

Hunslet Carr Primary School

Woodhouse Hill Road, Hunslet, Leeds, West Yorkshire LS10 2DN

Inspection dates

7–8 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not secured consistently good teaching and learning.
- Pupils do not make consistently good progress in reading and writing, especially boys. As a result, pupils do not reach the standards of attainment they are capable of by the end of Year 6.
- High levels of staff change have adversely affected leaders' efforts to bring about consistently good teaching.
- The teaching of reading is not always effective; pupils, particularly boys, do not develop skills to enable them to understand text.
- In writing, teachers' expectations of the quality and quantity of work are not high enough. The teaching of letter formation and handwriting are inconsistent and sometimes weak.
- The teaching of problem-solving and reasoning is inconsistent. This limits pupils' ability to reach the higher levels in mathematics
- In the early years, the outdoor space is not as well used as the learning environment inside. Early writing skills are not developed effectively.
- Behaviour requires improvement because pupils do not always demonstrate positive attitudes to learning.
- Self-evaluation is overgenerous. The evaluation of teaching and the scrutiny of work do not always focus sharply on the impact of teaching on the learning and progress of all pupils.

The school has the following strengths

- Support for pupils who have special educational needs is effective and this enables them to make positive progress.
- Pupils develop phonic skills well and this helps their early reading.
- Safeguarding is effective because of the high priority given to the care and safety of pupils.
- Leaders have high aspirations for the school and its pupils. They have appropriate priorities and plans for improvement in place.
- Pupils' personal development is good; they say they feel safe and attendance is improving.
- Leaders have shaped the curriculum to correctly prioritise the teaching of basic skills. They know they have to develop this further.

Full report

What does the school need to do to improve further?

- Improve pupils' attainment and progress in reading and writing, especially for boys in key stage 2, by:
 - developing pupils' inference and deduction skills to aid their reading comprehension
 - extending pupils' vocabulary
 - ensuring the consistent and accurate teaching of handwriting and letter formation in line with the school's agreed approach
 - providing more opportunities for older pupils to write at length in a wider range of subjects.
- Improve the quality of teaching and learning across the school, particularly in key stage 2, by ensuring that:
 - tasks are matched more carefully to the range of pupils' abilities
 - pupils have more opportunities to apply their mathematical skills to problem-solving and reasoning
 - teachers have consistently high expectations of the quality and quantity of work they expect pupils to complete.
- Improve the quality of leadership, management and self-evaluation by ensuring that the monitoring of teaching and work sampling is rigorous and focuses sharply on the learning and progress of all pupils.
- Improve the effectiveness of the early years, by:
 - developing the use of the outdoors to match the quality of the learning environment indoors
 - improving the accuracy and use of assessment to help staff to carefully plan children's next steps in learning
 - teaching children to form letters in line with the school's agreed approach.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Significant turbulence in staffing is a major reason that current pupils have a legacy of underachievement and are not reaching the standards they are capable of, particularly boys. Over time, the quality of teaching has been too variable to ensure that pupils make the progress of which they are capable. Consequently, despite leaders' plans for improvement, pupils are not well prepared for their next stage of education.
- The headteacher and deputy headteacher, along with governors, are ambitious for pupils, and the school. An audit of the school, although overgenerous in important areas, has ensured that leaders have a sound understanding of the school's strengths and weaknesses. Their undeniable desire to improve the quality of teaching has at times led them to evaluate improvements to be effective before they have had time to show an impact on all pupils' learning and progress. Arrangements for checking on the quality of teaching are not always focused sharply on all pupils' learning and progress.
- A success of leaders has been in the impact of strategies to improve attendance and reduce persistent absence. These are showing very positive signs and attendance is has recently improved.
- The leadership of teaching is sound. A coaching model has recently been introduced and includes opportunities for teachers to work in small groups to review their own teaching and to identify ways to improve their work. As a consequence, there is evidence that teaching is improving.
- The subject leaders for mathematics and English are taking appropriate action to bring about improvements in teaching. For example, training for staff has improved their understanding of how to teach mathematical reasoning skills. The teaching of reading has been revised and provides a more structured framework for a consistent, whole-school approach. However, many of these initiatives are new and not consistently applied so it is too early to see the impact on pupils' progress and outcomes.
- The primary school physical education and sport funding is used well. Pupils said how much they enjoy sport and find lessons fun. Older pupils were observed enthusiastically working with sports coaches to improve their ball skills. Pupils recognise the value of physical activity as a part of being healthy.
- The leadership and management of the use of the pupil premium funding is effective. The plans for the use of this funding have recently been reviewed. Plans are now more precise because they are informed by an analysis of pupils' needs and barriers to learning. The impact of last year's work in this area was evaluated and as a consequence some less effective interventions were ceased and more effective ones extended.
- The leadership of the provision for pupils who have special educational needs (SEN) and/or disabilities is effective. A wide range of support for individual pupils and small groups contributes to the largely good provision and progress for these pupils.
- The curriculum is broad and balanced. Pupils are taught about a range of world faiths and this is enhanced by visitors and visits. The promotion of fundamental British values is effective. For example, pupils learn about democracy. Pupils talk about the

