



# Hunslet Carr Primary School

## Self Evaluation Form (SEF)

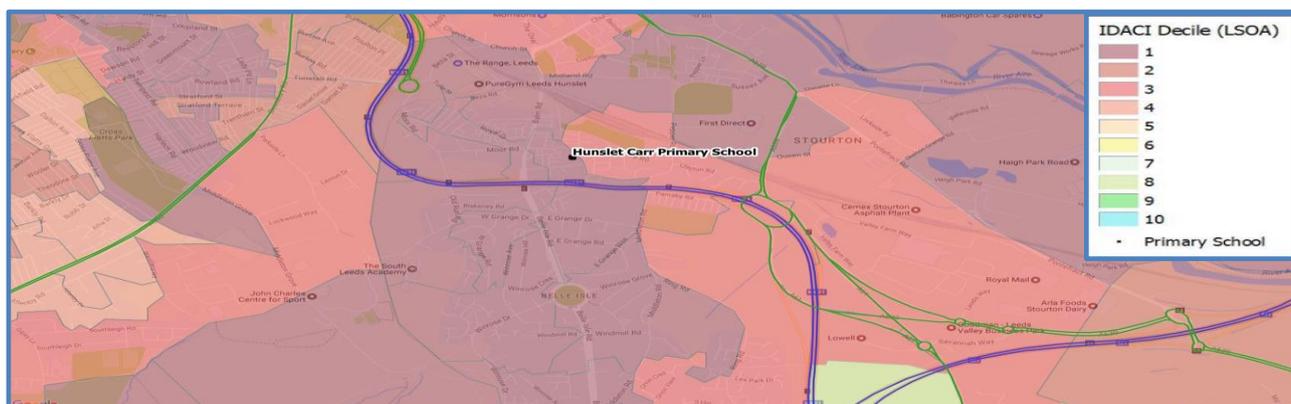


**High Expectations, Caring,  
Positive Attitudes and Successful**

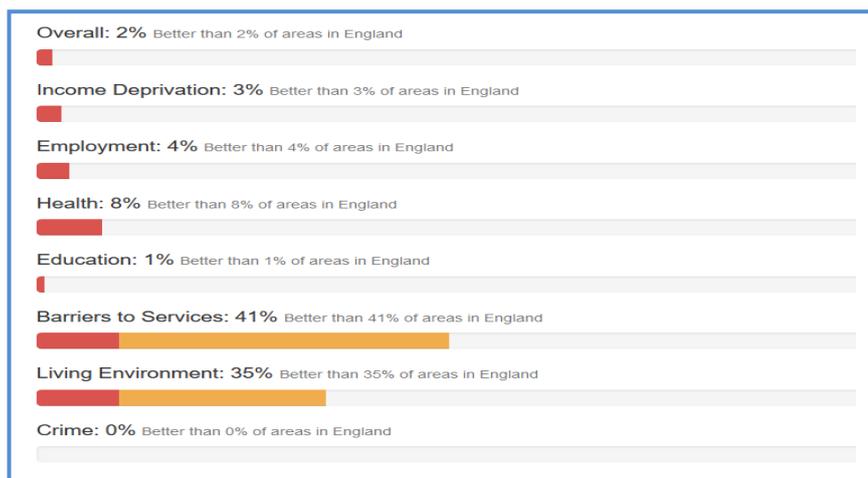
**Updated January 14<sup>th</sup>, 2019**

## Context and Characteristics of the School

Hunslet Carr Primary is a two-form entry community school, located in Hunslet, an inner-city area of south Leeds. The map below provides a clear illustration of the very high levels of deprivation which characterise the areas surrounding the school, from which it draws its children.



The school is located in an area ranked such that only 2% of areas in England have higher deprivation. The specific measures below indicate areas that the school works hard to address through a range of services offered within school.



