

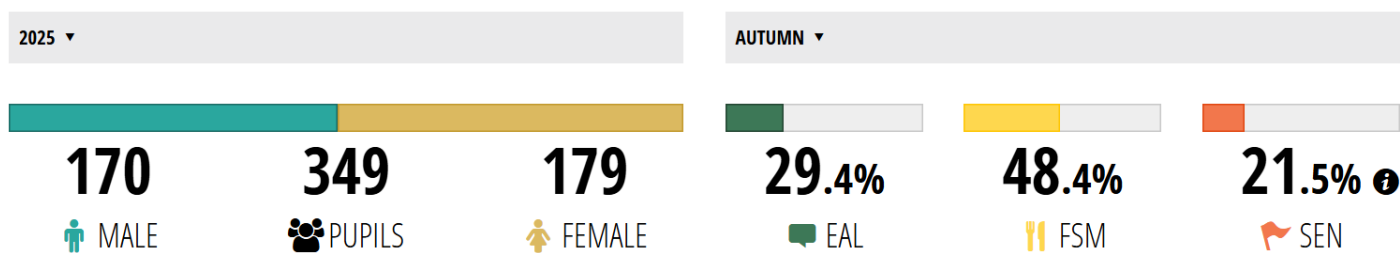
## NOVAC (Note of visit and contact)

School:	Hunslet Carr	Date:	15 <sup>th</sup> December 2025
Author:	Liz Brook	Staff contact:	HT,
Headteacher:	Martin Lumb		
Purpose of the visit	Attendance – systems and procedures		

### Previous Ofsted AFIs: November 2021

- While the new phonics approach is delivered well in whole-class phonics sessions, some inconsistencies remain. Some early reading intervention sessions are not delivered with the same fidelity to the school's chosen approach. This is hindering some pupils from catching up quickly and learning to read. Leaders should ensure that all staff receive the training they need to deliver leaders' chosen phonics programme with consistency. *The school moved to the teaching of Read, Write, Inc. in September 2024 and are currently working with the Jerry Clay English Hub.*
- Subject leaders have worked to design and introduce a well-structured curriculum in the foundation subjects. However, they have not yet secured consistent assessment processes. This means that sometimes teachers do not accurately know whether pupils have achieved the intended end points for each unit of learning. Leaders should continue to develop and embed assessment processes so that prior learning is effectively built on, and new learning is delivered consistently well across all classes. *Not discussed during this visit.*

### Current context:



Hunslet Carr Primary School is situated in an area of considerable socio-economic disadvantage within the city. Despite these contextual challenges, the school benefits from a stable staffing team, many of whom have worked at the school for many years.

The school is currently managing a significant budget deficit and is working closely with the Leeds Finance Team. A deficit reduction plan has been developed and submitted to LCC. To address the financial challenges, the school has made strategic decisions, including introducing mixed-age classes and reducing staffing levels, in order to further reduce the deficit.