importance of valuing people from all different backgrounds. Discussions with pupils demonstrate that their spiritual, moral, social and cultural development is strong.

Governance of the school

- Governors understand their roles and responsibilities well. They bring many professional skills and a wide range of experience to enhance their impact on school improvement.
- Governors know the school well. They understand the school's attainment and progress data. As a consequence, they know where improvement is most needed. Like leaders, they are frustrated by recent staff changes and the difficulties this presents.
- Governors have a clear understanding of the place and value of performance management. They are clear about their role in challenging and supporting the leaders through their role in the performance management process. They understand the value of continuous professional development to support the development of all staff. They have a clear overview of what actions are being taken to improve the quality of teaching.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding team fulfil their role conscientiously. Together with the staff, they are committed to ensuring that the pupils in their care are kept safe. When necessary, referrals are made to other agencies. Records show that families who need additional support are referred to other agencies when needed.
- Employment checks are carried out appropriately on new staff before they join the school. Checks are recorded appropriately in a single central record.
- The school site is safe and secure. Policies, procedures and records are up to date and fit for purpose. Appropriate risk assessments are in place for the site and for movement between the school buildings.

Quality of teaching, learning and assessment

Requires improvement

- Teaching does not consistently enable pupils to make good progress from their starting points in reading and writing. This has prevented some pupils from reaching the standards they are capable of by the end of key stage 2. The many changes of teaching staff have adversely affected leaders' work to secure effective teaching. Nevertheless, where there has been a stable teaching team the quality of work has improved because of effective staff training.
- The teaching of writing requires improvement, particularly in key stage 2. Teachers do not always have high enough expectations of the quality or quantity of written work. In some classes, pupils do not produce enough written work. Some pupils do not form letters correctly and this limits their ability to write with confidence.
- Teaching of reading is improving because teachers have had recent training and guidance on strategies to extend pupils' understanding of different text types. The

teaching of phonics and early reading skills is effective. Pupils in key stage 1 confidently use these skills to tackle unknown words when reading. Younger pupils get off to a good start in learning to read. Teachers do not focus enough on extending older pupils' understanding of a wide range of vocabulary and ensuring they gain the comprehension skills of inference and deduction.