Graphic source:  
[www.uklocalarea.com](http://www.uklocalarea.com).  
 Full details of the Index of Deprivation are available from the UK Government Website [English indices of deprivation 2015](#)

On entry to EYFS, the majority of children are operating below age appropriate levels in the different areas of learning, specifically, communication, language, literacy, problem-solving, reasoning and numeracy. Despite this, the school's vision and curriculum promote values in our children so that they have **High Expectations**, are **Caring**, have **Positive Attitudes** and are **Successful** and as a result, by the time they reach key points in Year 1 and Year 2 their attainment and progress is in line with the national average in the majority of subjects.

Our challenge now is to transfer this early success into KS2 where over the last three years progress and attainment have not been consistently in line with the expectations (FFT50).

# Effectiveness of Leadership and Management

## **Effectiveness of leadership and management – grade: Requires Improvement**

Through clear guidance, strategic direction and leading by example, leaders create a culture of **High Expectations** for children, parents and staff. School leaders encourage parents to work with the school as partners in their children's education so that they can be **Successful**. School leaders are **Caring** and ensure our children and families have **Positive Attitudes** and are safe.

Leaders have a clear understanding of the school's strengths and the areas to develop. This process is challenged and supported by a Joint Review Group of the governing board and from the Local Authority (LA) through our adviser, Jackie Reid. The views of all stakeholders are sought and alongside the school's monitoring, used to develop the school improvement plan.

Leaders are aware of the strengths and areas to address within the teaching and support staff teams. This information is used to effectively support teachers who are performing below the required level. Opportunities exist for staff to share good practice as well as peer to peer support arrangements. Where teaching staff have failed to improve, following support, leaders have taken the decision to move them on from the school.

The Governing board (GB) is effective in the way it monitors, evaluates and challenges the quality of provision in the school and is currently chaired by a National Leader of Governance. The focus on leadership and management has previously been on the headteacher, but changes this year will ensure the focus falls on all levels of leadership. The GB monitors the school's progress towards successful implementation of the school improvement plan (SIP) through a system of school visits and activities that feed into a successful committee structure.

Pupil progress meetings are focused on those children who are below what would be expected of them based on their prior performance. There is also a focus on which children are not yet achieving ARE in reading, writing and maths. Action plans are written and followed up by leaders in the following weeks, to ensure improvements are seen in outcomes for children.

The school's finances are well managed. Our strategic approach to pupil premium spending has secured improvements in the achievement of disadvantaged children in KS1.

## **Safety and safeguarding**

Following our most recent Safeguarding audit carried out by the Local Safeguarding Board (Sept 18') and a recent Health and Safety audit carried out by the LA (Oct 16') the school has effective practice in both of these areas.

To mitigate against the deprivation factors our children face, we have an inclusion team that work together in our Pupil Support Centre. Staff within this team focus on diminishing any gaps that children face through early help support and when needed, help from other agencies.

All adults are trained in identifying pupils at risk of harm through LA authority safeguarding training. Statutory safeguarding and child protection policies and procedures are in place and adhered to. The GB have clear regard for all aspects of health, safety and safeguarding.

Children experiencing difficulties in school are discussed during the inclusion team's weekly group supervision meetings. Where possible, the school meets the needs of these children using the systems we have put in place, but when this is not possible we refer to outside agencies.

## **Capacity to improve**

All leaders, including the GB, have a clear understanding of the current strengths of the school, a shared vision for the strategic direction of the school and set challenging targets to move the school forward and secure improvement.

Where leaders recognise areas for development, they take robust measures to tackle these. Standards in achievement, learning and teaching, attendance and behaviour will not be compromised.

The school's leaders are further supported in their capacity to improve the school through the effective GB and Jackie Reid, who began working with the school following its last inspection.

**Next steps that will have a significant impact on the quality of leadership and management in the next 12 months (see School Improvement Plan for details):**

- implement a more robust system of staff appraisal, particularly with regards to support staff, so that underperformance at all levels is established quicker and support is put in place
- implement a more rigorous system of monitoring so that ineffective practice is recognised quicker and support is put in place to address this weakness
- assistant headteachers are more aware of the standards of achievement and teaching and learning in their phase so that they are able to support and challenge the staff they manage
- the GB challenge leaders at all levels and seeks a range of evidence so that they are sure that changes made this year are having the required impact

## Quality of Teaching, Learning and Assessment

### Quality of teaching, learning and assessment – grade: Requires Improvement

#### Teaching

Leaders have ensured that teaching within Early Years and KS1 is consistently good and in some cases outstanding, leading to rapid, sustained progress from children's starting points. In KS2, where teaching has been less than good, teachers have been supported to improve. Leader's **High Expectations** have led to a high level of staff turnover within KS2 and therefore progress for children over the last two years has fallen below what is expected from prior starting points.

