



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

Introduction

Since Ofsted visited us in March 2018, the school's leaders, staff team and governors have worked tirelessly to improve key areas. This document will highlight the work that has been undertaken to address identified weaknesses and the impact that these have had.

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.

School's Response to Key Action 1 and the Impact

Since the last inspection the school has focused on the areas for development identified.

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

The Headteacher and the English Leaders, supported by Steve Dawson and Jackie Reid from the local authority have:

- Introduced 6 Key Reading Skills, one of which is the skill of inferring
- Introduced a 2 week cycle of learning Key Reading Skill through whole-class shared reading & consolidating the skill through guided reading
- Introduced a Reading Journal to record responses to Reading in Writing and to allow children the chance to answer SAT style questions
- Produced a Clarity Document for Reading that sets out clearly the teaching methods and strategies to be used at HCPS. This document uses research from a range of sources including 'Reading Reconsidered' by Doug Lemov
- Undertook CPD to ensure that the Clarity Document was understood by the teachers so that their use of the teaching methods and strategies would be effective
- Supported teachers through peer-peer support, drop-ins and staff meetings to ensure that practice was effective and consistent
- Ensured that books at all stages of the school are sufficiently challenging enough to allow children to reach the ARE through their use of inference. Where necessary books were purchased to ensure the correct resources were available
- Trained a number of UPKS2 support staff to be able to run a Year 5/6 Inference intervention



Extending pupils' vocabulary

The Headteacher and the English Leaders have:

- Staff trained on the different tiers of words used in the English language and the focus on tier two words
- Introduced key vocab anchor charts in English lessons. This might be to support children's understanding of a model text. The teacher would have identified several tier two words that if not quickly explained to the children would cap the amount they could learn from the text. These words would be written on an anchor chart, with a picture and simple definition
- Introduced vocab webs to be used in children's Reading Records when they are not reading in a guided group
- English Leaders have met with staff from the Communication Friendly School network in Leeds and work is planned to start in September 2020.

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

The Headteacher and the English Leaders have:

- Staff received training on the new handwriting scheme adopted by the school in September 2019
- Handwriting was taught every day for the first 6 weeks of the new school year and consolidated with daily homework
- Anchor charts in the classroom, clearly demonstrate to the children the standard of handwriting expected and the joins and rules we expect
- All teaching staff are expected to use the handwriting scheme on their displays and marking
- The school's handwriting scheme includes letter formation in EYFS
- Children from EYFS to Yr6 are awarded Golden Tickets from their teachers in recognition for good presentation and handwriting – once a week they come to the Headteacher's office to receive a reward
- Children from EYFS to Yr6 are awarded the Handwriter of the Half-term in our celebration assembly at the end of each half-term.

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

The Headteacher, English Leaders and the Wider Curriculum Leader have:

- Made changes to the school's topic based approach to the Wider Curriculum to include more opportunities for extended pieces of writing.

The impact these changes have had.

The school has received 3 monitoring visits from Leeds City Council during over the course of the last two years. One was by Steve Dawson, focused on Reading in KS2 and two were carried out by Jackie Reid using a 'Deep Dive' format on Early Reading from EYFS – Yr4.



All three Notes of Visit were very positive about the difference the school's leaders have made through these changes. Amongst a range of positive findings, Jackie Reid commented on her last visit that, "The children's engagement and passion for reading at school and at home was infectious."

For links to the Notes of Visit, please go to www.hunsletcarr.co.uk/our-latest-external-reviews-of-the-curriculum.html

Analysis of the school's reading assessment from the spring term show that in Year 6 the school was predicting 64% of the cohort achieving the expected standard.

This would have been an increase of 14% from the 50% who achieved ARE at the end of 2018-19.

In Years 5, 4 and 3 the predicted pass rates were 73, 69 and 75 respectively.

