



Armthorpe Tranmoor Primary School

Inspection Report

Unique Reference Number 106753
Local Authority Doncaster
Inspection number 294519
Inspection dates 15–16 November 2006
Reporting inspector Elisabeth Linley HMI

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

Type of school	Primary	School address	Tranmoor Lane
School category	Community		Armthorpe, Doncaster
Age range of pupils	3–11		South Yorkshire DN3 3DB
Gender of pupils	Mixed	Telephone number	01302 831720
Number on roll (school)	426	Fax number	01302 832038
Appropriate authority	The governing body	Chair	Mrs Tracey Hewer
		Headteacher	Mrs S Bean
Date of previous school inspection	5 October 2005		

Age group 3–11	Inspection dates 15–16 November 2006	Inspection number 294519
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Armthorpe Tranmoor Primary is larger than average and provides extended school services for the community. Most of the pupils who attend school are White British and very few have English as an additional language. The proportion of pupils entitled to free school meals is below average and similarly the percentage of pupils who have learning difficulties and/or disabilities is below average. However, the number of pupils who have a statement of special educational need is slightly above average.

When the school was last inspected it was judged to require significant improvement and given a Notice to Improve. Since that time the school's staffing structure has changed. Some staff have left or changed year groups, others have taken up new responsibilities and two newly qualified teachers have been appointed. Building work has been completed to provide a new staff resource area and additional information and communication technology (ICT) equipment has been purchased.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The previous designation that the school requires a Notice to Improve no longer applies. Good progress has been made since the last inspection and this reflects everyone's hard work to improve. A significant factor in the school's success is the good lead provided by both the headteacher and deputy headteacher. Together they have motivated the staff to improve the quality of teaching and learning and so reverse the trend of underachievement in the school. At the time of the last inspection, standards were below average but this is no longer the case. Standards have improved and are now broadly average. Given that this has been achieved in one year, the school has done well. However, more remains to be done to build on this good progress so that standards in English, mathematics and science are raised further. Provision in the Foundation Stage is good.

Teaching and learning are now much better and are good overall. This is because the school has focused carefully on using different strategies to ensure pupils are actively involved in lessons. As a result, pupils are interested in what they do: they are clear about their targets for improvement and they enjoy working hard to achieve them. There remains some inconsistency in learning in some lessons where teaching remains satisfactory. Here teachers do not always make the best use of assessment information to meet pupils' needs in lessons so that they can achieve their best. Equally, marking of pupils' work does not always help pupils know how to improve.

Much improvement has been made in guiding pupils' academic development since the last inspection. Pupils' progress is now carefully tracked so that teachers and senior leaders know how well they are doing throughout the school year. This ensures effective intervention strategies are put in place; for example, to narrow the gaps in achievement where boys do better than girls in mathematics and science and where girls do better than boys in reading and writing. This effective academic guidance contributes well to the overall good quality of care, guidance and support that all pupils receive. Good partnerships are established with others to contribute to the outstanding welfare of pupils. This has a positive impact on their personal development which is good.

Leadership and management are now good. Monitoring and evaluation are much better than they were and aid self-evaluation effectively. Staff and governors have worked well as a team to ensure the improvements needed have been made and they have demonstrated their effectiveness in both their joint and individual roles. As a result, Armthorpe Tranmoor Primary is now a good school and is well placed to improve further.

What the school should do to improve further

- Raise standards further in English, mathematics and science.
- Ensure consistency in the marking of pupils' work and the use of assessment information in lessons to meet all pupils' needs.

Achievement and standards

Grade: 2

Children start school with skills that are below what might be expected for their age across all the areas of learning. Although they achieve well in the Foundation Stage, pupils have underachieved elsewhere in school. This was reflected in the national tests for pupils in Years 2 and 6 in 2005, when standards attained were below average. This was a particular issue for pupils aged 11 as they were a capable year group. However, much has happened since October 2005 and the legacy of underachievement is now being reversed. In the 2006 national tests, Year 2 pupils did much better, particularly in reading and at the higher levels and they attained average standards overall. In Year 6, pupils attained below average standards, but this represented good progress given their starting points at the beginning of the year. Also, the gap between girls' and boys' achievement has begun to close. Standards are now broadly average and the majority of pupils, including those who have learning difficulties and/or disabilities, achieve well. However, more remains to be done to ensure that standards in English, mathematics and science are raised further.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils say that they are very happy in school and that they feel highly valued by the teaching and support staff. Pupils welcome the many opportunities provided to enhance their personal development by, for example, being members of the school council or acting as playground leaders. They are very proud of their school and one small group said, 'This is a good school where teachers are fun, we make lots of friends and it is a safe and enjoyable place to learn.'

