

# Early analysis of statutory tests and assessments for Hunslet Carr Primary School: Summer 2023



**Hunslet Carr Primary School**  
**Leeds**



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## Contents

1.	Introduction & notes in relation to this year’s results.....	3
2.	Demography and School Context .....	4
3.	Early Years Foundation Stage Profile.....	7
	EYFSP pupil group attainment.....	10
4.	Phonics Screening Check.....	11
	Y1 PSC pupil group attainment.....	12
5.	Key Stage 1 .....	14
	KS1 pupil group attainment.....	18
6.	Key Stage 2 .....	22
	KS2 pupil group attainment.....	29
7.	KS1-2 Progress.....	34
	Summary .....	35

Version: 1.0

## 1. Introduction & notes in relation to this year's results

As this is the second year since the resumption of statutory testing & assessment, the more-optimistic amongst us might have been hoping to see attainment returning to pre-pandemic levels, but outcomes remain lower across England at all key stages, to varying extents. Attainment in Phonics appears to be recovering the most quickly and this year's Y1 'working at' figure is within a few percentage points of returning to match 2019 performance. In contrast, KS1 was the most-badly affected last year and attainment in 2023 is still much lower than before. Higher level attainment appears to have suffered the most, with the numbers of children achieving greater depth still particularly low at KS1. At a subject level, attainment in Writing remains much lower before, not just at KS1, but also at KS2 and at the foundation stage, where attainment in the Literacy learning goals continue to be the main barrier to children achieving GLD.

Last year, I noted that the pandemic had widened the already large gaps that existed between the attainment of White British Disadvantaged children and overall national performance; and these gaps don't show any sign of shrinking this year. Clearly, this group is not equally distributed across schools and regions, and therefore different schools and areas will be disproportionately impacted. So, it is important to continue to remember that if your school serves a predominantly deprived White British community it is likely that your overall results will have been particularly affected by this phenomenon, and even if your setting has a more diverse intake you may notice that the in-school gaps are more obvious than before.

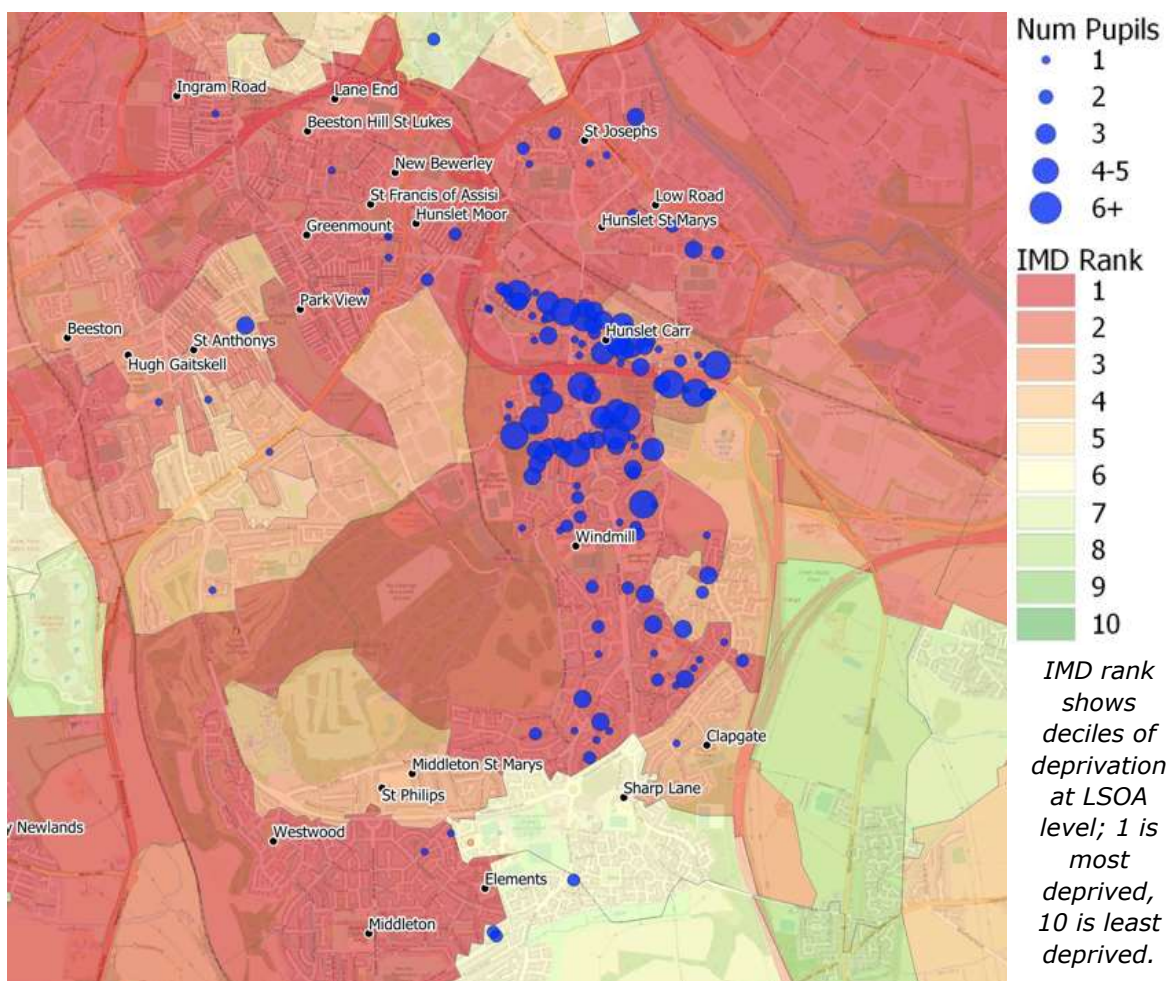
Despite the fact that the pandemic clearly continues to have an impact on outcomes, the DfE have already announced that its Performance Tables will be making a return this year and that KS2 attainment and progress figures will be available to the public (and media) at a school level for 2023. This can be problematic in any normal year but may cause additional aggravation this year, especially since this kind of data hasn't been available since 2019 and your 'local rag' will probably be particularly keen to fill a few column inches with freshly-squeezed rubbish about the 'best and worst schools in your area'. Hopefully Ofsted will take a more nuanced and sophisticated approach to interpreting this year's data; most of the feedback I received from schools that were inspected last year confirmed that this was the case, and the current framework continues to encourage inspectors base their judgements primarily on what they see in school, rather than what they read in the IDSR.

As ever, when reading this report, you need to bear in mind that at this time of year all data are provisional and subject to change, especially at KS2. Despite all of the caveats and concerns that continue to surround school performance data, I hope this report still provides you with a useful early overview of your school's results and helps to inform your evaluation activities. As ever, if you have any questions, comments or feedback it would be great to hear from you – and thank you for asking me to produce this report.

## 2. Demography and School Context

Hunslet Carr Primary is a two-form entry community school located in Hunslet which is an inner city district of Leeds, 1 mile south-east of the city centre.

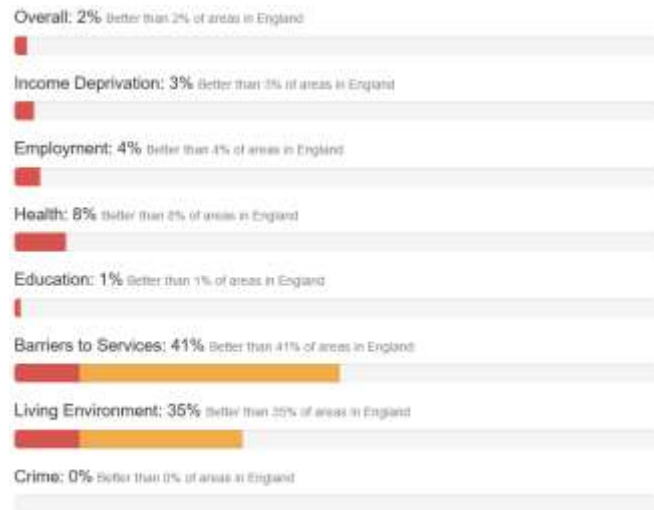
The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school's pupils live. The map shows that the areas in which most of the school's pupils live have some of the highest levels of deprivation in the country. A recent report produced for the school<sup>1</sup> showed that 76% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England (IMD rankings).