Following training and monitoring in September 2018, the school is confident that that staffing decisions that have been made have led to a teaching team that is strong in all year groups and that has the subject knowledge to effectively teach reading, writing and maths.

Our learning and teaching policy, delivered through in school training, has led to consistently **High Expectations**. These are reinforced through peer to peer support so that all teachers are aware of what leaders expect children to experience during lessons; a positive climate; a focus on independence; engaged children who are challenged. They give feedback so that children know how they have been **Successful** and what they need to do to improve.

The SENCo provides advice and support so that all children are able to access lessons and that well-targeted in-class intervention is in place to compliment this work. Our SEND provision was highly praised during a LA review into SEND provision in Leeds during the summer of 2017.

Our school gives high priority to the teaching of reading, writing and maths and after a review of KS2 attainment and progress we have made changes to the way these subjects are taught.

We have made significant changes to the way reading and writing are both taught. Teachers have been supported through effective training and have guides to help them understand the different teaching strategies. Leaders are monitoring the impact of the training received in order to ensure that these key skills are effectively taught and children make sustained progress, particularly in KS2. Staff meetings to reinforce specific aspects of reading and writing are planned throughout the year. Where teachers require it, we will offer support and further training. As a school, we have requested a review of T4W and this will take place in Dec 18'.

During 2018-19 the school will teach maths using Maths No Problem! Having trialed MNP! In Year 1 and 3 last year, we know the impact it can have on children's understanding and progress. As part of the school's continued involvement in a TRG, monitoring of the introduction of MNP! across the school is taking place and support will be offered where it is needed.

As part of the LA's support for our school, a teaching and learning review will take place at the start of November 2018 where the successful introduction of these three systems will be measured and steps put in place to further develop the successful implementation.

## Interventions

A significant barrier on entry to school is communication and for this reason we employ a Speech and Language therapist for two days a week, who alongside the SENCo, has developed successful vocabulary and narrative interventions. High levels of assessment, planning, review and training are provided by the therapist leading to positive outcomes.

An expert practitioner within our school has created a bespoke phonics catch up intervention for children that has been so successful it is now being used as the model for delivery in Leeds. We believe in early intervention and identification of difficulty so, alongside SALT interventions, we run early play and social groups, phase one phonics in EYFS and narrative groups.

## Curriculum

Following a review of the wider curriculum, we have made several changes in response to the needs of our children. Since September 2018, our topics have been relaunched and now include further opportunities to develop key skills in a range of subjects including, art and DT. Furthermore, the topics allow the opportunity to use reading and writing as these are explicitly linked to the planning. The introduction of the new curriculum is being monitored by the school's leaders and where there are areas to address, plans will be put in place.

Alongside the wider curriculum, the teaching of pupil independence and academic resilience has been a high priority over the last three years. Our **Positive Attitudes** are developed through the teaching of Growth Mindsets and responsibilities within the school and the school council. In keeping with our teaching of British values, children understand their rights and responsibilities within our community and to respect each other.

Following a review of behaviour, in school during the summer of 2018, the teaching of PSHE will be a focus. While previously children have felt safe in school and the curriculum has taught them how to stay safe online, about healthy relationships and the dangers of drug misuse, our research shows that children feel unable to cope with or understand their emotions. Following staff training on restorative approaches, all classes have an emotional register, circle time and dedicated PSHE lessons to support with children's SEMH.

Sporting clubs offer the opportunity for children to represent the school in competitions and our provision was awarded the Sainsbury's Gold Medal in 2017-18.

## Assessment

As a result of effective assessment, most teachers plan lessons that take into account prior knowledge and meet the needs of all pupils. Teachers are becoming skilled in listening, observing and questioning within lessons to ensure that they quickly intervene with notable impact on learning. Feedback ensures that children are aware of their strengths and understand their next steps leading to well-motivated and engaged learners.