Reading figures for spring term 2020

| Yr Gp | Class | % Currently meeting ARE or above for their year group | % Predicted to meet ARE or above for their year group | % Currently within 1 Jump of their FFT50 Target | Class Average Jump to their FFT50 Target in autumn | Class Average Jump to their FFT50 Target in spring | Progress during spring Term |
|-------|----------|---|---|---|--|--|-----------------------------|
| 1 | Cherry | 19 | 52 | 81 | 1.65 | 0.88 | 0.77 |
| 1 | Plum | 17 | 63 | 83 | 1.58 | 1.00 | 0.58 |
| 2 | Willow | 10 | 45 | 79 | 1.43 | 1.04 | 0.39 |
| 2 | Beech | 15 | 37 | 60 | 1.48 | 1.22 | 0.26 |
| 3 | Hazel | 32 | 69 | 96 | 1.57 | 0.67 | 0.90 |
| 3 | Chestnut | 29 | 79 | 100 | 2.00 | 0.77 | 1.23 |
| 4 | Maple | 29 | 65 | 96 | 1.46 | 0.74 | 0.72 |
| 4 | Palm | 27 | 74 | 100 | 1.30 | 0.66 | 0.64 |
| 5 | Spruce | 32 | 71 | 93 | 1.66 | 0.93 | 0.73 |
| 5 | Cedar | 28 | 76 | 86 | 1.29 | 0.72 | 0.57 |
| 6 | Ash | 58 | 68 | 82 | 1.10 | 0.36 | 0.74 |
| 6 | Oak | 34 | 60 | 75 | 1.14 | 0.86 | 0.28 |

Evidence from book trawls show that the majority of children have good presentation and pride in their books.

Evidence from book trawls show that children are now given at least one opportunity per topic to write an extended piece as part of the wider curriculum.



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 they expect pupils to complete.

School's Response to Key Action 2 and the Impact

Since the last inspection the school has focused on the areas for development identified.

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

The Headteacher, English Leaders, the Maths Leader and the SENCo, supported by Patrick Kelly, Lead for SEND in the local authority have:

- Undertaken leadership training to be able to monitor lessons and undertake book trawls with the focus on the needs of ALL children being met
- Undertaken staff training on a range of strategies to meet the needs of children in a class. Training has included:
 - How to differentiate for SEND learners in a wave one, quality-first teaching classroom
 - How to differentiate for all learners in whole class shared reading
 - How to use Fluent in 5 in maths lessons where children's maths attainment can be mapped across several year groups
- A new phonically decodable reading scheme has been purchased and is in place so that children's reading is matched to the current reading/phonic level of the child.

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

The Headteacher and the Maths Leader, with support from the Yorkshire Maths Hub, and Leeds City Council EYFS lead have:

- Carefully and systematically introduced Maths No Problem! (MNP!) across KS1 and 2. This has included:
 - Training for all staff involved in the delivery of MNP!
 - Demonstration and team-taught lessons
 - Peer to Peer observations
 - Half-termly updates focused on one aspect of MNP! teaching
 - The introduction of Maths Journals to allow children to demonstrate the depth of their understanding through problem solving and opportunities to reason
- The introduction of a Mastery approach in EYFS. This has included:
 - 2 members of staff taking part in a TRG run by Leeds City Council's EYFS department
 - The development of provision to match the Mastery approach
 - Staff development so that all members of the EYFS team can move children's understanding on using a consistent method.



Teachers have consistently high expectations of the quality and quantity of work they expect pupils to complete.

The Headteacher and school Leaders have:

- To improve the quality and quantity of children's calculations in KS1 and 2, we introduced 'Fluent in 5'. This has included:
 - Training for all staff involved in the delivery of Fluent in 5
 - The half-termly tracking of children's scores
 - Support for teachers where tracking had shown children were 'stuck'
- To improve the quality, quantity and fluency of children's reading, we introduced a commitment to hear every child in the school read for 5 minutes, at least three times each week
- To improve the quantity of work that children were producing in English lessons, we introduced anchor charts that demonstrate to the children how many lines they should have written in a given amount of time
- To improve the quality of children's presentation we introduced our new handwriting scheme and the golden ticket prizes.

The impact these changes have had.

Over the course of the academic year 2019-20, over half of all lesson observations, book trawls and other forms of monitoring have included the SENCo or other stakeholders to ensure that learn was appropriate for SEND children. From this monitoring, we know that 84% of lessons meet the needs of all learners and we are working with the identified staff to offer support on how to differentiate effectively.

