



## **Hunslet Carr Primary School Self-Evaluation – 2023 - 2024**

### **The Context of the School**

We recognise the challenges we face supporting children and families as they continue to recover from the pandemic while dealing with a cost of living crisis. Every day we see the impacts in school with more children struggling with their mental health and families with low attendance and higher rates of domestic violence. Yet this has only strengthened our resolve to achieve our mission of ensuring every child leaves our school ready to be a successful member of the community.

Our experience over the last three years (and the evidence shows), is that typically children are entering school in Nursery and Reception with skills between 9 and 15 months below what would be expected for their age. Many already have SEND diagnoses or are in the process of gaining one and the majority require help with their speech and language. Like most challenges, those children eligible for pupil premium have been most affected.

A quick look at the news will tell you schools across the county are facing significant educational, mental health and wellbeing challenges. Schools in England are facing an SEND crisis, an Attendance crisis and a Funding crisis but what they don't tell you is that some schools are effected more than other due to their intake. We are one of those schools. Figures show that only 2% of schools in England face more challenging conditions than us. The other thing the news articles can't do is put faces and families to these challenges. We can. We know the children and families who are struggling the most. We can't wait for systemic changes to come and helps us out.

These children need the solutions now and over the last three years that is exactly what we have done. This report will show you the extreme lengths we have gone to in order to create bespoke programmes that help our children be in a place where they can learn and go on to fulfil our mission of being successful adults.

Our evaluation of the school's current strengths and areas to develop reflect long-term trends that have been quality assured over the last 3 years by advisors from Leeds City Council and Ofsted during their inspection in November 2021.

Hunslet Carr Primary is a larger than average-sized inner city primary school. The school serves an area with very high levels of deprivation, and the children typically live in overcrowded homes with issues such as domestic violence, drug abuse and family imprisonment. These issues were significantly exacerbated during the COVID19 pandemic and continue now with the fuel and cost of living crisis, with families struggling with the effects this has on their home life.

The Key Contextual Factors are:

- **Girls 51% / Boys 49%** - a stable trend
- **Eligibility for Pupil Premium Funding 53%** - well above the national average
- **Children representing minority ethnic groups 26%** - a rising trend
- **Children with their first language believed not to be English 21%** - a rising trend
- **Children on the SEND register 15%** - above the national average
- **Children with EHC Plans 4%** – a rising trend
- **Inward mobility for current Year 6 and 5 stands at 32% and 30%**
- **80% of all children live in the 10% most deprived areas in England**
- **94% of all children live in the 20% most deprived areas in England**

Attainment on entry to EYFS has fallen in the three cohorts since the pandemic with more children requiring significant support with their speech and language needs and a significant number of children requiring behavioural support to manage their emotions in a school setting.



Despite these challenges, by the time the children reach assessment points in Yr1 and Yr2, their attainment and progress are broadly in line with the national average in the majority of subjects and groups including disadvantaged children and boys.

The key to this positive start in EYFS and KS1 has been consistently good teaching prioritising the social and mental health needs of the children so that they are ready to learn and then rigorous and ambitious teaching of reading, writing and maths, alongside the school's vision, promoting the values of **High Expectations**, **Caring**, **Positive Attitudes** and **Successful**.

Our challenge is to ensure that the gap our children were closing between the time they entered school and the end of Year 2 is fully closed by the end of Year 6. The schools KS2 results over the last three years show that we have almost achieved that goal, but there is more to do. Subjects such as Writing and groups of children such as disadvantaged children and boys remain a focus for us in 2023-24.

#### **Last Inspected: Nov 2021**

#### **Overall Grade: Good**

Areas for Improvement Identified in the last Inspection Report:

- While the phonics approach is delivered well in class, some inconsistencies remain. Some intervention sessions are not delivered with fidelity to the school's approach. This hinders some pupils from catching up & learning to read. Leaders should ensure staff receive training needed to deliver the phonics programme.
- Subject leaders have designed a well-structured curriculum. They've not secured consistent assessment. This means sometimes teachers don't accurately know whether pupils have achieved the intended end points for each unit of learning. Leaders should continue to embed assessment processes so prior learning is effectively built on & new learning is delivered consistently well across all classes.