The school has effective communication with parents to ensure they know how well their child is doing at school. There are termly parents' meeting and an annual reports so that parents know whether their child is on track and whether this represents the progress we would expect.

## **Next steps that will have a significant impact on the quality of teaching, learning and assessment in the next 12 months (see School Improvement Plan for details):**

- for teaching across KS2 (particularly Year 3 and 4) to become consistently effective leading to sustained progress in these year groups
- for teaching within EYFS and KS1 to continue to be effective with the introduction of new teaching staff and new techniques for teaching reading, writing and maths
- to ensure that training for the new approaches to teaching reading, writing, maths and the new curriculum is leading to effective teaching and children are making at least expected progress
- for teachers to have a secure knowledge and understanding of the schools assessment system
- written feedback in children's books leads to children making rapid progress

# Personal Development, Behaviour and Welfare

## Personal development, behaviour and welfare – grade: Good

### Behaviour

As a result of restorative training and clear procedures, teachers are beginning to have **Higher Expectations** of behaviour. There is a very positive ethos where children show great pride in their school. A significant majority of children are engaged, focused and work well both within a team and on their own. They enjoy being in school and respond well to adults. We believe our children are one of our biggest strengths and we are proud of the young people they become.

The school's behaviour policy sets out clear expectations and is understood by members of the school community. For children, the main way they understand the system is through the form of 'Trackit Lights' on the whiteboard with links to 'Good to be Green' rewards.

There are a small number of children who find it hard to consistently follow school rules. These children are managed through different waves of support. Staff in school attempt to work with the child and their family, offering early help and when it becomes necessary, referrals are made to the Cluster support or the Complex Needs Team.

There is a zero tolerance to any form of racism, homophobia and bullying with clear procedures for reporting, investigating and dealing with any incidents, which are rare.

### Attendance

Since 2011, the school has improved overall attendance from 90.2% to 95.6% (July 18') and understands that further improvements are needed if we are to reach our target of 96%. Persistent absence in 2017-18 was 10.4% and the school recognises that working alongside the LA attendance officers, there is more to do in this area.

Using Pupil Premium funding, the school has employed a part-time Attendance Officer who is focused this year on working with the LA to gather evidence for fast-track or case work procedures against families whose attendance has not changed despite early help and the range of rewards and incentives to encourage good attendance and punctuality.

### Safety and safeguarding

As well as the policies and procedures put in place to keep all children safe the curriculum teaches children how to keep themselves safe in the real and on-line worlds, and what to do when they don't feel safe. Through theme weeks the children are taught topics on bullying and SRE. These themes are reinforced through assemblies and through visitors such as the NSPCC.

Our emphasis on British values keeps the children safe as they follow the rules, and learn to be tolerant towards each other. The teaching of RE and a commitment to visiting six places of worship challenges local stereotypes and allows for the discussion of faith. Staff feel confident challenging children's views following Prevent training in June 2016.

### SMSC development

The school's ethos means that children's SMSC development is strong. Children are taught to be tolerant and respectful of all faiths, cultures and lifestyles, both in school and in the wider community. Children develop morals and values which enable them to take part and enjoy adult life. They develop a sense of citizenship, raising money and giving to local charities.

The curriculum develops children's social skills. They are encouraged to share ideas and opinions confidently as well as having responsibilities in class and other areas of school life, such as family dining. Children have the chance to understand what it means to be British and how this encompasses different cultures. The school's work in developing positive and tolerant attitudes towards each other is built upon through PSHE and our annual Culture and Faith day.