During the school's most recent 'Deep Dive' by Jackie Reid she noted that, 'A sample of lower achieving children in Y1, Y2 and Y3 came to read with an unfamiliar reading book. **All books were well matched to the children's phonics knowledge.** The Y1 middle achieving 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 Y1 child showed enough fluency to be independent in his reading.'

For links to the Notes of Visit, please go to [www. hunsletcarr.co.uk/our-latest-external-reviews-of-the-curriculum.html](http://www.hunsletcarr.co.uk/our-latest-external-reviews-of-the-curriculum.html)

Working with Leeds City Council's EYFS team, we have been used several times during the academic year 2019-20 as a base to hold the TRG training. This recognises the good practice that can be seen within our EYFS setting that we can share with other schools.

Analysis of the school's maths assessment from the spring term show that in Year 6 the school was predicting 56% of the cohort achieving the expected standard.

This would have been an increase of 8% from the 48% who achieved ARE at the end of 2018-19.

In Years 5, 4 and 3, year groups that have used MNP! for at least 2 years, the predicted pass rates were 70, 64 and 76 respectively.



Maths figures for spring term 2020

| Yr Gp | Class | % Currently meeting ARE or above for their year group | % Predicted to meet ARE or above for their year group | % Currently within 1 Jump of their FFT50 Target | Class Average Jump to their FFT50 Target in autumn | Class Average Jump to their FFT50 Target in spring | Progress during spring Term |
|-------|----------|---|---|---|--|--|-----------------------------|
| 1 | Cherry | 15 | 67 | 100 | 1.69 | 0.73 | 0.96 |
| 1 | Plum | 8 | 71 | 87 | 1.65 | 0.96 | 0.69 |
| 2 | Willow | 3 | 41 | 75 | 1.40 | 1.07 | 0.33 |
| 2 | Beech | 7 | 59 | 74 | 1.48 | 1.15 | 0.33 |
| 3 | Hazel | 21 | 71 | 93 | 1.68 | 0.74 | 0.94 |
| 3 | Chestnut | 21 | 81 | 100 | 1.78 | 0.65 | 1.13 |
| 4 | Maple | 18 | 68 | 93 | 1.54 | 0.89 | 0.65 |
| 4 | Palm | 30 | 60 | 79 | 1.37 | 0.97 | 0.40 |
| 5 | Spruce | 21 | 71 | 96 | 1.41 | 0.85 | 0.56 |
| 5 | Cedar | 31 | 69 | 93 | 2.05 | 0.64 | 1.41 |
| 6 | Ash | 38 | 58 | 82 | 1.00 | 0.61 | 0.39 |
| 6 | Oak | 31 | 54 | 75 | 1.07 | 0.79 | 0.28 |

Analysis of the school's writing assessment from the spring term show that in Year 6 the school was predicting 61% of the cohort achieving the expected standard.

This would match the figures achieved at the end of 2018-19.

In Years 5, 4 and 3, year groups that have used T4W for at least 3 years, the predicted pass rates were 64, 64 and 72 respectively.

Writing figures for spring term 2020

| Yr Gp | Class | % Currently meeting ARE or above for their year group | % Predicted to meet ARE or above for their year group | % Currently within 1 Jump of their FFT50 Target | Class Average Jump to their FFT50 Target in autumn | Class Average Jump to their FFT50 Target in spring | Progress during spring Term |
|-------|----------|---|---|---|--|--|-----------------------------|
| 1 | Cherry | 4 | 59 | 92 | 1.69 | 0.85 | 0.84 |
| 1 | Plum | 8 | 58 | 87 | 1.73 | 0.96 | 0.77 |
| 2 | Willow | 10 | 45 | 79 | 1.27 | 0.93 | 0.34 |
| 2 | Beech | 15 | 46 | 74 | 1.31 | 1.00 | 0.31 |
| 3 | Hazel | 11 | 68 | 93 | 1.68 | 0.85 | 0.83 |
| 3 | Chestnut | 11 | 75 | 100 | 1.81 | 0.77 | 1.04 |
| 4 | Maple | 14 | 64 | 96 | 1.75 | 0.93 | 0.82 |
| 4 | Palm | 23 | 63 | 93 | 1.37 | 0.83 | 0.54 |
| 5 | Spruce | 21 | 75 | 93 | 1.66 | 0.93 | 0.73 |
| 5 | Cedar | 14 | 53 | 76 | 1.35 | 0.93 | 0.42 |
| 6 | Ash | 46 | 64 | 86 | 0.83 | 0.57 | 0.26 |
| 6 | Oak | 38 | 56 | 79 | 1.14 | 0.82 | 0.32 |



Ofsted Key Action 3:

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.