## Summary of the visit:

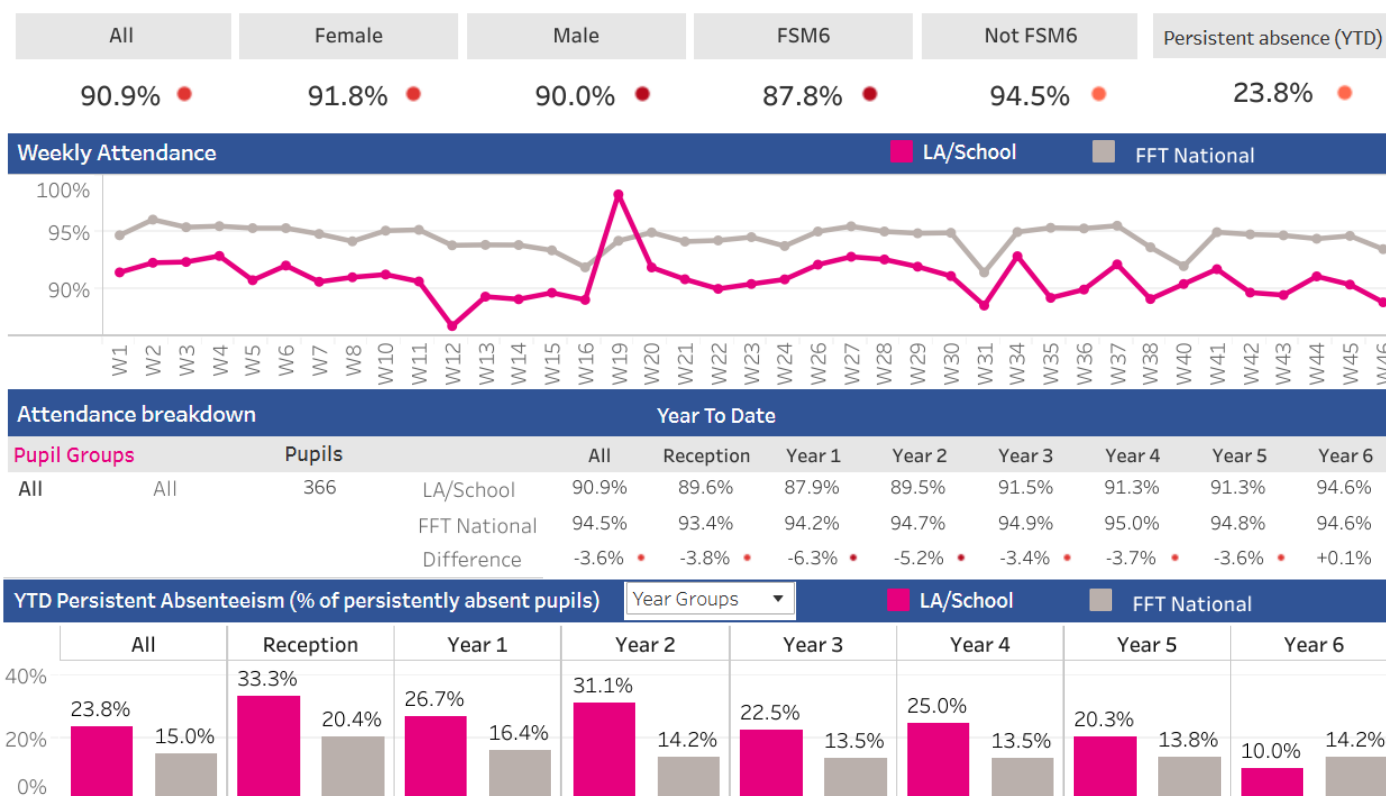
*The SIA met with three members of the attendance team: the Assistant Headteacher (AHT), the Safeguarding Lead, and the Attendance Lead. During the meeting, they discussed the school's attendance procedures as well as the current attendance data.*