Data sources: School MIS system, April 2023. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

<sup>1</sup> 'Beyond The School Gates: An analysis of demography, deprivation and social context for Hunslet Carr Primary School (2<sup>nd</sup> Edition)', Ian Stokes Education Ltd, June 2023.

The LSOA in which the school is located is ranked 782<sup>nd</sup> out of 32,844 in terms of deprivation, meaning that only 2% of areas in England have higher deprivation. All of the specific measures indicate very high levels of deprivation, except for 'Barriers to Services'.



Graphic source: [www.uklocalarea.com](http://www.uklocalarea.com). Full details of the Index of Deprivation are available from the UK Government Website [English indices of deprivation 2015](#)

Figures from the January 2023 school census reveal that:

- 49% of children were eligible for Free School Meals (FSM), compared to 26% for Leeds primary Schools and 24% for state-funded primary schools nationally.
- 26% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 39% for Leeds primary schools and 36% for state-funded primary schools nationally.
- 21% of children had English as an additional language (EAL), compared to 23% for Leeds primary schools and 22% for state-funded primary schools nationally.
- 15% of children had special educational needs (SEN), compared to 16.5% for Leeds primary schools and 13.5% for state-funded primary schools nationally.
- 53% of children were identified as qualifying for Deprivation Pupil Premium funding, compared to 27% for Leeds primary schools and 25% for state-funded primary schools nationally.

**Note re: FSM and Disadvantaged data.** This report provides figures relating to both Free School Meal eligible children and Disadvantaged Children.

- Free School Meal (FSM) eligible children are those children who were recorded as being in receipt of free school meals on the day of the January census of the relevant school year (in this case, January 2023).
- This report also refers to 'Disadvantaged' children. Children are classed as Disadvantaged if they have been in receipt of FSM at any point in the preceding six years, or if they are in the care of the local authority, or if they have been adopted from the care of the local authority.

Some schools will see that there are apparent discrepancies in the pupils who are identified as FSM and/or Disadvantaged: these discrepancies have been caused because the data used to identify Disadvantaged children was collected from an earlier census (Autumn 2022) than the FSM data (which was collected from the Spring 2023 census)<sup>2</sup>. Any children who became eligible for FSM between these two points have therefore not been identified as Disadvantaged in these analyses.

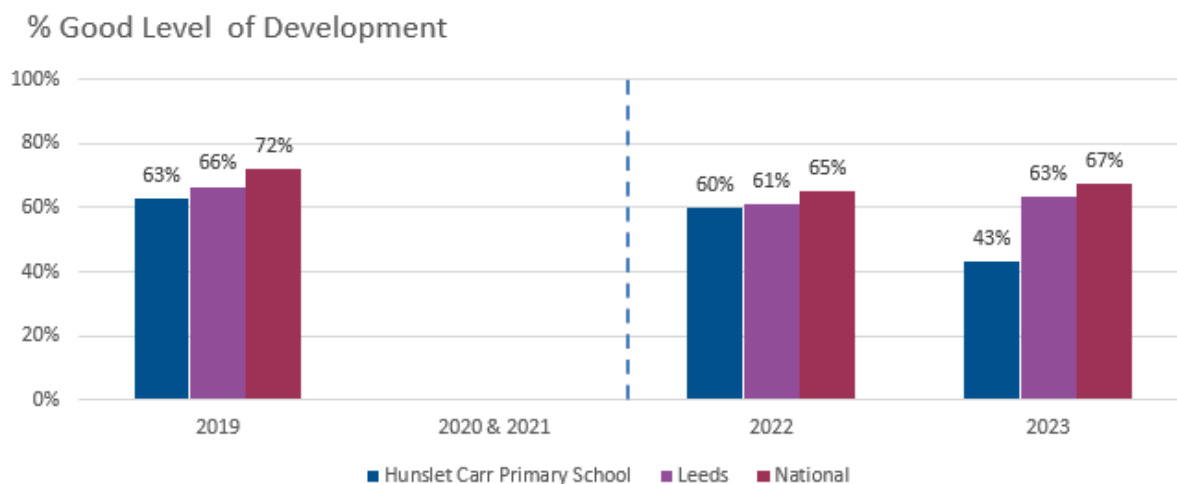
**General note on pupil group data.** This report provides figures on all pupil groups, irrespective of size. However, data relating to small groups should be interpreted with caution. Ofsted currently defines a group as small if it contains 10 or fewer children. Pupil group figures may not include all children in a cohort if their individual characteristic is incomplete, for example: if there are 30 children in a year group and one child's ethnicity information is not recorded, the total number of children in the BME and White British groups will add up to 29.

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<sup>2</sup> This has been queried with the relevant reporting authorities, who confirmed that this is 'standard practice' but did not provide a rationale for why it happens.

### 3. Early Years Foundation Stage Profile

This section presents EYFSP attainment data for the three most recent years for which official data exists (2019, 2022 and 2023). Comparisons of each year's figures should be made with extreme caution: not only due to the issues caused by the pandemic, but also because the 2022 & 2023 figures are based on the new EYFS Framework and the underlying assessments for these years are not exactly the same as those undertaken in 2019 and earlier. Moreover, since 2022 children have been assessed against a two-point scale ('emerging' or 'at expected') as opposed to the previous three-point scale ('emerging', 'at expected', or 'exceeding').

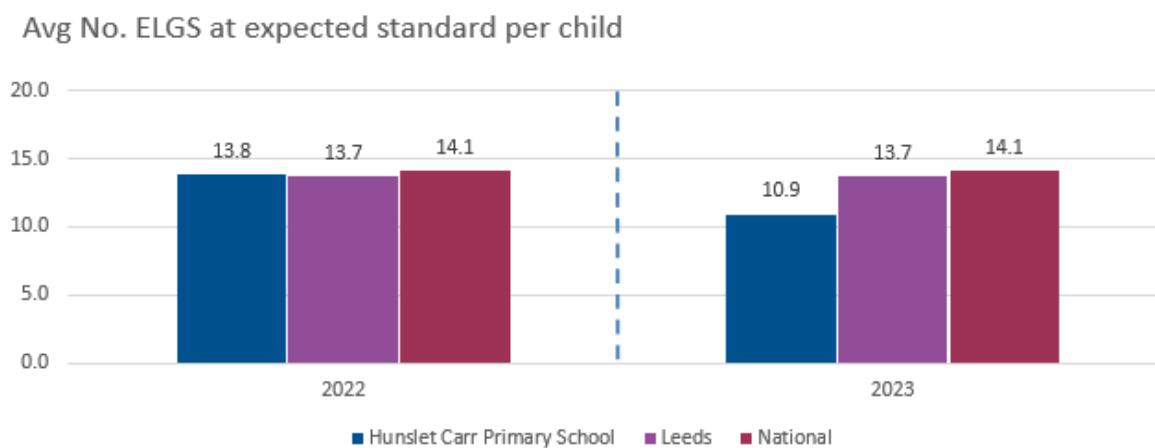


Source: *Perspective Lite*, August 2023

Last year, when statutory assessments resumed immediately following the pandemic, the percentage of children in the 2022 Reception cohort at Hunslet Carr who achieved a Good Level of Development (GLD) barely changed in comparison to what was achieved by the 2019 cohort; the school figure was in line with overall Leeds performance and just a few percentage points below national. This year, however, the GLD figure is much lower, at only 43%. In contrast, the Leeds and national figures have both seen a modest recovery from the decreases they experienced in 2022, and even though they remain lower than they were in 2019, they are 20%pts and 24%pts above the school figure, respectively.

It is very difficult to make confident inferences from one headline figure and we need to remember that all cohorts are different. Blunt comparisons of raw attainment don't take into account any differences between the composition of each cohort. 'On-entry' attainment data for this cohort (which will be available to school leaders) might provide further insights to support an informed view of outcomes this year.

As was noted in the introduction to this section, since 2022 children have been assessed against a two-point scale ('emerging' or 'at expected') as opposed to the three-point scale ('emerging', 'at expected', or 'exceeding') used in 2019 and earlier. Now, a child scores 1 point if they are assessed as 'emerging' in a particular learning goal, and they score 2pts if they have met the expected standard. The option to assess a child as 'exceeding' the expected standard (which previously scored 3pts) has been removed. Under the previous framework, an 'Average Total Point Score' was reported for each school, and this performance indicator continued to be reported in 2022 despite the fact that the underlying scoring system had fundamentally changed. However, in 2023 the 'Average Total Point Score' is no longer being reported and has been replaced by a new indicator: the 'Average number of Early Learning Goals (ELGs) at the expected standard per child'; and this new indicator is being reported for both 2022 and 2023. This new indicator is not comparable with the previous ATPS indicator; therefore data can only be presented for 2022 & 2023.