## **Next steps that will have a significant impact on the quality of personal development, behavior and welfare in the next 12 months (see School Improvement Plan for details):**

- following training, to ensure that all staff have an understanding of the school's behaviour policy and procedures and that they put in place restorative strategies to improve children's behaviour
- following training, to ensure that there is consistency in approach to behaviour from all adults
- to work with the LA in challenging persistent absence through fast track procedures and gathering evidence for case work
- to continue to support the small number of children who exhibit challenging behaviours through consistent use of strategies as set out in our Waves document
- to ensure that the introduction of strategies to improve children's behaviour and SEMH are embedded and effective in promoting positive outcomes

## **Outcomes for Pupils**

Children enter the Nursery and Foundation Stage significantly below ARE and make good progress so that by the end of KS1 the children are broadly in line with ARE (70% Expected Standard (ES) in Reading, 64% ES in Writing and 75% ES in Maths). Leaders recognise that the attainment and progress at Year 6 over the last two years has fallen below the targets we set ourselves. Leaders are confident that they have taken the required actions so that in 2018-19 teaching across KS2 will be at least good in all classrooms leading to improved outcomes.

### **Foundation Stage – grade: Requires Improvement**

Despite challenging cohorts with significant barriers including SEND, speech and language and poor PSED skills, the majority of children in EYFS make good progress from significantly low starting points on entry.

The reasons leaders recognise that outcomes for pupils in EYFS requires improvement are:

- boys perform significantly lower than girls in school and boys nationally
- the progress of boys (as measured using in school tracking) is below that of girls
- the attainment and progress of children who are eligible for pupil premium is significantly below non-disadvantaged in school and nationally
- PSED and Managing feelings and behaviour outcomes are well below national

### **Actions resulting from the analysis of these figures taking place in the next 6 months are:**

- developing a consistent approach to the teaching of reading and writing across EYFS in preparation for children starting KS1
- ensuring that literacy, (reading and writing) take place outside where boys tend to play
- a greater emphasis on disadvantaged children in pupil progress meetings
- improved observations ensuring all adults in EYFS are aware of children's next steps
- effective intervention to develop children's PSED and ability to manage their feelings

### **Key Stage 1 – grade: Good**

Achievement overall at the end of KS1 is good, as, over the last three years, the school has closed a significant gap between attainment in both English and maths with NA. Attainment in all subjects is now in line with NA. Attainment at the end of KS1 demonstrates good progress from their Early Years result at all prior attainment levels and for all groups of learners.

KS1 Attainment in 2018 continues the positive three year trend where outcomes in reading, writing and maths combined are above or in line with national outcomes for the expected standard.

Year 1 phonics screening outcomes continued to be in line or above national outcomes and combined with the pass rate in Year 2, the children enter Year 3 with secure phonic skills.

### **Actions resulting from the analysis of these figures taking place in the next 6 months are:**

- regular pupil progress reviews focusing on progress from prior attainment groups including children at Greater Depth, so that teachers are held accountable for attainment and progress
- consistent approaches to the teaching of reading and writing from EYFS to KS1

### **Key Stage 2 – grade: Requires Improvement**

Achievement overall at the end of KS2 requires improvement, as, over the last two years, attainment has been well below national average and progress from starting points is below or significantly below national average for reading, writing and maths.

KS2 Attainment and progress in 2018 was below the FFT50 estimates for the cohort. Several factors combined that meant both measures were lower than expected. Removing children from the data set who were particularly effected by events in Year 5 or 6 (or adding progress scores for children with EAL who joined in the school in KS2) brings attainment closer to the FFT50 estimate and progress in line with national average.

Even after these changes, outcomes were lower than what leaders finds acceptable and this was primarily because a significant proportion of children who left KS1 with middle or high prior attainment did not achieve expected or greater depth at the end of Year 6.

### **Actions resulting from the analysis of these figures taking place in the next 6 months are:**

- whole school training and support in the teaching of reading and writing to take place and through monitoring leaders ensure that children are making progress
- whole school training and support in the teaching of mastery maths (MNP!) to take place and through monitoring leaders ensure that children are making progress
- the systematic tracking of middle and high prior attainment children across KS2 and intervention put in place where children have fallen below what was expected of them
- the systematic tracking of all children against RWM combined across KS2 and intervention put in place where children have fallen below in one or more subject

### **Current in school Achievement:**

The school moved to the Chris Quigley system of assessment using Milestones at the end of each phase during 2015/16. The latest set of assessment information reflects the good quality of learning and teaching that is happening in the vast majority of subjects and year groups across the school. Where the attainment and progress of a class is not what we would expect an action plan is put in place to support learning and teaching in that classroom.