<b>Absence</b>	<b>2020-21**</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
% Whole School Attendance	93.7	94.2	93.2	92.4
% Persistent Absentees	17.7	17.1	32.8	31.5
% of PAs who are disadvantaged	78.0	84.0	/	/
% of FT exclusions	0.07	0.5	0.05	0.00

\*\* 2020-21 date between 6<sup>th</sup> September 2020 and 5<sup>th</sup> January 2021 then 8<sup>th</sup> March 2021 and July 14<sup>th</sup> 2021

#### **Overall Effectiveness: Good**

The leadership team, governors and staff are intensely aspirational for the children and community we serve. Evidence from multiple external sources, including Ofsted, shows that teaching and learning in English, maths and science are effective and have a positive impact on outcomes for children across the school. In their inspection report, Ofsted noted "Leaders have designed a well-sequenced curriculum...are ambitious about the range of knowledge and skills they want children to develop".

Strategies, introduced by leaders since 2018, have given the school a clear vision and intent for the curriculum. Through careful management, leaders have effectively implemented these strategies to secure improvements across the school.

Outcomes at the end of each Key Stage are now Good. The children make accelerated progress from their entry points in Nursery and Reception and this is reflected in their GLD and KS1 attainment. Results over the last three years have shown that the gap we have been closing during KS1 continues to close in KS2 with attainment in summer 2023 for most children close to the National Average.

Our ethos: **High Expectations**, **Caring**, **Positive Attitudes** and **Successful** can be seen in all areas of school life. Relationships were already strong, and we have enhanced this over the last two years as we have carefully phased in our new Relationship Policy in place of a more traditional Behaviour Policy. It was noted by Ofsted that, "The staff at this school know their community well, and work with a wide variety of organisations and agencies to support families and their children."



### Areas for Improvement:

- Ensure that progress and attainment in reading, writing and maths in KS2 continues to demonstrate teaching in core subjects is effective
- Ensure teaching of English/Maths is of a consistently high level across all classes
- Ensure that where in-class phonic interventions take place, they are consistently delivered by well-trained, knowledgeable staff
- Ensure that children in the EYFS are screen on entry for SEND and SEMH needs so that we can put in place early intervention to support them and their family
- Deliver the final step in the introduction of the wider curriculum by ensuring all subjects are assessed effectively.

### Behaviour and Attitudes: Good

**Behaviour:** Behaviour is managed consistently and visitors to the school, including those from the LA and Ofsted, comment on the calm and purposeful atmosphere. Children show respect for each other and adults in school as they greet each other and through actions like holding the door open. Staff have high expectations of children's behaviour; consequently, children behave well at all times.

Our ethos of having **High Expectations**, being **Caring**, having **Positive Attitudes** and being **Successful** extends to all that we do to improve the personal development and welfare of the children. Movement throughout the school is respectful, and children are encouraged to take broader responsibilities like being part of the School Council. Children take pride in their work and are encouraged to be their best self. They are proud of their school, attentive in lessons and in surveys, they judge the behaviour of the other children in their class as good or very good. Weekly monitoring of behaviour shows that 96% of all children in school follow the schools rules.

There are a small number of children with very complex needs, including those with SEMH or behavioural needs. We meet these through a personalised approach, using expertise within our staff team. Support plans are adapted to ensure the best possible outcomes for them and the other children in their class.

Where needed, some children have a personalised timetable within the school's onsite bespoke provision, Restorative Learning. Using a range of restorative and nurturing strategies, behaviour specialists support our most vulnerable children. On rare occasions over the last three years, the school has had to refer children to specialist off-site behaviour provision and worked closely with the local authority to ensure that these decisions are always appropriate for the child.