Source: Perspective Lite, August 2023

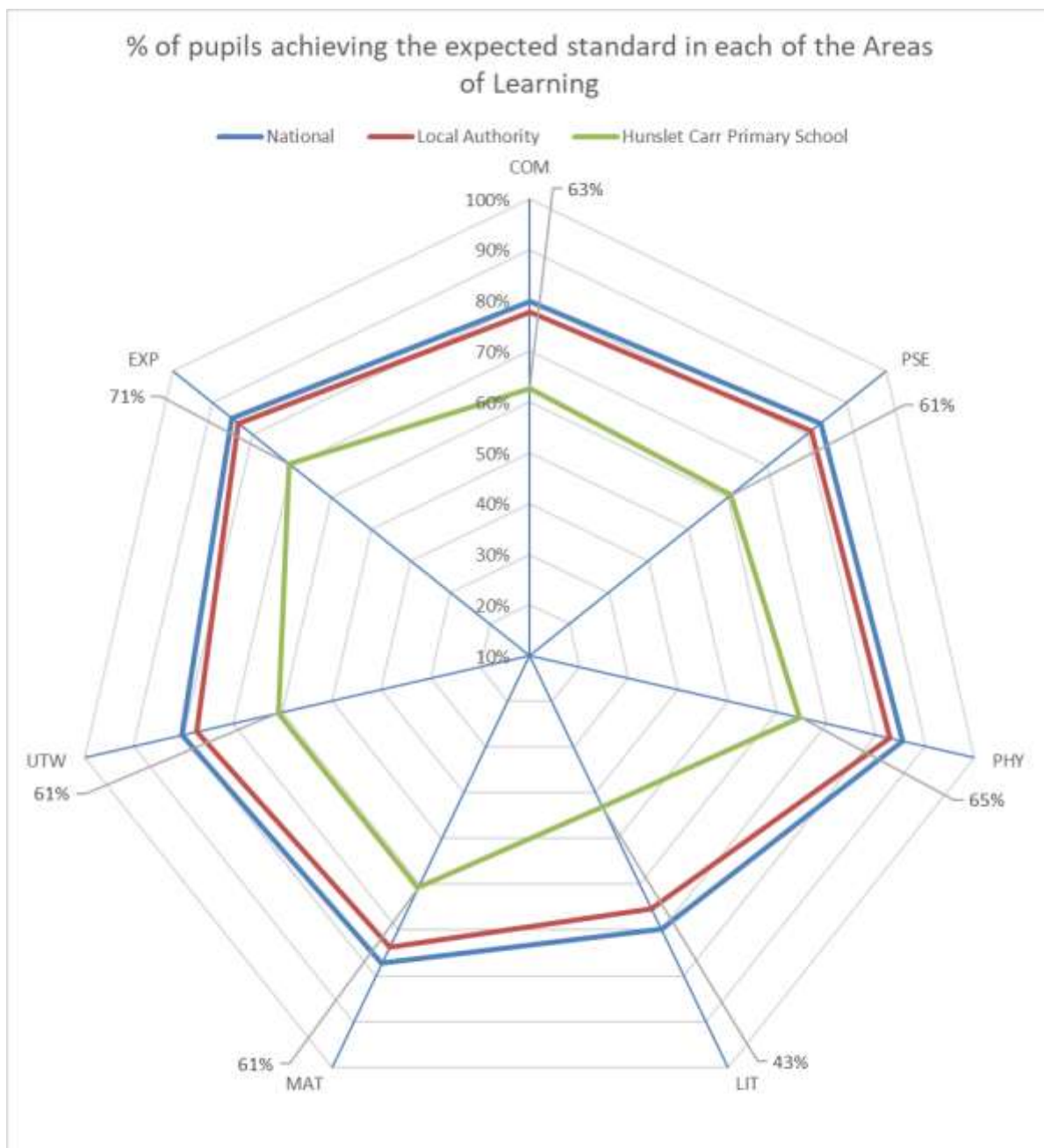
This new indicator is easier to interpret than the previous ATPS and shows that in each of the last two years the 'average child' nationally achieved the expected standard in 14.1 of the 17 learning goals. The equivalent Leeds figure has also been stable at 13.7. In 2022, the school figure (13.8) almost matched the Leeds figure and was only 0.3 below national, but this year's 'Average No. of ELGs' indicator has fallen to just 10.9 (i.e. the 'average child' in this cohort achieved the expected standards in *at least 3 fewer* learning goals than achieved by the 'average child' nationally).

Pupil level data reveals that 22 (43%) of the 51 children in this cohort achieved the expected standards in *all 17* of the ELGs. However, 19 children (37% of the cohort) achieved the standard in fewer than 10 of the ELGs, including 7 who achieved none of the goals. This large group of children with very low levels of development has had a considerable impact on the 'Average No. of ELGs' indicator this year.

At the time of writing, there was no published data at a national or local level for 2022 or 2023 relating to a threshold for the 'lowest 20%' of achievers.



The chart below shows the proportion of pupils achieving the expected standard in each of the areas of learning. A child can only achieve GLD if they achieve the expected standards in all of the learning goals which are included in the areas of: Personal, Social and Emotional Development; Physical Development; Communication and Language Development; Literacy; and Mathematics. The percentages in all of the areas of learning are well below national this year. Literacy is usually the area in which the largest numbers of children struggle to achieve the expected standard; this is also the case for this cohort and the gap between the school and national is particularly large for this AoL (27%pts). The gaps for the other AoLs range from 14%pts to 23%pts.



Source: Perspective Lite, August 2023

## EYFSP pupil group attainment

Good Level of Development	No. Children	School	Leeds	National
Girls	26	54%	71%	74%
Boys	25	32%	56%	61%
FSM	24	29%	46%	52%
Non-FSM	27	56%	68%	72%
Disadvantaged	22	32%	47%	52%
Other	29	52%	67%	70%
SEN	5	20%	21%	20%
Non-SEN	45	47%	72%	74%
EAL	10	50%	54%	63%
Non-EAL	41	42%	67%	69%
BME	9	44%	58%	66%
White British	42	43%	68%	70%
Total in Year Group	51			

*Source: Perspective Lite, August 2023*

The GLD figures for both boys and girls are below 'average' but the gap between the two is particularly large at 22%pts (the national gap is 13%pts). Only a third of the boys achieved GLD compared to more than half of the girls.

There was an even bigger gap between the GLD figures of the FSM and non-FSM groups (24%pts). In an apparent anomaly, there are only 22 children identified as Disadvantaged (compared to 24 identified as eligible for FSM). By definition, all FSM children are also Disadvantaged, and this discrepancy has been caused because the data used to identify Disadvantaged children was taken from an earlier census (Autumn 2022) while the FSM data was taken from the Spring 2023 census<sup>3</sup>: any children who became eligible for FSM between these two points have therefore not been identified as Disadvantaged in these analyses.

5 children were identified as having SEN; only 1 of them achieved GLD, which is in line with equivalent national performance. 4 of the children with SEN were boys and 3 were eligible for FSM.

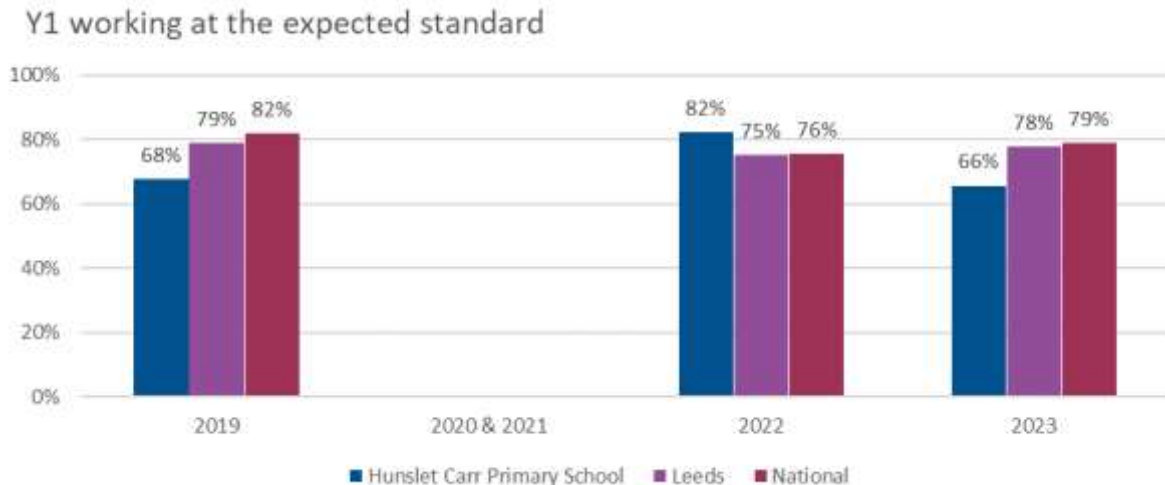
The GLD figures for the EAL and BME groups don't suggest that the attainment of these children was very different to that of the rest of the cohort.

