



Actions taken in school to address the weaknesses identified by Ofsted in March 2018

Introduction

Since Ofsted visited us in March 2018, the leaders, staff and governors, with the support of the LA, have taken the necessary actions to improve the identified areas to address from our last inspection. This document will highlight the work that has been undertaken and the impact these actions have had on the curriculum and outcomes for the children at HCPS.

Ofsted Key Action 1

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.

Our response to Key Action 1 and the impact

Since the last inspection leaders have focused in each of the individual areas for development that were separately identified.

Developing pupils' inference and deduction skills to aid their reading comprehension

School leaders, supported by Jackie Reid & Steve Dawson (LA advisors) have:

- following research into the effective teaching of reading, created a clarity document that sets out clearly the teaching methods and strategies used at HCPS
- undertook CPD to ensure that all staff in school understood the methods and strategies contained in the clarity document
- within the clarity document, introduced 6 Reading Skills, one of which is specifically inference
- introduced a 12 week cycle where each skills is introduced fortnight
- introduced a Reading Journal to record responses to reading in writing and to allow children the chance to answer test style questions
- introduced the use of 'think alouds' alongside the Reading Skills, with a consistent colour code used from Y2 – Y6
- supported staff on the introduction of the methods and strategies contained in the clarity document through peer-peer support, drop-ins, staff meetings and whole school monitoring to ensure practice was effective and consistent
- ensured that books/texts used to teach reading are sufficiently challenging enough to allow children to reach ARE
- where necessary books were purchased to ensure that resources were available in all year groups
- trained teachers and support staff in Year 5 and 6 to undertake a research-based, inference intervention.



Extending pupils' vocabulary

School leaders have:

- trained teachers to identify several tier two words that if not explained quickly would limit the children's ability to work with the book/text
- introduced the expectation that key vocabulary anchor charts would be visible in all classrooms
- on the anchor charts would be the tier two words identified with a visual representation and a simple definition and possibly the word used in context
- pre-teaching and post-teaching of vocabulary used in the book/text to help EAL and SEND children become familiar with the words and their meaning
- the school is working with Communication Friendly Schools in Leeds to gain accreditation. The first stage is to implement consistent use of visual timetables, labelling and signage across the school.

Ensuring the consistent and accurate teaching of handwriting and letter formation in line with the school's agreed approach

School leaders have:

- following research into the effective teaching of handwriting, created a clarity document that sets out clearly the teaching methods and strategies used at HCPS from EYFS to Year 6
- ensured refresher training has taken place for all staff each September since introducing the new scheme in September 2019
- within the clarity document, introduced the expectation that handwriting is taught daily for the first 6 weeks of each academic year and consolidated with daily homework
- anchor charts in the classroom clearly demonstrate the standard that is expected of handwriting including the formation, joins and rules
- anchor charts and teaching will clearly demonstrate the posture we expect children to have when writing i.e. BBC, TNT, 6LF and HOB
- all staff are expected to use the handwriting scheme when they write on their anchor charts or in children's books
- the clarity document sets out that children are expected to use the handwriting scheme in every piece of writing they do
- children are rewarded for excellent presentation through the use of Golden Tickets and handwriter of the half-term awards.

Providing more opportunities for older pupils to write at length in a wider range of subjects

School leaders have:

- adapted the topic based approach to the wider curriculum to include an expectation that there are more opportunities for children to write at length and at least once every topic week
- created time within the curriculum to ensure writing takes place at least once within a topic week
- through the marking and feedback clarity document, set the expectation to all staff that the extended pieces of writing undertaken in Topic Journals are marked to the same standard we would expect on the English Journals.



The impact of these changes

Since the Ofsted inspection in March 2018, the school has worked with the LA to improve reading and taken part in specific monitoring on four occasions:

- Steve Dawson, focused on Early Reading and Phonics in Early Years through to Year 2
- Steve Dawson, focused on Reading in KS2
- Jackie Reid, using a similar format to a deep dive, focused on Early Reading and phonics in Early Years through to Year 4
- Jackie Reid, using a similar format to a deep dive, focused on Reading across the school.