- The Headteacher recently (Dec 2025) visited an Attendance Hub in Huddersfield, where the school's methodology was shared. Although this was a secondary setting, the Headteacher came away with several ideas to further improve attendance, which are now being considered.
- The school has reached out to the Attendance Team at Leeds LA for additional support, particularly regarding one child who is currently a school refuser. A designated Attendance Officer has been assigned to work with the school. This officer is familiar with the school's context and local area, having previously worked at Hunslet Carr.
- Attendance procedures were discussed in detail. The school has worked hard to align its processes with the DfE's *Working Together to Improve School Attendance* guidance (August 2024). They have ensured compliance with the Summary Table of Responsibilities and appointed an SLT member (an Assistant Headteacher) as the school's "Attendance Champion."
- The school has clear documentation outlining expectations for Day 1 of absence, Day 2, and beyond. These processes have been shared with the wider team. During the visit, the Attendance Lead explained that she conducts home visits and makes phone calls if parents fail to follow the school policy of notifying absence before 9am. The school has strengthened the DfE guidance by introducing a more rigorous approach, including diverting calls to Monique (Attendance Lead) where possible, so that absence can be challenged promptly and arrangements made for pupils to attend school at the earliest opportunity.
- The Safeguarding Lead supports home visits where safeguarding concerns arise or when flagged by the Attendance Lead due to lack of contact. The school is robust in ensuring daily welfare checks for all children who have not registered.
- Fast Track processes have already been initiated this year and have previously been used successfully to improve attendance. These currently begin when attendance falls to 89%, although discussions were held about whether interventions should start earlier to prevent pupils from becoming persistently absent. There are currently 8 families who are on Fast Track currently. 3 separate families were fined last year for poor school attendance. Last year, Leeds LA said no families would be eligible for further legal proceedings.
- The school offers a range of interventions and support for parents, including an Attendance Bus (operating Mon/Wed/Fri), cluster support, HomeStart (a charity), and assistance from the Parent Support Advisor. A Graduated Response document for attendance has been developed and is now being implemented. Class teachers are also taking greater responsibility for challenging and celebrating attendance with their cohorts and engaging parents during parents' evening meetings.
- The school has introduced several initiatives to raise the profile of strong attendance. These include a weekly reward system, a school-wide "Attendance-opoly" game played in assembly, and a termly "Pop-up Shop" reward event for pupils achieving 96% attendance or above.
- Leaders will continue to discuss attendance at the half-termly Pastoral Meetings, attended by the inclusion team, SLT, and the attendance team. A Governor responsible for attendance also regularly participates. Discussions with the Assistant Headteacher highlighted the importance of senior leaders taking a more active role in challenging attendance concerns with parents. It is recommended that the

Headteacher and Assistant Headteachers meet directly with families where persistent absence occurs or where there is a sudden decline in attendance.

- The attendance team demonstrated strong knowledge during the visit, particularly the Assistant Headteacher, who had an attendance folder readily available to share key documents. It is recommended that the Attendance Leader, in preparation for a future inspection, can confidently present documentation and data, and has the school's internal tracking systems and records easily accessible for external visitors.

## Attendance – Last Year:



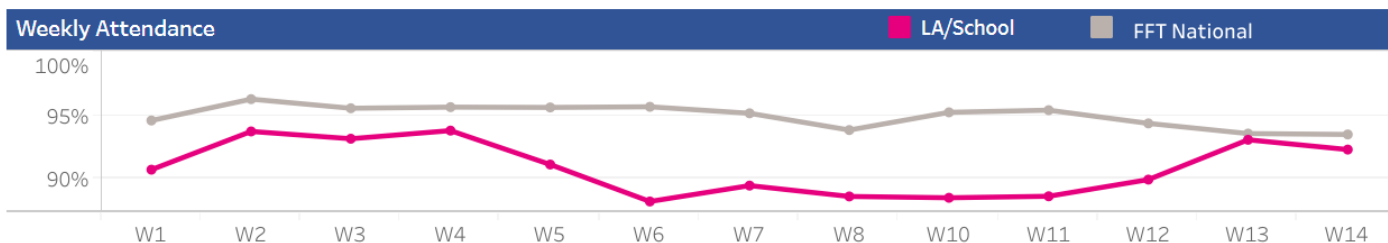
During the visit, data from the previous academic year was briefly reviewed to identify key trends. It was recommended that the Attendance Leader use last year's report and/or DfE Wonde to make comparisons, enabling careful tracking of whether the school's current attendance is improving compared to last year.

Additionally, the Attendance Leader should analyse the periods with the lowest attendance, explore possible reasons for these dips, and work closely with the SLT to consider whether further curriculum events or initiatives could be introduced to address this in the next academic year.