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<sup>3</sup> This has been queried with the relevant reporting authorities, who confirmed that this is 'standard practice' but did not provide a rationale for why it happens.

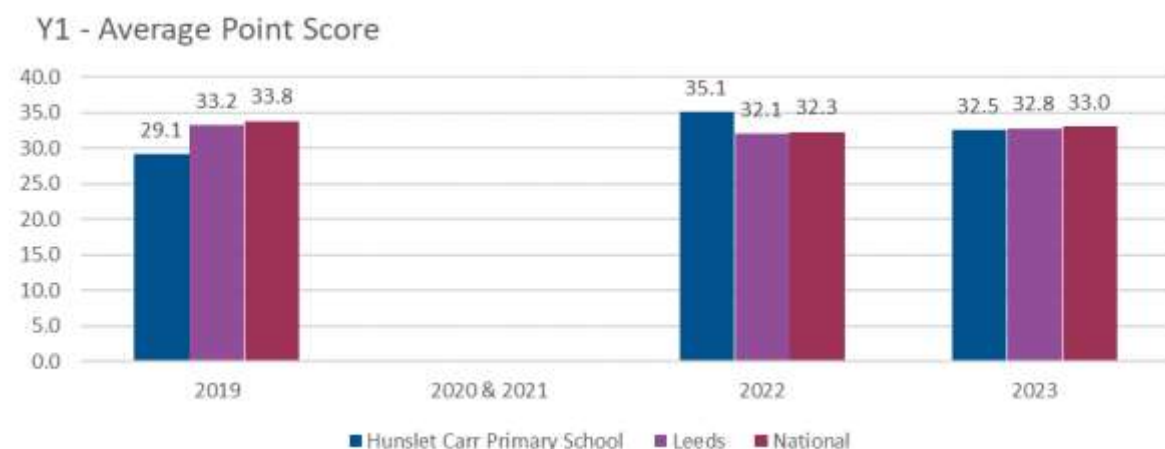
## 4. Phonics Screening Check

The Phonics Screening Check (PSC) is unchanged in terms of its methodology and application, and the year-on-year results achieved are therefore more comparable than those for the foundation stage profile. Even so, we still need to exercise some caution in making judgements, due to the two-year gap and the potential impact of the pandemic.



Source: *Perspective Lite*, August 2023

At Hunslet Carr, the percentages of pupils who are working at the expected standard in Phonics by the end of Y1 tend to fluctuate considerably from year to year. This suggests that this headline attainment measure could be being affected by factors such as: varying levels of SEND within each cohort, varying numbers of children who are new to English, and varying rates of pupil mobility. The 2023 Y1 cohort is also very small (with just 35 pupils) which also means that its percentage figures will be even more prone to volatility than those of the larger cohorts. Whatever the causes, the 'pass-rate' in the Y1 PSC this year is particularly low at only 66%: 16%pts lower than the figure achieved by the previous cohort at Hunslet Carr, 12%pts below the Leeds figure and 13%pts below national.



Source: *Perspective Lite*, August 2023

However, the average point score indicator puts a somewhat different perspective on this cohort's attainment: although it isn't as high as the exceptional figure achieved by last year's cohort, it's still broadly similar to the Leeds and national figures. The pupil level data shows that there were 3 pupils in this cohort who scored 29 out of 40 in the PSC, just short of the 'working at' threshold of 32. If these children had each scored another 4 marks then the overall 'pass-rate' for the cohort would have jumped to 74%.

### Y1 PSC pupil group attainment

<b>Working At the expected standard (Yr1)</b>	No. Children	School	Leeds	National
Girls	18	67%	81%	83%
Boys	17	65%	74%	76%
FSM	23	61%	64%	67%
Non-FSM	12	75%	83%	83%
Disadvantaged	20	55%	64%	67%
Other	15	80%	82%	82%
SEN	9	33%	44%	43%
Non-SEN	26	77%	86%	86%
EAL	6	83%	74%	79%
Non-EAL	29	62%	80%	80%
BME	6	83%	76%	80%
White British	28	61%	80%	80%
<b>Total in Year Group</b>	<b>35</b>			

*Source: Perspective Lite, August 2023*

In contrast, to the EYFSP data, there is almost no difference in the headline 'pass-rates' for boys and girls in this cohort.

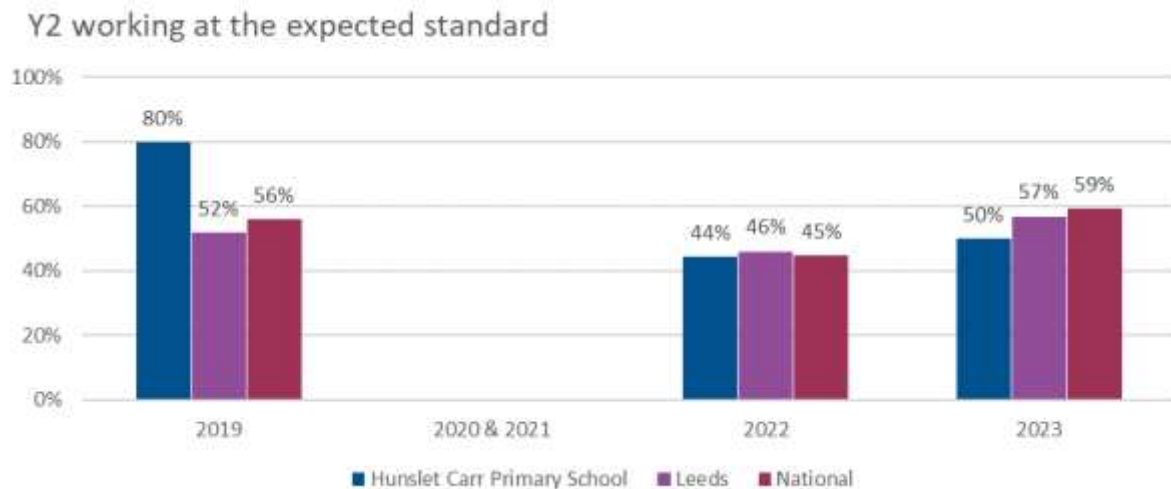
Almost two thirds of the children in this year group were eligible for FSM, and although their attainment is broadly similar to that of the FSM children nationally, the fact that they make up such a big proportion of the cohort is a major contributory factor to this year's low overall figure. The 'pass-rate' for the 12 non-FSM children is higher, but not as high as that of non-FSM children nationally, and not high enough to have any significant impact on the overall pass-rate.

Again, the number of children identified as 'Disadvantaged' is lower than the number identified as being eligible for FSM (due to the earlier data collection point for the identification of Disadvantaged children). The attainment gap between this group (who still made up the majority of the cohort) and 'Other' children is even larger.

Only 3 of the 9 pupils identified as having SEN were working at the expected standard. The low attainment of this group (who made up more than a quarter of this small cohort) has had a big impact on the overall pass-rate.