All four notes of visit were very positive about the difference school leaders have made to the teaching and learning in this Key Action area. Jackie Reid found that, "Children's engagement and passion for reading at school and at home was infectious."

To read the four notes of visit, please click here:

<https://www.hunsletcarr.co.uk/our-latest-external-reviews-of-the-curriculum.html>

Due to the disruption to end of key stage assessments the school does not have any validated external figures for 2019-20 or 2020-21 but internal data using SAT papers from 2019 taken in strict SAT style conditions suggest:

Key Stage 2 Reading Assessments

	% EXP	% GDS	Progress	Percentile
2018-19	50%	9%	-4.1	90-100 th
2019-20	64%	/	/	/
2020-21	76%	24%	+0.9	30-40 th

Other sources of evidence used to validate the improvements within this Key Action area are:

- evidence from Book Trawls shows that children are able to infer in their Reading Journals
- evidence from Book Trawls shows that children have pride in their presentation and that there is a consistent handwriting approach across the school
- evidence from Book Trawls shows that children are given the opportunity to write at length in a range of subjects
- evidence from Learning Walks show that the learning environment has a consistent approach to handwriting and that vocabulary is expanded weekly.



Ofsted Key Action 2

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 pupils are expected to complete.

Our response to Key Action 2 and the impact

Since the last inspection leaders have focused in each of the individual areas for development that were separately identified.

Tasks are matched more carefully to the range of pupils' abilities

School leaders, supported by Jackie Reid, Steve Dawson and Patrick Kelly (LA advisors) have:

- undertaken leadership training to be able to monitor lessons and book trawls with the focus on the needs of all children being met
- undertaken whole school CPD on how to meet the needs of all children through differentiation in quality first teaching
- undertaken training on B Squared to understand how to meet the needs of SEND children
- ensured staff understand that all children can achieve success
- following changes to expectations regarding the reading of phonically decodable books, we have mapped our existing phonic books to ensure children are reading the correct book

Pupils have more opportunities to apply their mathematical skills to problem solving and reasoning

School leaders, supported by the Yorkshire Maths Hub and the LA EYFS lead have:

- following research into the effective teaching of maths, carefully and systematically introduced Maths No Problem! (MNP!) across school
- undertook CPD to ensure that all staff in school understood the methods and strategies used to deliver MNP!
- supported staff on the introduction of the methods and strategies contained in MNP! through peer-peer support, drop-ins, team-taught lessons with the maths lead, staff meetings and whole school monitoring to ensure practice was effective and consistent
- introduced Maths Journals to allow children to demonstrate the depth of their understanding through problem-solving and opportunities to reason
- introduced a mastery approach to maths in EYFS through several members of staff taking part in a TRG run by the LA's EYFS lead

Teachers have consistently high expectations of the quality and quantity of work pupils are expected to complete

School leaders have:

- improved the quality and quantity of children's calculations across school through the introduction of 'Fluent in 5'



- undertook CPD to ensure that that all staff in school understood the methods and strategies used to deliver 'Fluent in5'
- identified areas of excellent performance and areas to develop within school through the tracking of children's progress using 'Fluent in 5'
- supported staff where children were making less progress through team-taught lessons with the maths lead, peer-peer support & drop-ins
- improved the quality, quantity and fluency of children's reading across school through introduction of '3X5 Readers', a commitment to hear every child in school read for at least 5 minutes, three times a week
- identified areas of excellent performance and areas to develop within school through the tracking of children's '3X5 Readers'
- supported staff where children were not reading three times a week through peer-peer support and drop-ins
- improved the quantity of work that children were producing in Talk 4 Writing lessons by making it explicitly clear on the anchor charts how many lines of work are expected in a given number of minutes
- improved quality of presentation through the introduction of the consistent handwriting scheme and rewards.

The impact of these changes

Before the significant disruption to school due to COVID19, the majority of lesson observations, book trawls and other forms of monitoring were conducted with the SENCo to ensure that provision met the needs of all children. Prior to the first national lockdown, monitoring showed that 84% of all lessons met the needs of all children in the class, and leaders were supporting staff to ensure all lessons would eventually meet their needs.