Where necessary, the school seeks Educational and Health Care Plans (EHCPs) for these children. One of the issues that the school is facing is the chronic lack of spaces for specialist provision. This means the majority of children with EHCPs where it has been agreed their needs can't be met in a mainstream setting, continue to attend our school for between one and two years after the plan is finalised. To meet the very specialised needs of these children we have developed our Rainbow Room provision. It is yet another example of how we find solutions for the issues we face while we wait for systemic changes.

**Attendance:** Prior to the pandemic attendance had been in line with the National Average and persistent absentism was tackled rigoursly. However, since that time the number of families who no longer see attendance as important has grown at a time where the Local Authority has made cuts to the attendance services they offer.

Despite the school's best efforts to recruit an Attendance Officer, the last 12 months have seen the role being covered by other staff in school. The staff took on statutory attendance roles, and in recent months have begun to visit the families to children with poor attendance and complete legal paperwork to compel the parents and carers to bring their children to school. However our current attendance rates and rates of persistent absentism are below the local and national averages and we are working hard to reverse this trend.



#### Areas for Improvement:

- To improve the level of attendance and punctuality so that they are in line with the national average by taking swift action against parents with children with low and persistent absenteeism.
- To continue to assess how we meet the needs of a small number of children in school who have significant SEMH needs that result in behavioural issues

### Personal Development: Outstanding

Personal Development at HCPS is Outstanding. What we demonstrated to inspectors in 2021; "Children are nurtured from the moment they step into our community," and we, "are passionate about raising aspirations for the children in their care." is as true now as it was then. Combined with the emphasis placed on safeguarding, shows how leaders have cultivated an outstanding approach to Personal Development.

**Safety and safeguarding:** Emotional wellbeing and coping strategies have been a focus of PSHE. Happy and Healthy lessons have been introduced and focus on emotional development, bullying, drugs and sex and relationship education. Children are also reminded of these themes through our daily check-ins and assemblies.

Our curriculum provides an understanding of how to keep safe in the real and online worlds, and what to do when they don't feel safe. These skills are vitally important given the community in which the children live. Vulnerable children are made to feel welcome at our school. Over 95% of children feel safe while at our school.

Ofsted found that, "Leaders established a strong culture of safeguarding," and that they are, "tenacious in following any concerns."

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 different places of worship during their time with us, challenges local stereotypes and allows for the open discussion of faith. Staff feel confident challenging children's views following Prevent and Child Protection training.

**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 study topics that look at British values such as, truth, fairness and justice. 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. 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 RE topics. Ofsted noted that, "children are quick to offer support to one another if they are worried."

The school uses the REAL PE scheme of work, which develops children's fundamental movement skills and social skills through cooperation, offering encouragement and giving/receiving feedback. These skills extend into the school's extra-curricular clubs.

We have developed a Community Garden on a disused allotment space close to the school. All children visit for a fortnightly lesson where they learn about wildlife, growing plants and the environment. As well as this, children have one outdoor learning session a week linked to English, maths or one of the foundation subjects.

**Parent Support:** The pastoral team has an 'open door' approach and offers support, a friendly ear and signposting to other agency support and services as and when requested. The Pastoral Team builds positive relationships with families and utilises JESS Cluster support such as parenting and therapeutic support. When speaking to Ofsted, parents spoke highly of the support they receive and they told inspectors they would recommend the school to other parents and carers.





#### Areas for Improvement:

- To continue to meet the needs of a small number of children in school who have significant SEMH conditions that result in behavioural issues
- To ensure that all of our children have the skills and knowledge to stay safe online.

### The Quality of Early Years Education: Good

Nursery offer 30 hours per week to parents who qualify or in some case, families whose children would benefit from full-time Nursery provision due to social care involvement. This is in addition to the 15 hours per child each week. The children experience a calm, purposeful learning environment where they are split into small key worker groups, supported by two experienced excellent EY teachers and HLTAs.

In Reception, children are split into 2 classes, with two EY teachers, TAs and SEND support staff providing excellent adult direction within provision that is planned to meet their needs and develop them as independent, resilient learners.