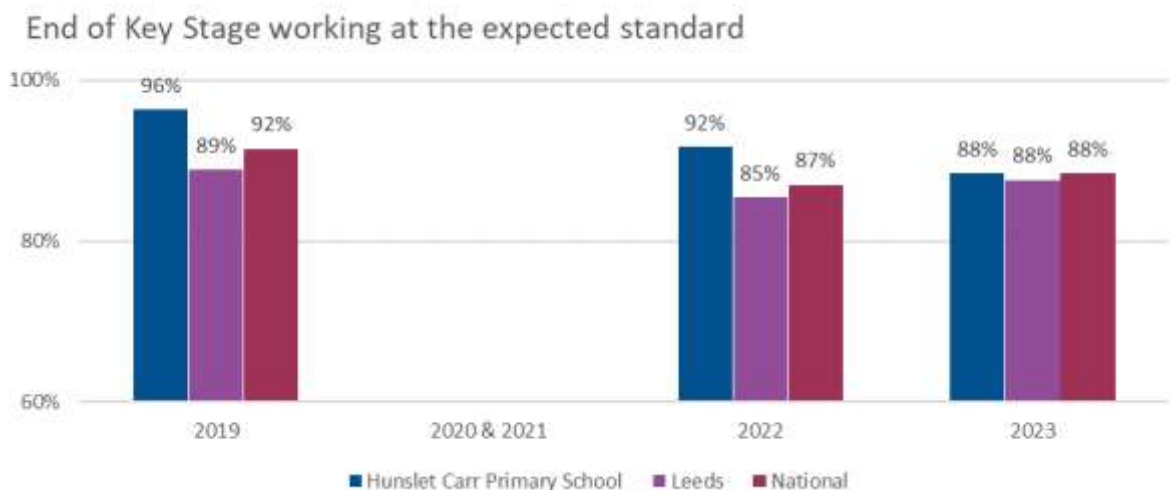
There were 6 children from BME backgrounds (all of whom had EAL) and 5 of them were working at the standard. This puts their attainment in line with

national and local 'averages', while the attainment of the White British children is well-below average.



Source: Perspective Lite, August 2023

The proportion of children who achieve the expected standard in Phonics in Year 2 can fluctuate dramatically depending on the numbers of children who are required to take the test and how many of them have additional needs that directly impact on their learning. This year, 6 children sat the PSC in Year 2 and 3 of them (50%) achieved the expected standard.

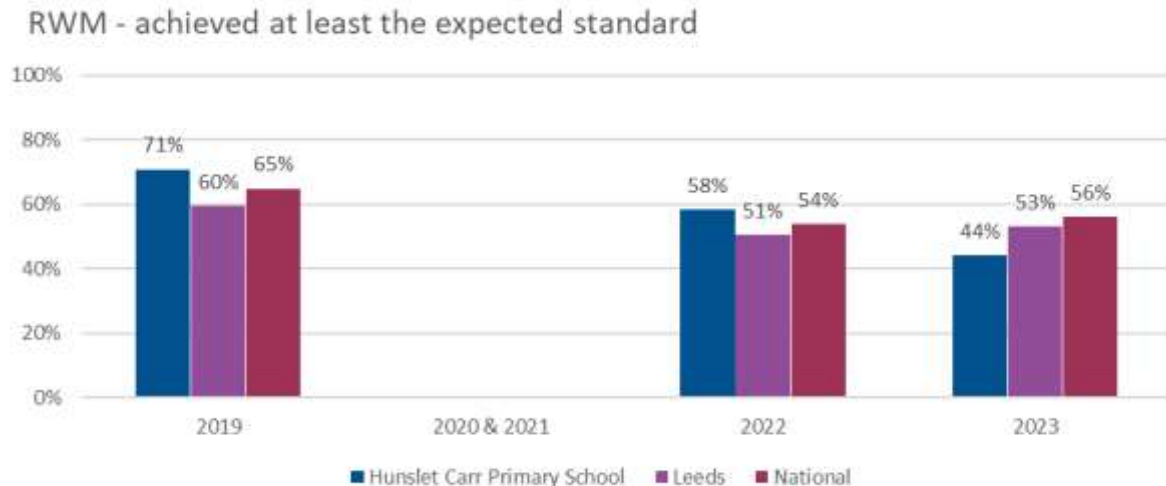


Source: Perspective Lite, August 2023

While the Y2 're-take' figure is subject to considerable fluctuation, the cumulative proportion of children who achieve the expected standard by the end of Key Stage 1 provides a more useful measure of outcomes. The 2023 end of key stage figure for Hunslet Carr isn't as high as it has been in previous years but still matches national performance at 88% and provides reassurance that the school remains effective in ensuring that as many children as possible achieve fluency in Phonics by the time they leave KS1. All of the children who were below the threshold in this cohort either had SEN or appeared to be attempting the test for the first time after recently arriving in the country.

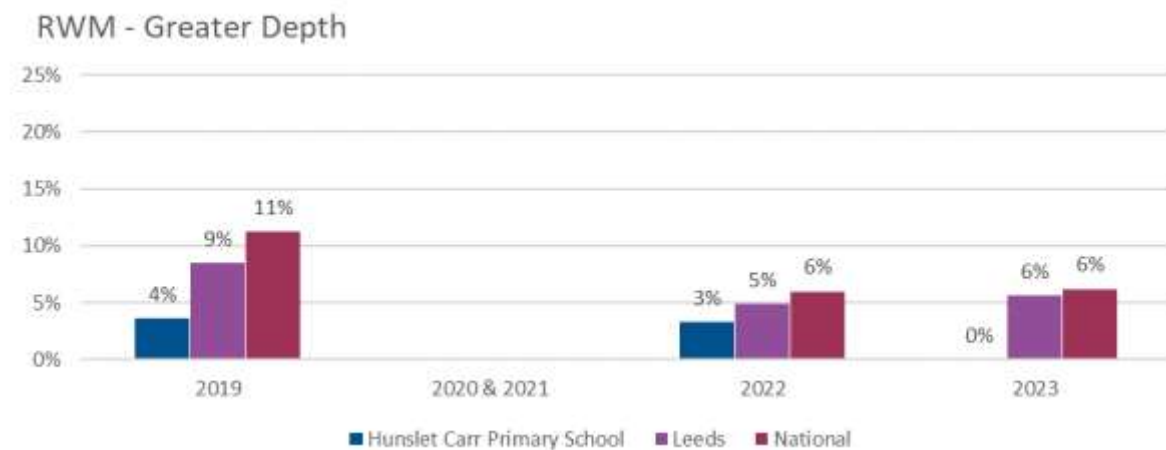
## 5. Key Stage 1

Again, a degree of caution needs to be exercised when interpreting KS1 assessments due to effects of the pandemic, but the underlying assessment frameworks are the same for each year, providing a reasonably consistent basis upon which to make comparisons.



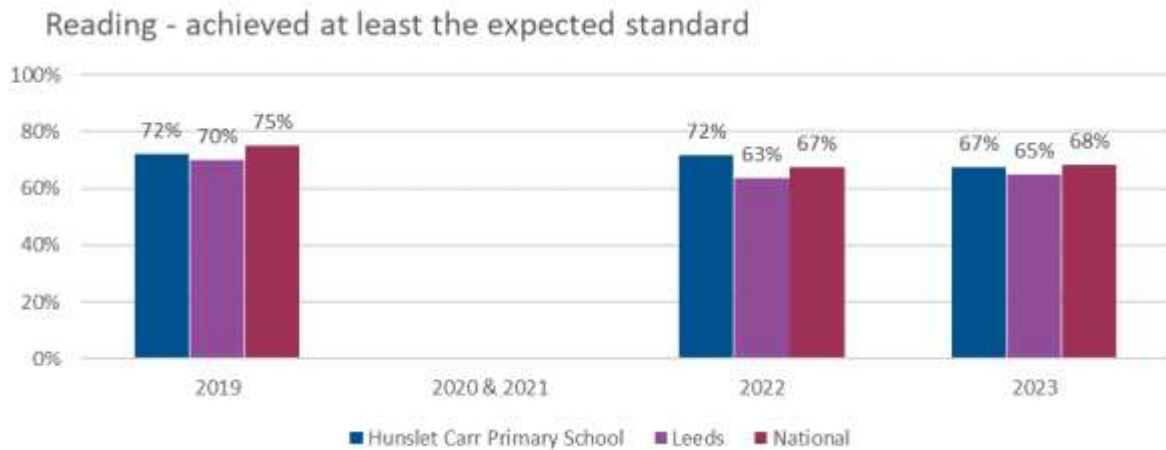
Source: Perspective Lite, August 2023

Although the attainment of the cohort which reached the end of KS1 in 2023 is in line with national performance in Phonics (which is a very narrow and specific assessment), the percentage who achieved all of the expected standards in Reading, Writing & Maths is very low, at only 44%. This is the lowest ever figure recorded at Hunslet Carr since this curriculum was first assessed in 2016 and *could* be interpreted as providing a strong indication that the attainment of this cohort has been severely impacted by the pandemic. The school figure this year is 14%pts below last year's, 9%pts the Leeds figure and 12%pts below national.