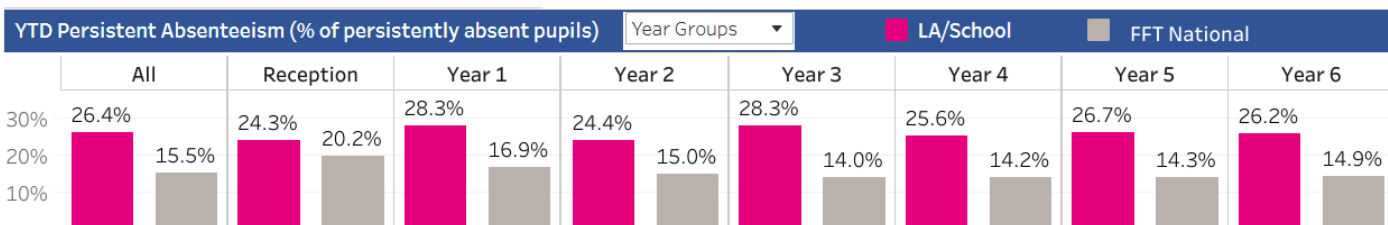
Further discussions focused on the current Year 1 and Year 3 cohorts, which had the highest rates of persistent absence last year. Key pupils contributing to these figures were considered, and the school was asked to reflect on whether specific actions have been planned for these cohorts.

## Year to date (to Friday 5<sup>th</sup> Dec):

Attendance Headlines		Year To Date				25 Aug 25	-	5 Dec 25
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)			
90.9%	90.8%	90.9%	87.8%	94.2%	26.4%			



Attendance breakdown		Year To Date				25 Aug 25	-	05 Dec 25			
Pupil Groups	Pupils	All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
All	All	329	LA/School	90.9%	94.1%	90.0%	90.8%	89.4%	92.7%	91.4%	89.6%
			FFT National	95.0%	94.0%	94.7%	95.1%	95.4%	95.3%	95.2%	94.9%
			Difference	-4.1%	+0.1%	-4.7%	-4.3%	-5.9%	-2.6%	-3.8%	-5.3%



Hunslet Carr Primary Sc... ▾

Absence band	Total number of pupils	Total percentage of pupils	Status
<a href="#">Absence from 0% to less than 5%</a>	188	53.1%	
<a href="#">Absence from 5% to less than 10%</a>	70	19.8%	Approaching
<a href="#">Absence from 10% to less than 15%</a>	33	9.3%	Persistently absent
<a href="#">Absence from 15% to less than 20%</a>	18	5.1%	Persistently absent
<a href="#">Absence from 20% to less than 25%</a>	9	2.5%	Persistently absent
<a href="#">Absence from 25% to less than 30%</a>	5	1.4%	Persistently absent
<a href="#">Absence from 30% to less than 35%</a>	10	2.8%	Persistently absent
<a href="#">Absence from 35% to less than 40%</a>	4	1.1%	Persistently absent
<a href="#">Absence from 40% to less than 45%</a>	2	0.6%	Persistently absent
<a href="#">Absence from 45% to less than 50%</a>	5	1.4%	Persistently absent
<a href="#">Absence greater than or equal to 50%</a>	10	2.8%	Severely absent

The attendance bandings shown above are taken from the DfE Wonde website, which provides detailed attendance data for schools. This website was shared with the attendance team, who currently do not have access to it and were previously unfamiliar with its features. At the current time, 31 children have attendance of less than 70%. This equates to 9% of the school's population.

It would be beneficial for all members of the attendance team to have access to this resource, as it allows triangulation of data with Arbor and provides valuable insights. For example, it highlights which pupils are persistently absent or severely absent and shows the number of children within each severity level. Access

to this information will support more accurate monitoring and targeted interventions.

### Recommendations/Considerations:

- The attendance team need to be given to the DfE Wonde site to take advantage of the various tools available for managing and monitoring attendance more effectively. This will also allow for the school attendance leaders to triangulate between their internal monitoring system, arbour and the DfE information that is being held.
- Senior leaders and the Headteacher should review the school's attendance management procedures and determine the point at which senior school leaders will meet with or contact parents directly to discuss concerns about a child's attendance.
- The attendance team should examine the current attendance management procedures closely, particularly regarding early intervention. At present, some family support work and interventions are only offered once a child becomes a persistent absentee. The school may benefit from introducing interventions earlier to prevent attendance from declining to a level that is difficult to recover. *NB: this may mean that the school has to move away slightly from the DfE recommended figures for intervention so for example holding meetings with parents at 91% instead of waiting for the child's attendance to reach 89% before intervention is given.*

### Evidence of Impact:

Discussions with HT and SLT

### Distribution list

Head teacher

Chair of Governors