School's Response to Key Action 3 and the Impact

The Headteacher, school Leaders and SENCo have:

- Using strategies delivered by Patrick Kelly to the senior leaders, changes have been made to the way that lessons are observed so that they are now focused on all children
- Using strategies delivered by Jackie Reid to the senior leaders, changes have been made to the way that children's books are selected for work scrutiny. This combined with proforma used by T4W and Leeds City Council have meant that the process itself is more rigorous.
- Using strategies shared by local primary schools, we have made changes to the way that the SEF and School Improvement Plan are written and developed. These changes include:
 - Subject leaders having the responsibility of gathering evidence that will feed into the SEF and from there recognising the strengths and areas to develop
 - Subject leaders using the areas to develop from the SEF to create their action plans for the coming year
 - Subject leaders coming to senior leadership meetings and governors meeting where their evidence and assumptions will be challenged to ensure that their judgements are not over generous.

The impact these changes have had.

By making these changes the school leaders, governors and school improvement adviser believe the school's judgement to be accurate and reflect the current position of the school at this time.



Ofsted Key Action 4:

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

School's Response to Key Action 4 and the Impact

Since the last inspection the school has focused on the areas for development identified.

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

The Headteacher and EYFS Leader have:

- Teaching staff have taken part in the Early Years Conference focused on outdoor learning and development of outdoor provision
- Sectioned off Nursery and Reception to allow for appropriate level of challenge for each Foundation stage
- Invested money into the outdoor area to develop provision – sheds, nursery hut, water and sand resources.
- In-house staff CPD focussing on boys play and opportunities in the outdoor area.
- Teaching staff attended training on closing the gender gap for 'Active learning.'
- Weekly planning sessions with all Early Years staff to discuss provision and learning challenges in the outdoor areas
- Weekly phase check in meetings to share good practise/complete learning walks.

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

The Headteacher and EYFS Leader have:

- School worked with LCC during 2018-19 to moderate the school's assessments at 3 points, very positive feedback from moderator
- Attended and hosted both statutory and cluster assessment meetings to share good practise, both receiving positive feedback
- Clear next steps for each child displayed in classroom for all staff to use when in provision
- Peer feedback and moderation of observations during morning meetings
- In- house CPD focussing on Development Matters and how to next step children 'in the moment' for support staff
- Improved communication with parents to gain insights not only from school, but also at home to improve accuracy of judgements made by teaching staff
- End of phase phonics assessments are conducted to inform next steps and also used as end of year knowledge to pass up to Year 1



- CPD staff meeting on interactions audit and a baseline completed
- All EY staff now meet weekly with SENCo, traded SALT, and our SALT HLTA to discuss the needs/barriers for the children and discuss next steps
- Specific programs put in place to support the children's speech development
- EYFS leader attended SENCo training sessions
- Traded SALT modelled and deliver intensive interactions to key staff.

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

The Headteacher and EYFS Leader have:

- Introduction of Dough Disco
- Introduction of a message centre and having a range of writing tools available to practise letter formation and pencil grip
- Dedicated area of provision focussing on fine motor control
- Handwriting sessions three times per week
- Letter formation practise for children 3 times per week.

The impact these changes have had.

Since the last Ofsted visit EYFS has changed dramatically in all areas.

Our improvement in our learning environment, staff CPD and assessment has not only allowed us to measure student learning more accurately (GLD from 55.9% in 2018 to 62.7% in 2019) but also allowed us to diagnose specific misunderstandings in order to help the children learn more effectively.

Our improved EYFS assessment concerns the quality of teaching as well as the quality of learning our children are exposed to. Conducting a range of assessment methods, not just observations, has allowed us build a picture of each child's learning, development and understanding. These methods, alongside the upskilling of staff and our environment, include screening tools, standardised tests and informal teaching assessments.