- In mathematics, the quality of teaching is inconsistent. Although the teaching of basic arithmetic skills is effective, opportunities for pupils to apply their mathematics skills to problem-solving and reasoning are not consistently provided to all pupils. This limits their ability to reach the higher standards of attainment by the end of Year 6.
- Although teachers are beginning to use assessment information to match work to the needs of different ability groups, some planned tasks do not always meet the full range of abilities within each class. Sometimes, pupils complete tasks very quickly and then await further direction. At other times, pupils find the work too difficult and do not succeed. When this happens some pupils lose interest and do not show positive attitudes to their work and learning.
- The quality of pupils' work across the full range of subjects is not consistently of a good standard. Teachers do not provide sufficient opportunities for the pupils to gain the necessary skills and understanding in subjects such as history, geography and science.
- Teachers and pupils enjoy positive working relationships. Pupils say they value the help that teachers and other adults provide in class and working with individuals and small groups.
- There is a core of effective teaching, especially in Years 2 and upper key stage 2, where explanations are clear and questioning is used effectively to check on pupils' understanding or to deepen learning.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are happy, polite and welcoming to visitors. They have respect for each other because the school effectively promotes this through assemblies and classroom discussions.
- Pupils say they are well cared for and enjoy school. They talk positively about being part of a friendly school community.
- They know how to keep themselves safe, including when online. The curriculum offers a wide range of opportunities for pupils to learn about important issues such as water, rail and road safety. Staff make older pupils aware of the risks associated with alcohol and substance misuse.
- Visits and visitors are used to give pupils a good understanding of the wide range of faiths and cultures represented in the local community. For example, pupils have visited a mosque and a Sikh temple.

- Staff are aware of the issues many pupils face and have robust systems in place to help them. Pupils are looked after and cared for well.
- The daily breakfast club is well attended and enjoyed by pupils. It is much appreciated by parents and carers.

Behaviour

- The behaviour of pupils requires improvement.
- In some classes, pupils do not consistently show good attitudes to learning. For example, when teaching is less engaging, learning is impeded by off-task behaviours or slow responses to teachers' requests. When this happens, pupils come off task and do not complete as much work as they should.
- Pupils are aware of the different types of bullying. They are very confident that the staff will always deal with any incidents of bullying straight away. They told inspectors that incidents of bullying reduce when it is brought to the attention of staff, but it reoccurs occasionally.
- Recent improvements, including the appointment of a new attendance and welfare officer, have led to marked improvements in attendance. Her persistence at following up all absences and good engagement with families has reduced the number of pupils who are persistently absent. Most recent records show that attendance is broadly average.

Outcomes for pupils

Requires improvement

- Over time, pupils have not made enough progress from their starting points, particularly in reading and writing. There is a legacy of underachievement caused by variation in the quality of teaching, along with some staff absence. This legacy remains evident, although older pupils are starting to catch up.
- Work in books and evidence from observations of teaching and learning, along with the school's own assessment information, show that pupils' progress is improving as a consequence of training but remains variable, especially across key stage 2. Pupils do not make good progress from their starting points, particularly in reading and writing. This links to variability in the quality of teaching.
- The standards attained by pupils in Year 6 in 2017 were below the national average in reading, writing and mathematics. This represented less than expected progress from their Year 2 starting points, particularly in reading. The achievement of the most able pupils is varied. In 2017, too few pupils reached the higher levels of attainment by the end of Year 6 in reading and mathematics.
- Pupils do not make strong progress in a broad range of subjects. Work in pupils' books shows that they do not have a firm understanding of the topics covered. Pupils are not given opportunities to write in a range of subjects such as history, geography and science.
- In 2017, pupils' achievement in key stage 1 was better than in key stage 2. Published assessment information in 2017 shows that the proportion of pupils who reached the

expected standard at the end of Year 2 was just above the national average in reading, writing and mathematics. For the majority of pupils, this represents good progress because of effective teaching in Year 2. Currently in key stage 1, although books show some evidence of improving progress, inconsistencies remain.

- Pupils achieve well in phonics because of the use of an effective phonic support programme which targets individual pupils on a daily basis. This complements the whole-class teaching of phonics. Results in the Year 1 phonics screening check are often above average. Pupils are acquiring good skills in their ability to read unknown words. The school's assessment information indicates that pupils in the current Year 1 are making good gains in phonics.
- The progress of the most able is uneven across the school. Although challenge is stronger in some classes, where teaching is more effective, this is not always the case and prevents some of the most able pupils achieving higher standards.
- The achievement of pupils who have SEN and/or disabilities is good because of the effective support they receive through well-thought-out interventions and planned additional support.
- There is evidence that the progress of disadvantaged pupils is improving because of the additional targeted support directed at individual pupils.