During the school's most recent Reading deep dive, Jackie Reid noted, "A sample of lower achieving children in Yr1-3 came to read. Each child brought their current reading book which was well matched to their phonic knowledge. The Yr1 middle child was segmenting and blending with ease and mostly in his head or as a quick whisper. He could also answer simple retrieval and prediction questions with some clarity. The lower achieving Yr1 children showed enough fluency to be independent in his reading.

Again, prior to COVID19, the EYFS team leading the TRG used HCPS as a base for their training as they recognised the excellent practice demonstrated in the learning environment and provision within our EYFS setting.

Due to the disruption to end of key stage assessments the school does not have any validated external figures for 2019-20 or 2020-21 but internal data using SAT papers from 2019 taken in strict SAT style conditions suggest:

Key Stage 2 Maths Assessments

	% EXP	% GDS	Progress	Percentile
2018-19	48%	3%	-5.1	90-100 th
2020-21	67%	16%	-2.6	80-90 th

Key Stage 2 Writing Assessments

	% EXP	% GDS	Progress	Percentile
2018-19	61%	9%	/	/
2020-21	73%	9%	/	/



Ofsted Key Action 3

Improve the quality of leadership, management and self-evaluation by ensuring that the monitoring of teaching and work sampling rigorous and focuses sharply on the learning and progress of all pupils.

Our response to Key Action 3 and the impact

Since the last inspection, school leaders, supported by Jackie Reid, Steve Dawson and Patrick Kelly (LA advisors) have:

- used monitoring strategies introduced by Patrick Kelly in his role of head SEND for LA, to ensure that teaching and learning meets the needs of all children
- used monitoring strategies introduced by Jackie Reid to ensure books are chosen strategically when conducting a book trawl
- these two actions, combined with the proforma used by Talk 4 Writing have added rigour to our monitoring process
- widened the role of the AHTs and SENCo within school improvement so that they have a greater responsibility within their phase and the subjects they lead
- widened the role of the wider curriculum leader so that they are now the lead professional for the foundation subjects who works alongside individual subject leaders to improve the provision within their subject

The impact of these changes

The school has been open and transparent and welcomed challenge and scrutiny from external sources, including during the COVID pandemic. As a result, school leaders, including the governing board and the LA now have a clear picture of the school's strengths and areas for further development.

Judgements are moderated and benchmarked against external levels to ensure that leaders are accurate in their assessment of where the school is.



Ofsted Key Action 4

Improve the effectiveness of EYFS by:

- developing the use of the outdoors to match the quality of the learning environment indoors
- improve the accuracy and use of assessment to help staff carefully plan children's next steps in learning
- teaching children to form letters in line with the schools agreed approach.

Our response to Key Action 4 and the impact

Developing the use of the outdoors to match the quality of the learning environment indoors

Since the last inspection, school leaders, supported by Jackie Reid, have:

- following research into effective outdoor learning, including attending conferences and other examples of best practice, created a plan that set out clearly what we intended for outdoor learning at HCPS
- undertook CPD around outdoor play and boys play in particular to harness the learning opportunities in outside provision
- invested in improvements to the outside provision such as specific learning sheds where equipment needed was readily accessible.

Improve the accuracy and use of assessment to help staff carefully plan children's next steps in learning

Since the last inspection, school leaders have:

- worked with the LA in 2018-19 to moderate judgements at three points in the year
- attended and hosted moderation meetings for the LA and Cluster of schools
- created opportunities for teachers and support staff to meet before and after school to discuss current attainment and next steps for the children
- developed a series of CPD sessions based around Development Matters and recognising next steps within provision
- improved communication with home to better understand the child's strengths and areas to develop
- Weekly meeting between the EYFS leader and the SENCo to discuss the provision in place for the high-needs SEND children that receive funding
- Traded SALT provision in place to assess, deliver and then review therapy for children with specific language barriers.

Teaching children to form letters in line with the school's agreed approach

School leaders have:

- introduced a whole school approach that starts in EYFS, from September 2019 (See above)
- introduced Dough Disco for children with fine motor difficulties
- dedicated areas of provision focused on fine motor control
- dedicated handwriting lessons.



The impact of these changes

Since March 2018, our EYFS provision has improved in all areas.