Pupils' attendance is broadly average and their punctuality is good. They show positive attitudes to their work and their behaviour is good in lessons and around the school. Pupils say that they like sport and that they are encouraged to develop healthy lifestyles, for example, by eating more fruit and taking part in regular exercise. Pupils' spiritual, moral, social and cultural development is good overall. They have a clear understanding of the school rules and through regular external visits pupils develop a good awareness of their own culture. However, their knowledge and understanding of cultural diversity is not as secure.

Quality of provision

Teaching and learning

Grade: 2

The school has been effective in improving the quality of teaching and learning. During the inspection, most lessons seen were good. They were well planned, lively and had good pace and challenge. Pupils are now clear about what they are going to learn and

what they need to do to succeed. Learning is also better because experienced teaching assistants are well placed to aid those who need most support. As a result, most pupils make good progress. Where teaching is satisfactory, however, assessment information is not used as well as it might be to ensure that pupils' learning is always at its best. Even so, most pupils could tell inspectors the level they were working at and what they needed to do to improve. They are helped by the good marking of their work in English; however, marking in mathematics is not as detailed and so does not consistently help pupils to improve.

Curriculum and other activities

Grade: 2

The curriculum is good and meets pupils' needs well: for the youngest pupils in Nursery it gives them an outstanding start to their education. Since the last inspection the school has redesigned how they teach different subjects to ensure that better links are made between them. This has given pupils improved opportunities to develop their English and mathematics skills through a topic based approach. There are many more opportunities for the development of speaking and listening through talk partners. ICT is well linked to other curriculum areas and the use of interactive whiteboards and laptop computers is having a positive impact on achievement. Pupils of all ages enjoy the wide range of enrichment activities that are organised for them. In this way, the curriculum promotes pupils' personal and social development well.

Care, guidance and support

Grade: 2

The quality of care, guidance and support for pupils is good with outstanding features. The school includes a wide spectrum of pupils, some of whom have complex needs and low levels of self-esteem. There are excellent levels of both internal and external support provided for these pupils, in addition to those who have learning difficulties and/or disabilities. The good provision of personal, social, and health education (PSHE), that includes 'circle time' and PSHE lessons, is a particularly effective feature. It underpins pupils' self-confidence and helps them to develop a growing understanding of their personal health and safety. Child protection, medical and risk assessment systems are effective and vetting procedures for staff and visitors meet with the latest national requirements. Guidance for pupils' academic progress is now good. Challenging targets are set for all pupils and comprehensive tracking procedures ensure that no pupil is allowed to fall behind.

Leadership and management

Grade: 2

Leadership and management are good and this represents an improvement since the time of the last inspection. The headteacher and deputy headteacher provide good leadership and management of the school. They are aided well by an effective governing body that is both supportive and challenging. Together leaders, managers and governors

monitor and evaluate the school's work well through systems that are much more robust than they were. This has helped the school to keep a diligent overview of progress made. Self-evaluation is therefore good and informs school improvement planning well. Financial management is effective and supports planned developments for improvement. In a short time the school has made good progress. Its impact is evident in the improved quality of teaching and learning and the curriculum and, most importantly, in the progress that pupils have made and the standards that are now beginning to rise.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently. We were pleased to be able to talk to you and to find out what you like about your school. You told us that you enjoy the activities you have after school and we agree with you that you have lots of exciting things to choose from. You really appreciate the many zones you have at play time which allow you to play safely. We could also see that you are well behaved, that you enjoy the responsibilities you are given and that you treat others with respect and courtesy. This reflects the very good care that you are given by everyone in school.

You told us that lessons are fun and you enjoy them. When we visited your lessons, we could see that you try hard to do your best and we know that since last year you have worked especially hard to respond to all the new things that your teachers are doing to make their teaching better. For example, you know your targets and you talk confidently about how you are going to move from one level to the next. Well done!

Most of you now find the work you have in lessons is just right and your teachers mark your work so you know how to improve. But this is better in some classes than it is in others. Also, although everyone is trying their best, this needs to be kept up so that you can do even better in English, mathematics and science. But everyone has worked hard to improve and your school is much better than it was a year ago and is now a good school.

So, these are things that we think could be improved in school, and we would like you to work hard with your teachers to make them good too.

- We are asking your teachers to make sure you keep making good progress and always do the best you can, particularly in English, mathematics and science.
- Your teachers are going to make sure their teaching is as good as it can be so you all have the right activities to do and to make sure their marking of all your work helps you to know what to do to improve.

Thank you for making us so welcome when we visited you. We wish you all the best for the future.