Early years provision

Requires improvement

- The proportion of children reaching a good level of development by the end Reception has decreased over the last two years. From their below-typical starting points, children, boys in particular, do not make enough progress. Children are not well prepared for their move into Year 1.
- Very few children exceed the early learning goals because those who are most able are not always challenged highly enough.
- A large number of children start school with underdeveloped speech and language. Those requiring additional support are quickly identified and effectively supported through specialist support and targeted provision. This is helping to improve their speech and language.
- Assessments are not always accurate or used well enough to enable adults to carefully plan children's next steps in learning. As a result, teaching is not always effective and fails to maintain the interest of some children, particularly boys.
- Phonics is often taught well. This is enhancing children's ability to read words.
- The support provided by adults is variable. Some adults are skilful at asking questions to check understanding and promote children's language development. Play is exploited to move children's learning forward. The teaching of writing is not as effective and some adults do not always correct errors, for example in pencil grip and letter formation. In the outdoor area, opportunities are often missed to engage children, particularly boys, in purposeful play.
- Leadership is not fully effective in checking the strengths and aspects needing attention. The self-evaluation is overgenerous. Nevertheless, leaders have started to develop outdoor provision. This is an ongoing process and currently activities do not

always assist children's development, particularly in relation to promoting basic skills. At times, children do not engage in purposeful play.

- Children are well cared for and understand daily routines. They appear happy and settled. Relationships are strong.
- Although safeguarding is effective, there are times when boisterous behaviour outdoors is not checked. Despite this, children typically behave well, take turns and are considerate towards one another.

School details

Unique reference number	107950
Local authority	Leeds
Inspection number	10045061

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	463
Appropriate authority	The governing body
Chair	Mrs Claire Burgess
Headteacher	Mr Martin Lumb
Telephone number	01132 713804
Website	www.hunsletcarr.co.uk
Email address	martin.lumb@hunsletcarr.co.uk
Date of previous inspection	October 2012

Information about this school

- Hunslet Carr has increased in size since the last inspection. It is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average. Since the last inspection the proportion of pupils from minority ethnic backgrounds has increased and is broadly average.
- The proportion of pupils who have SEN and/or disabilities is above average. These pupils experience a range of difficulties including moderate learning, behaviour, emotional and social, and speech, language and communication.
- Since the last inspection there has been much change, including the appointment of a new headteacher. A new deputy headteacher took up the post during 2016. In September 2017 four new assistant headteachers took up their posts. Seven of the 15 teachers working at the school started work between September 2017 and January 2018; this includes some supply teachers and temporary teachers.

- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- The school was closed to pupils on the second day of the inspection due to heavy snow. On the first day of the inspection inspectors observed learning in all classes. Two lessons were observed with the headteacher. On the second day of the inspection the focus was on the detailed scrutiny of pupils' exercise books and discussions with members of staff.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of pupils' spiritual, moral, social and cultural development. They also observed pupils at playtime and during lunchtimes.
- The inspectors looked at the provision for the children in the early years, including in the outdoors. They examined the school's assessment information and children's profiles and work.
- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator the English and mathematics leaders and the early years leader. Inspectors also met with the staff responsible for safeguarding, pastoral care and attendance, and a group of teachers.
- Meetings were held with a representative of the local authority and with a group of three governors.
- The inspectors reviewed documents, including school policies, safeguarding information, the school's own evaluation of its effectiveness, the school improvement plan, action plans, minutes of governing body meetings and information about pupils' progress and the impact of teaching.

Inspection team

Amraz Ali, lead inspector	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Paul Plumridge	Ofsted Inspector

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