Monitoring has shown that teaching and learning is good. Children are engaged in lessons and provision. A structured timetable is in place with daily discrete English, maths, phonics and reading lessons, based on the children's needs.

Most children enter EY with levels of attainment that are significantly below ARE particularly in Communication & Language, Literacy, PSED and Understanding the world. Tracking shows that most children make good or better progress.

In order to identify any speech and language/SEND needs, we employ a full time HTLA speech and language/autism specialist who screens the children on entry and two SEND specialists who work with our children with additional needs.

Over recent years we have witnessed an increased level of need in children entering our Nursery or Reception. Significantly more children have speech and language barriers and social behaviours that make learning for them and the children around them very difficult. We have several children who have autism diagnoses together with an EHCP and are now waiting for placements in specialist schools.

#### Areas for improvement:

- Ensure that children in the EYFS are screen on entry for SEND and SEMH needs so that we can put in place early intervention to support them and their family
- To continue to strategically plan CPD for all staff to sustain progress and attainment outcomes for all groups of children.
- Continue to develop a consistent approach to the teaching of early reading and writing so that children are prepared for KS1.

### Leadership and Management: Good

The school's leadership team are acutely aware of the school's strengths and areas to develop and work closely together to put in place effective measures to address any issues. The vision of **High Expectations**, **Caring**, **Positive Attitudes**, and **Successful** and their collaborative approach mean leadership is a strength of the school.

Ofsted noted that, "The Headteacher has a strong and clear vision of what children at Hunslet Carr need in... he has developed a strong team of staff who deliver this offer with credibility and compassion through their thoughtfully designed curriculum.

Leaders' intentions for the core curriculum are clear, and following implementation, there is strong, robust evidence to show the impact changes have had on outcomes.

Outcomes are scrutinised termly to ensure any children falling behind receive support that may include same-day interventions, pre-teaching, targeted support from either specialists in our school or the LA's SEND or Educational Psychology Teams. Leaders work alongside teachers to ensure plans are effective in helping children achieve.

All teachers have subject leadership roles, and our plans for a broad and balanced curriculum are well led by a member of the school's leadership team. Professional development ensures the quality of the wider curriculum matches that of the core.



The school uses sports funding effectively to provide children with opportunities that they otherwise would not be able to access. These opportunities enable our children to develop independence as well as teamwork. We are proud that several children have represented their county or country in national and international competitions. Governors know the school and the community that it serves very well and are committed to providing the best for its children. The governing board are rigorous in their support and challenge and ensure monitoring of the improvement plan is robust. Finances are well managed. The school budget remains healthy; the 3-year forecast is positive. Use of additional funding is discussed regularly at meetings and governors are committed to ensuring equality of opportunity for all, especially the vulnerable. Funding for Inclusion is used effectively to provide for our complex children.

Our most recent safeguarding audit demonstrated effective leadership and that we meet all safeguarding legislation.

The school has a strong Pastoral Team that works closely with families and outside agencies, such as the local cluster, to ensure children and their families are well supported. The level of knowledge and experience within the team is excellent.

Our most recent SEND review highlighted the measures the school took has moved the school towards recognised models of best practice. The school continues to work with the LA's SEND team to ensure all children with SEND are effectively supported.

The school has an effective assessment system to record ongoing assessments against the National Curriculum and to provide accurate analysis of individuals and year groups' progress. This has provided leaders with data that can effectively guide intervention strategies and improve our teaching and learning.

**Areas for Improvement:**

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- Ensure that where in-class phonic interventions take place, they are consistently delivered by well-trained, knowledgeable staff
- Deliver the final step in the introduction of the wider curriculum by ensuring all subjects are assessed effectively.

Ofsted Area of School Improvement	The school's current grading of itself
<b>The Quality of Education</b>	<b>Good</b>
<b>Behaviour and Attitudes</b>	<b>Good</b>
<b>Personal Development</b>	<b>Outstanding</b>
<b>The Quality of Early Years Education</b>	<b>Good</b>
<b>Leadership and Management</b>	<b>Good</b>
<b>Overall Effectiveness</b>	<b>Good</b>