Our improvement in the learning environment (both inside and outside), staff CPD and assessment has not only allowed us to measure children's learning more accurately (GLD from 55.9% in 2018 to 62.7% in 2019 and a narrowing of the gender gap from 15.9% to 3.4%) but also allowed us to diagnose specific learning difficulties in order to effectively meet that need.

Unfortunately, COVID19 has meant that we do not have GLD figures from 2019-20 and 2020-21 to demonstrate in figures the continued improvements but phonic scores for the current Year 2 and Year 1 cohorts using the Screening Check demonstrate that learning must have been effective in EYFS, even when children were accessing home learning boxes delivered twice a week by our fantastic staff.



Ofsted Key Action 5

Behaviour requires improvement because pupils do not always demonstrate positive attitudes to learning.

Our response to Key Action 5 and the impact

Since the last inspection, school leaders, supported by Jackie Reid, have:

- following research into the effective behaviour management created both a clarity document that sets out clearly the teaching methods and strategies used to develop a Growth Mindset and a Behaviour Policy
- undertook CPD to ensure that that all staff in school understood the methods and strategies contained in the clarity document that encourages children to have a Growth Mindset. This CPD was supplement with training from the Chimp Paradox Company
- within the clarity document, introduced the idea of the Chimp, Panda and Champion
- whole school focus on the Panda and Champion with weekly focuses in assembly, reinforced during PSHE lessons and rewarded over the course of the week
- signs and motivational posters around school (including on the children's journals) reinforce the Growth Mindset message
- undertook CPD to ensure that that all staff in school understood the methods and strategies contained in the Behaviour Policy. This CPD was supplement with training from Paul Carlisle
- within the Behaviour Policy all staff are taught to have restorative conversations with children who are not meeting our expectations
- within the Behaviour Policy all staff are expected to use the term SLANT'ing with their class to refer to how the children should be within lessons
- Sit, Listen, Answer Questions, Nod your head and Track the speaker instructions are expected to be reinforced in the classroom through anchor charts
- behaviour is tracked electronically using a program called 'Trackit Lights' where children are rewarded for good behaviour
- analysis of 'Trackit Lighs' takes place in Senior Leadership Meetings to identify children who are struggling to meet the school's behaviour expectations
- each term parents and carers receive a letter detailing the number of Green, Amber and Red points their child has received compared to the class average
- pre-COVID a reward breakfast was in place for the child with the most green points in their class each half-term
- as part of the school's response to difficult behaviours exhibited by a small percentage of children the school established an onsite provision called Restorative Learning. The provision would allow children 12 weeks out of class to work with trained practitioners on emotional regulation, while at the same time accessing learning in a 1:2 basis



The impact of these changes

Since introducing these measures the impact is that behaviour and attitudes in school are overwhelmingly good. Where poor behaviour exists it is expertly managed following the school's policy.

This judgement is evidenced from a wide range of sources.

- notes of visit from Jackie Reid, Steve Dawson and Patrick Kelly detail how calm and purposeful the learning attitudes of the children were when they were observing
- these notes of visit also comment on the way children walk around school, open doors and address visitors
- data from Trackit Lights shows that since 2018, 98% of all recorded interactions were Green
- destination data shows the majority of children who received either internal or fixed-term external exclusions in 2018-19 went on to attend Specialist Behaviour Provision
- children who are accessing provision in the school's Restorative Learning unit have a 75% probability of being able to reintegrate back into mainstream classrooms at the end of the 12 week unit
- LA consultant support rated the provision within Restorative Learning as excellent and a model of best practice.

Beyond this evidence we also have a range of services that we can offer children at HCPS who are struggling to maintain a positive learning attitude.

These include:

- family support provided by the school's inclusion team
- family support provided by the cluster team the school has access to
- family support provided by the RES team, a team that sits in between the cluster and social services
- behaviour support provided by the Area Inclusion Partnership who we have excellent relationships with
- therapeutic support provided by the cluster to support low-level SEMH issues
- therapeutic support provided by Impact North to support medium-level SEMH issues for children who are above the threshold for cluster support but who are on a waiting list for Local Authority support that might be as much as 18 months
- a youth prevention worker to work with children in Years 4 – 6 who we have identified as at risk of becoming engaged in criminal activity