This has allowed for accelerated progress across both 18-19 and 19-20 cohorts as well as a closing of the gender gap between boys and girls (15.9% in 2018 to 3.4% in 2019).



Ofsted Key Action 5:

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

School's Response to Key Action 5 and the Impact

The Headteacher, school Leaders and staff have:

- Introduced Growth Mindset (GM) and the motto 'Impossible is Nothing' to the school through actions such as:
 - GM training for all staff involved in working with children
 - GM weeks where children have lessons in the science behind the theories and are given activities that demonstrate the importance of having a GM
 - Signs and messages around school reinforcing GM and its importance including on the back of children's exercise books
- All staff who work with children undertook refresher training on Restorative Practice led by Paul Carlisle. This included:
 - Developing a Restorative conversation to use consistently with children who have not followed the expectations
 - Developing an understanding of why children might find it hard to follow the expected behaviours
 - Working as a staff team to revise the school's behaviour policy to include the things we learnt during the training with Paul
- Through reading the book 'Teach like a champion' by Doug Lemov we introduced the children to the technique of SLANT'ing. This included:
 - Training for teachers in what **S**it up, **L**isten, **A**sk and Answer questions, **N**od your head, **T**rack the speaker means
 - Assemblies to introduce it the technique to the children
- Introduced a computer programme called, 'Trackit' that is available on the interactive whiteboards to allow teachers to reward children for demonstrating positive attitudes and behaviour for learning. This also include:
 - Weekly monitoring by the Headteacher to quickly identify children who are receiving warnings in classrooms for not following the school expectations
 - Termly letters to parents to let them know how their child's behaviour compares to the other children in that class
 - A reward breakfast with the Headteacher for the child with the most green points in a term
- Introduced a bespoke provision onsite called Restorative Learning. The provision allows us to work with children who are not able to learn in a mainstream classroom at that time or to work with children who are transition back from alternative provision.
- Where we have attempted to use Restorative Learning but the child still can't cope with our provision we do use the alternative provider called REACH.



The impact these changes have had.

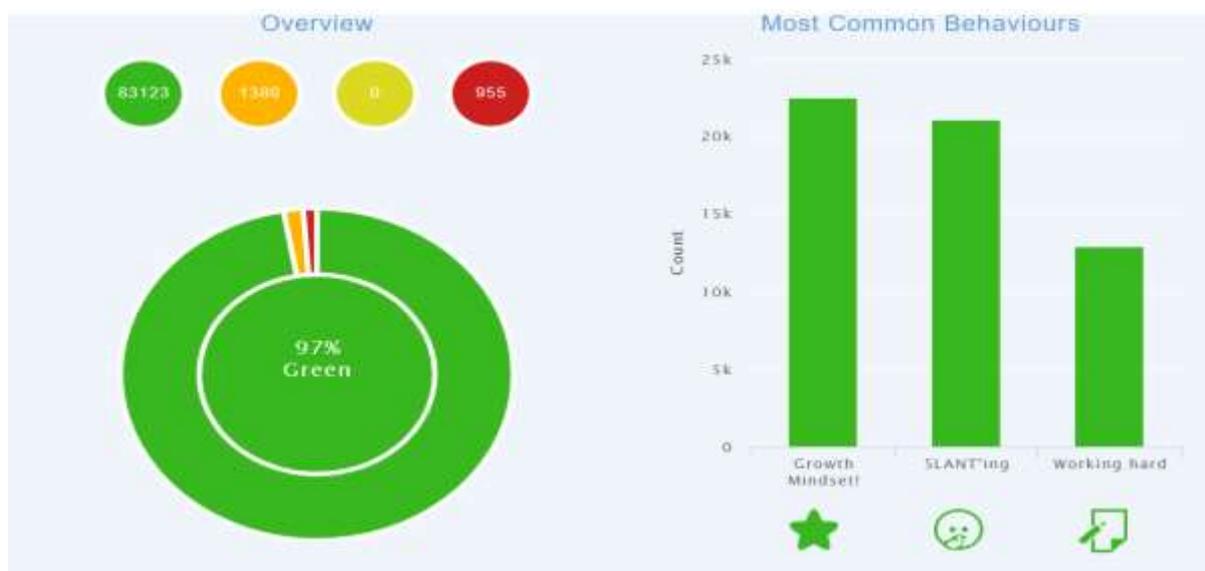
Since introducing these measures the impact has been that behaviour in classrooms is overwhelmingly good. Poor behaviour is managed effectively, following the school policy.