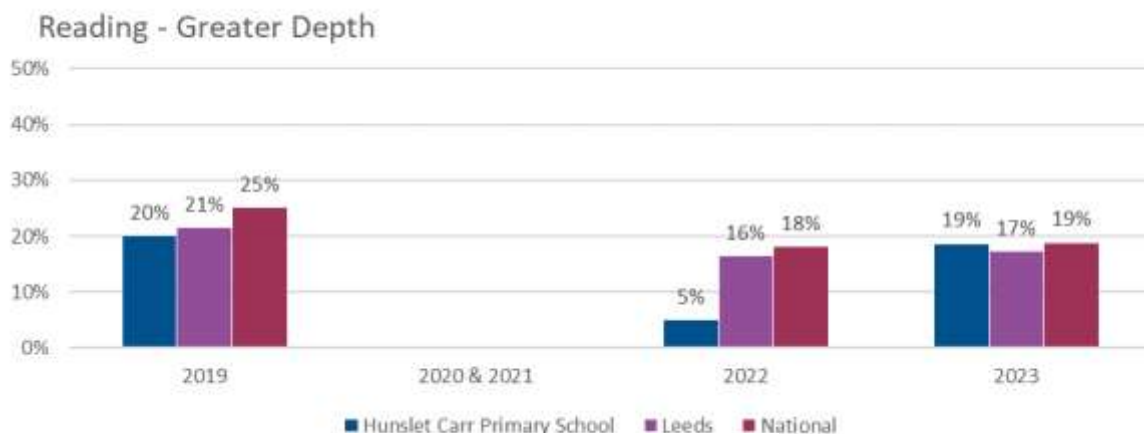
Source: Perspective Lite, August 2023

In most cohorts at Hunslet Carr there are usually only 1 or 2 children who achieve greater depth in all three subjects, and this year there were none. The Leeds and national figures remain very low, indicating that the pandemic continues to have a widespread impact on higher attainment at this key stage.



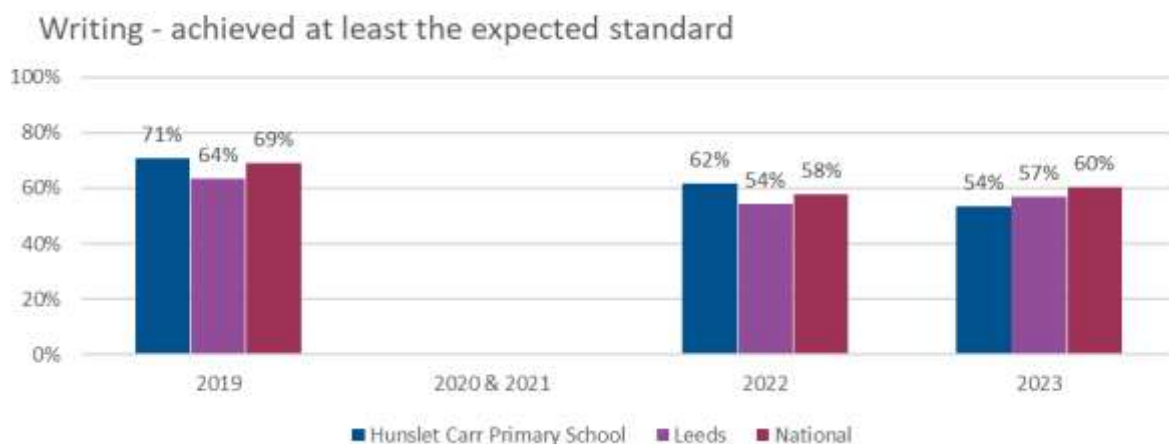
Source: Perspective Lite, August 2023

Attainment of the expected standard in Reading is a little lower than in previous years, but is still in line with national performance at 67%. This suggests that the low 'combined' RWM measure has been more affected by attainment in other subjects: attainment in Reading has remained broadly stable.



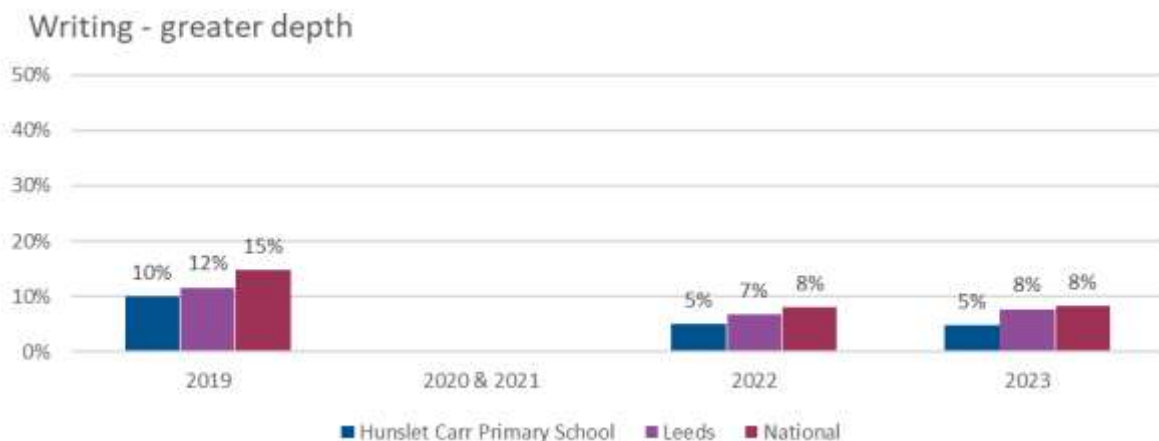
Source: Perspective Lite, August 2023

In fact, the 'greater depth' figures show a very positive recovery for Reading, with the percentage achieving the higher standard in this subject rising by 14%pts after last year's sharp dip and returning to be back in line with national performance at 19%.



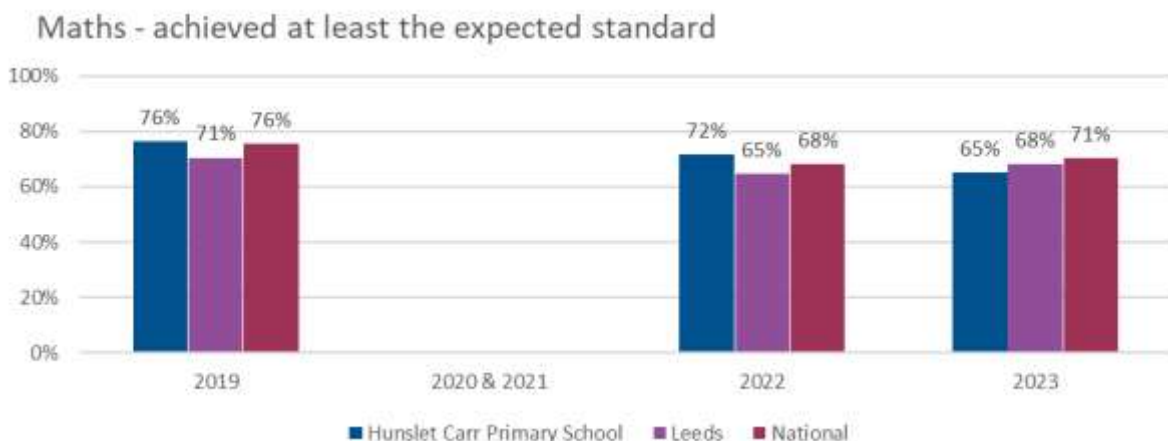
Source: Perspective Lite, August 2023

Writing is clearly the subject that has had the biggest impact on the 'combined' indicator: only just over half (54%) of the year group achieved the expected standard in this subject: 8%pts lower than in 2022 and 6%pts lower than national. Writing is widely recognised as the subject which requires the most intensive in-school support in order for children to achieve the expected standard, and the pandemic-related disruption of the last few years appears to have had a particularly significant impact on attainment in this subject, particularly for those children who may not be able to benefit from a great deal of support for their learning at home. However, it is still worth noting that there were 4 pupils who *did* achieve the standard in Writing, but not in at least one of the other subjects.



Source: Perspective Lite, August 2023

2 children (5%) achieved greater depth in Writing this year, the same proportion as in 2022. The national and Leeds figures have also barely changed and remain very low at 8%, confirming the fact that most schools across the country are still not seeing as many children achieve the higher standard in this subject as they would 'normally' expect to.