### **Pupil Premium Analysis**

When our disadvantaged children come into school they often have very low levels of development (as evidenced by our on-entry data). The quality teaching & support we provide over their first few years at school means that by the end of KS1, our disadvantaged children often make accelerated progress (in 2018, the KS1 attainment of our disadvantaged children was in line with that of Disadvantaged children nationally in reading, writing and maths.

Over the course of KS2, performance data shows that disadvantaged children do not achieve the expected standards or progress for similar children nationally and this is linked to the standard of teaching across KS2.

## **The effectiveness of Early Years**

### **The effectiveness of Early Years – grade: Requires Improvement**

Leaders recognise that over the last two years the provision in Early Years has not been as effective as it should have been and have taken action to put in place an experienced assistant headteacher with a track record of success.

Since September 2018, under new leadership, systems and training are in place to ensure all adults are working alongside children within provision to consistently demonstrate the

characteristics of effective learning with high levels of curiosity, imagination and concentration. Through the support of the new assistant headteacher, all staff are developing their ability to recognise children's next steps and provide timely intervention to move children forward.

Leaders, working with the LA, have ensured that there are accurate baseline assessments. After training, these will be followed by high-quality observations throughout the year and the accuracy will be supported through moderation within the family of schools.

The majority of teaching across the foundation stage is good with a focus on increasing the amount that is outstanding over time. Through focused CPD and effective team meetings staff are being trained so that they are skilled with a knowledge of learning, development and welfare requirements, this will lead to a significant improvement in outcomes for all children.

Intervention programs such as speech and language therapy and early play and social skills reflect the rich and varied experiences we provide to meet the needs of all children. From low starting points, children's are encouraged to develop relationships and emotional literacy skills.

The school is committed to providing experiences for our children that they might otherwise never receive through visitors & visits to local areas of interest. Children learn to respect each other, find out about other cultures and homes and take part in school events such as voting in the school election. At an appropriate level, children learn British values and morals.

It is important that we have effective safeguarding procedures in place in the Early Years. Our Designated Safeguarding Lead ensures that there is a focus on this in his weekly team meetings. Our highly effective inclusion team works alongside Early Years staff to identify vulnerable children and families. Our curriculum and the Early Years premises also promote safeguarding.

**Next steps that will have a significant impact on quality of personal development, behavior and welfare in the next 12 months (see School Improvement Plan for details):**

- improvements to the provision in the outside area so that boys are well supported in the learning of core subjects
- a dedicated HLTA to oversee the effective implementation of SEND programs and interventions, ensuring children's individual needs are met
- develop the skills of the support staff so that they are able to support children to know their next steps in phonics, reading, maths and other areas of the curriculum
- increase the links between home and pre-school through targeted support from our Parent Support Adviser to support parents and careers with adult education, parenting classes, self-esteem and career advice

## Overall Effectiveness

**Overall effectiveness – grade: Requires Improvement**

Leaders are uncompromising in their desire to improve the life chances of the children who attend the school. As a result, they have recognised the areas of school that require development and have effective plans in place to ensure rapid progress in the provision for children and the outcomes that they go on to achieve.

Because teaching is consistently good in KS1 and improving across KS2, pupils develop very **Positive Attitudes** to learning, are **Successful** and most achieve well. They make good progress in KS1 from very low starting points on entry to Nursery and leaders are focused on ensuring that progress is maintained in KS2 so that children are well prepared academically for high school.

The school's leaders and inclusion team ensure that school is a **Caring** environment where we meet the needs of all children and their families who attend our school so that they have the best possible start in life.

<b>Summary</b>	<b>Judgement</b>
Effectiveness of Leadership and Management	<b>RI</b>
Quality of Teaching, Learning and Assessment	<b>RI</b>
<b>Personal Development, Behaviour and Welfare</b>	<b>Good</b>
Outcomes for Pupils	<b>RI</b>
The effectiveness of Early Years	<b>RI</b>
Overall Effectiveness	<b>RI</b>