This is reflected in all of the monitoring that has taken place since March 2018 that has either highlighted the positive, good behaviour and learning attitudes or not highlighted behaviour as an area to address.

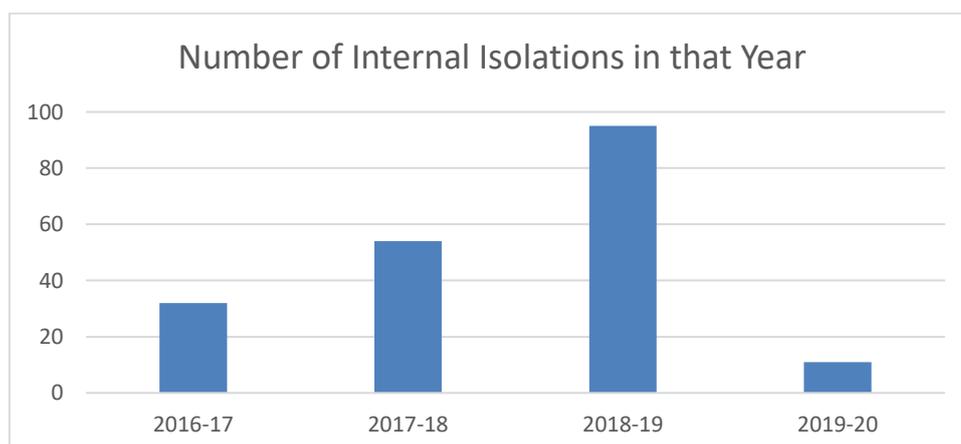
This is reflected in the 2018-19 Teaching Overview where 93% of staff were deemed to manage at a 'good' level, with 24% at an outstanding level.

During the autumn 2019 observation cycle, 93% of lessons (16/17) were judged by senior leaders to have at least 'good' behaviours, with some classes outstanding.

The charts below show the interactions between the teacher and children between 4th Sept 2019 and 28th Jan 2020. 97% of all interactions are positive.



There are times when children's behaviours fall below the standard we expect to such an extent that a period of time outside of the classroom is required. This is called, 'Internal Exclusion'. In the past 4 years the number of Internal Exclusions looks like this:





If we focus on 2018-19, it is important to note that the ninety five occasions involve forty four children. Thirty four of these children received a Red on one or two occasions, leaving only ten children who received three or more Reds.

The ten children who have been Internally Excluded three times or more are all vulnerable children who are either individually or as a family receiving support from school. This support will always include:

- Individual Behaviour plans, which are updated and reviewed as appropriate
- An Individual Pupil Risk Assessment if the behaviours are harmful to either themselves or others.
- Time in the school's Restorative Learning sessions which in January 2020 was rated as exemplary by Karen Bayley, the AIP leader for the south of Leeds.

For links to the Notes of Visit, please go to [www. hunsletcarr.co.uk/our-latest-external-reviews-of-the-curriculum.html](http://www.hunsletcarr.co.uk/our-latest-external-reviews-of-the-curriculum.html)

Furthermore the support might include:

- Family support provided for by the school's inclusion team
- Family support after a referral to The South Cluster or SCSW
- Behaviour support from the Area Inclusion Partnership
- Behaviour support from a period of time attending REACH
- The application for an Education Health Care Plan and access to a place on roll at a specialist behaviour unit.

There are times when children's behaviours falls so far below the standard we expect that we need to exclude. Since 2017-18, the school has dealt with a small cohort of children who were displaying challenging behaviours that were endangering themselves, other pupils and, on occasion, staff.

Before any fixed-term exclusion process took place, the school sought advice from the Area Inclusion Partnership and other external agencies to ensure that the correct decisions were reached and the needs of these children were being met effectively.

The balance between the school's restorative approach, Restorative Learning and the belief that all children can succeed and the need to have a well ordered, calm school where all children felt safe and able to learn, mean that decisions to exclude are never been taken lightly.