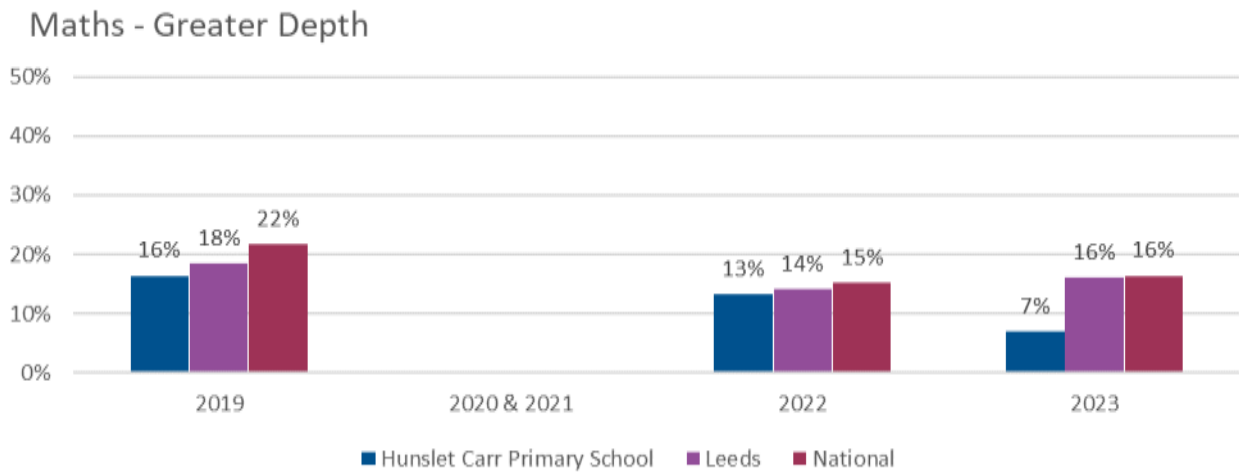


Source: Perspective Lite, August 2023

The decrease in the percentage of children achieving the expected standard this year in Maths is almost the same as in Reading; it has fallen by 7%pts to 65%. In contrast, the Leeds and national figures have both seen small increases which



means that the school figure is 3%pts below Leeds and 6%pts below national this year, after being just above both in 2022 and 2019.



Source: *Perspective Lite, August 2023*

Moreover, Maths is the only subject which has seen a drop in the proportion of pupils who have achieved greater depth: the 2023 figure is 6%pts lower than last year, at only 7%. Again, the Leeds and national figures have seen small increases, but more importantly they are both more than twice as high as this year's school figure.

Prior to the pandemic, cohorts entering KS2 at Hunslet Carr would regularly have above 'average' levels of prior attainment. This cohort has noticeably lower attainment at KS1, and while this is unusual in relation to its predecessors, is actually much more in line with levels of attainment at most schools with similar levels of deprivation.

## KS1 pupil group attainment<sup>4</sup>

<b>% achieving the expected standard: Gender</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School Girls	64%	48%	56%	32%	23
Hunslet Carr Primary School Boys	72%	61%	78%	61%	18
Leeds Girls	69%	63%	68%	58%	
Leeds Boys	61%	51%	68%	48%	
Early National Girls	72%	66%	70%	61%	
Early National Boys	65%	55%	71%	52%	

<b>% achieving greater depth: Gender</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School Girls	20%	8%	0%	0%	23
Hunslet Carr Primary School Boys	17%	0%	17%	0%	18
Leeds Girls	19%	9%	12%	6%	
Leeds Boys	15%	6%	20%	5%	
Early National Girls	21%	10%	13%	7%	
Early National Boys	17%	7%	20%	6%	

Nationally, girls generally have higher attainment than boys, but this is certainly not the case for this cohort: much lower percentages of the girls achieved the expected standards, especially in Writing and Maths, and only a third of them achieved the combined standard. In contrast, the boys' attainment *exceeded* national performance on most measures.

<b>% achieving the expected standard: FSM</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School FSM	57%	33%	52%	24%	21
Hunslet Carr Primary School non-FSM	85%	80%	85%	70%	20
Leeds FSM	46%	38%	50%	34%	
Leeds non-FSM	72%	64%	75%	61%	
Early National FSM	54%	45%	56%	41%	
Early National non-FSM	74%	66%	76%	62%	

<b>% achieving greater depth: FSM</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School FSM	14%	5%	5%	0%	21
Hunslet Carr Primary School non-FSM	25%	5%	10%	0%	20
Leeds FSM	6%	2%	6%	2%	
Leeds non-FSM	22%	10%	20%	7%	
Early National FSM	9%	3%	8%	2%	
Early National non-FSM	22%	10%	19%	8%	

The differences between the outcomes of FSM and non-FSM children follow more 'traditional' patterns, with the FSM group having much lower attainment, especially in Writing, and with only a quarter of them achieving the combined standard. In contrast, the non-FSM group did very well at the expected

<sup>4</sup> Data source for all KS1 pupil group attainment is Perspective Lite, August 2023. Note: if pupil characteristic data is missing for some pupils, the sum of pupil groups may not match the total number of pupils in the cohort.

standards, consistently out-performing non-FSM children nationally. It should come as no surprise to learn that more than 60% of the girls were eligible for FSM, compared to fewer than 40% of the boys.

<b>% achieving the expected standard: Disadvantaged</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School Dis	57%	33%	52%	24%	21
Hunslet Carr Primary School Other	77%	73%	77%	64%	22
Leeds Dis	47%	38%	51%	34%	
Leeds Other	71%	63%	74%	60%	
Early National Dis	54%	45%	56%	40%	
Early National Other	73%	65%	75%	61%	

<b>% achieving greater depth: Disadvantaged</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School Dis	14%	5%	5%	0%	21
Hunslet Carr Primary School Other	23%	5%	9%	0%	22
Leeds Dis	6%	3%	7%	2%	
Leeds Other	21%	10%	19%	7%	
Early National Dis	9%	3%	8%	2%	
Early National Other	22%	10%	19%	7%	

There were no additional child in the Disadvantaged group so the figures for this group are exactly the same as for FSM. There were 2 pupils whose FSM status was not recorded, and they have been included in the 'Other' group.

<b>% achieving the expected standard: SEN</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School SEN	50%	38%	38%	25%	8
Hunslet Carr Primary School non-SEN	76%	61%	76%	52%	33
Leeds SEN	28%	19%	33%	17%	
Leeds non-SEN	73%	66%	76%	61%	
Early National SEN	28%	19%	32%	17%	
Early National non-SEN	77%	69%	79%	65%	

<b>% achieving greater depth: SEN</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School SEN	13%	13%	0%	0%	8
Hunslet Carr Primary School non-SEN	21%	3%	9%	0%	33
Leeds SEN	4%	1%	6%	1%	
Leeds non-SEN	20%	9%	19%	7%	
Early National SEN	4%	1%	5%	1%	
Early National non-SEN	22%	10%	19%	7%	

8 children were identified as having SEN, half of them achieved the expected standard in Reading, but only 2 achieved the standards in all three subjects. The low attainment of these children will have had an impact on the overall figures, but probably not a great deal more than 'average'. The expected-standard

figures for the non-SEN group are close to matching national performance in Reading and Maths, but lower in Writing and only just half of the children in this group achieved the combined standard.

<b>% achieving the expected standard: EAL</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School non-EAL	77%	53%	73%	50%	30
Hunslet Carr Primary School EAL	55%	64%	55%	36%	11
Leeds non-EAL	68%	60%	71%	56%	
Leeds EAL	54%	49%	61%	45%	
Early National non-EAL	70%	61%	71%	57%	
Early National EAL	65%	59%	69%	55%	

<b>% achieving greater depth: EAL</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School non-EAL	23%	7%	7%	0%	30
Hunslet Carr Primary School EAL	9%	0%	9%	0%	11
Leeds non-EAL	20%	9%	17%	6%	
Leeds EAL	10%	5%	12%	3%	
Early National non-EAL	20%	8%	17%	6%	
Early National EAL	16%	8%	17%	6%	

There were 11 children with EAL in this cohort, and although 7 of them achieved the standard in Writing, only 6 of them achieved the standard in Reading and Maths, and only 4 achieved the standard in all three subjects. This unusual (and unusually low) attainment of EAL children suggests that some of these children could be 'new to English' as opposed to just having English as an additional language, could be newly arrived in the country and/or have additional needs. In contrast, the attainment of the non-EAL group at the expected standards is broadly in line with or even above national; illustrating the impact that the EAL group has had on the overall attainment figures for this cohort.

