for providing real help when needed. The school has a comprehensive and rigorous assessment system in place which ensures pupils' learning needs are constantly monitored, and pupils are made aware of what they need to do to improve their work. The school works hard to ensure the safety of all pupils, and

the school council has been active in working with the staff to ensure that both the indoor and outdoor environments are safe and attractive. All staff are familiar with child protection and health and safety systems within the school.

Leadership and management

Grade: 1

The headteacher is providing outstanding leadership and management, very ably supported by her highly skilled deputy, and has a clear vision for the school and the place of everyone within it. A feature of the school is the way it constantly strives to improve what it is already doing well; for example, refining assessment procedures, enhancing the overall curriculum, and fine-tuning its inclusive policy. The headteacher and deputy headteacher are skilled at charting a route to achieve their high expectations. However, it would not be possible without the full support of the staff team. The headteacher has built up a very effective, highly skilled teaching force to whom are delegated major areas of responsibility. Much of the success in reaching high standards and providing a dynamic curriculum is due to teamwork. Subject teachers and year group leaders have clear roles, work in a consistent way and know how their contribution fits into the wider picture. Staff are expected to follow commonly agreed practices, which provide the base for individual flair to flourish and innovation to succeed. There is comprehensive and effective monitoring and evaluation of teaching, learning and the impact of new initiatives, although there is variation in the format of observation recording sheets, which is unhelpful.

The school is very ably supported by its governing body. Governors know the school well, keep everyone 'on their toes' and provide good quality support. The school also benefits from advice and challenge from the local authority to become involved in new initiatives and to 'push the boundaries'.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards[1] reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

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[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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

I would like to say how much Mr Halford, Mr Wilson and I enjoyed spending time in your school. We think Tranmere Park is a fantastic school and one of the best we've seen. We've called it an 'outstanding school'. That's posh for 'the tops'! Thank you for being so polite and friendly and telling us about your work and what interests you.

We spent a lot of time finding out how well you are learning and by watching you work in some of the lessons and talking to Mrs Atkins and your teachers. Don't they do well! Showing you how to do things, and making sure you have lots of exciting things to do. At the end of the inspection we talked to Mrs Atkins about what we had found out. This is what we said.

We thought you were extremely well behaved all of the time. You listened carefully to your teachers, did as you were asked, and worked hard in your lessons. Even the youngest children were good at taking turns and sharing things. The older pupils acted responsibly, taking care of books and equipment. You told us that you enjoyed coming to school and that the adults took good care of you. You certainly seem to enjoy your work and we are pleased that you want to do well.

One of the jobs we have to do when we inspect schools like yours is to see if there are any things which could make your school even better. Of course, we couldn't think of anything that you need to do, because you're brilliant already! It was difficult to find anything for Mrs Atkins and the teachers to do either because, like you, they work so hard.

So, keep working hard, doing your best and enjoying your school. Remember, if I ever come to Tranmere Park again, I'll want to know how you are getting on!