<b>% achieving the expected standard: BME &amp; White British</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School BME	53%	53%	40%	27%	15
Hunslet Carr Primary School WBRI	81%	58%	85%	58%	26
Leeds BME	60%	54%	64%	49%	
Leeds WBRI	68%	60%	72%	56%	
Early National BME	68%	61%	71%	57%	
Early National WBRI	69%	60%	71%	56%	

<b>% achieving greater depth: BME &amp; White British</b>	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School BME	7%	0%	7%	0%	15
Hunslet Carr Primary School WBRI	27%	8%	8%	0%	26
Leeds BME	13%	7%	13%	5%	
Leeds WBRI	21%	9%	18%	7%	
Early National BME	18%	9%	17%	7%	
Early National WBRI	19%	8%	16%	6%	

As well as the 11 children with EAL there were another 4 children from BME backgrounds, and the attainment figures for this larger group are even lower, and very unusually, their lowest attainment is in Maths. There were only 3 BME children who had SEN and the attainment of the non-SEN BME children was still very low.

EAL/BME children do not 'usually' have low attainment at Hunslet Carr, in fact last year, their attainment was noticeably higher than that of the White British group. It does therefore appear that there was something specific about this group of children within this cohort that impacted outcomes.

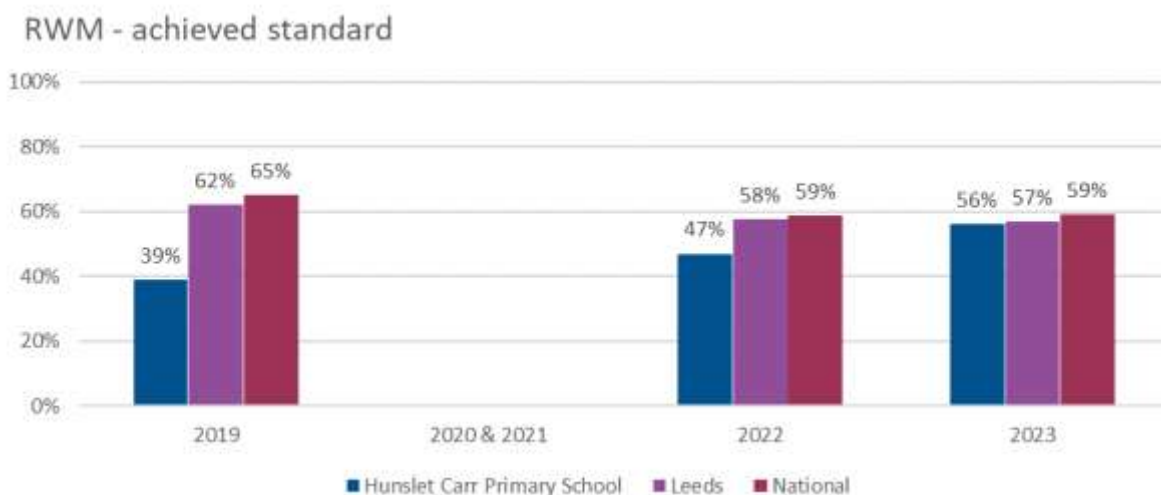
## 6. Key Stage 2

As with the other key stages, this is the second set of statutory tests and assessments at KS2 since the two year break due to the pandemic. The DfE have announced that 2023 KS2 results will be published in publicly-available 'performance tables', for the first time since 2019.

Again, caution should be exercised in interpreting these results. We need to remember that each pupil, each school and each region was impacted differently by the pandemic, and much of the variation in results is likely to still be a reflection of the differing long term effects on children's learning.

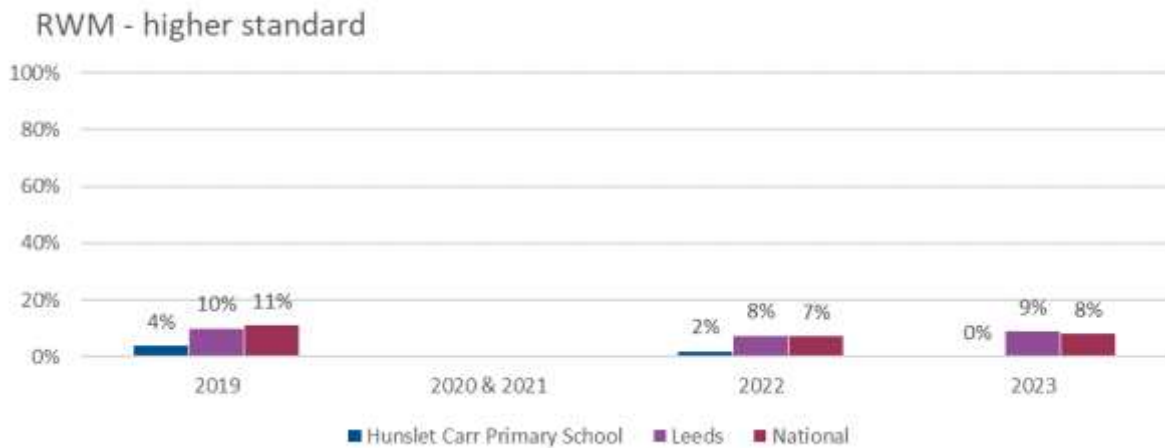
There don't appear to have been as many problems with missing test scripts as there were last year, but issues with poor support systems and with the recruitment, pay and workloads of test markers still mean that there are concerns about the accuracy of the marking of scripts. Moreover, the Reading test this year was particularly challenging and appears to have had an uneven impact: for example, schools which have a lot of children who struggle to read and comprehend at speed may well have found that some children who they hoped would achieve the expected standard have fallen just short of the threshold.

It is also important to note that the 2023 figures quoted in this report are provisional and could rise if the school applies to remove any children who are 'recently arrived from overseas' from the official performance measures, or if any requests for 're-marks' are successful. Moreover, the DfE do not officially confirm the threshold for 'high scores' in Reading, Maths & GPS until September, so there is a chance that these figures may also be subject to change.



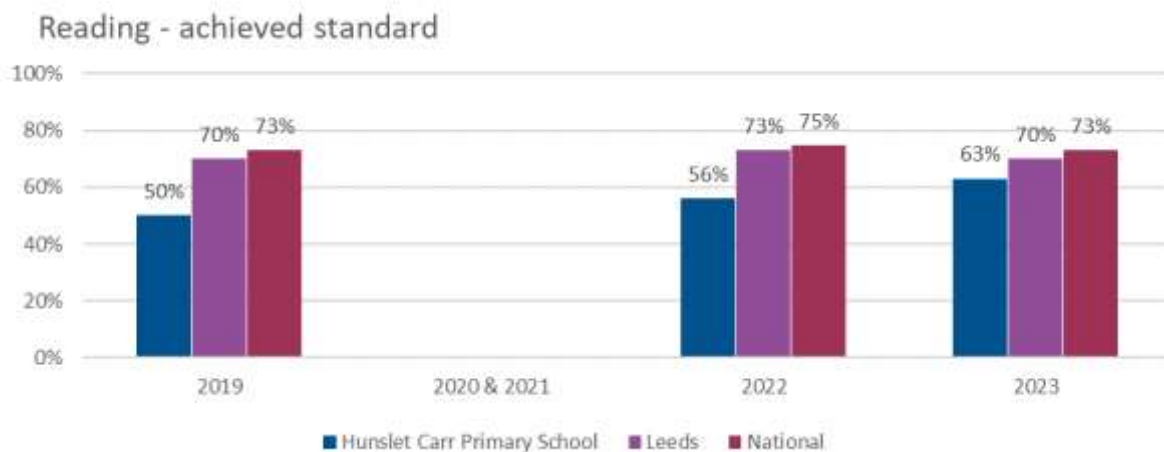
Source: *Perspective Lite*, August 2023

While attainment in the younger year groups is generally lower than usual this year, outcomes at KS2 have continued to improve and on some measures they have never been closer to matching national performance. This year's percentage of children achieving the expected standards in Reading, Writing & Maths combined has risen by 9%pts compared to 2022 (and risen by 17%pts since 2019). At 56% it is within 1%pt of matching the overall Leeds figure and within 2%pts of matching national performance.



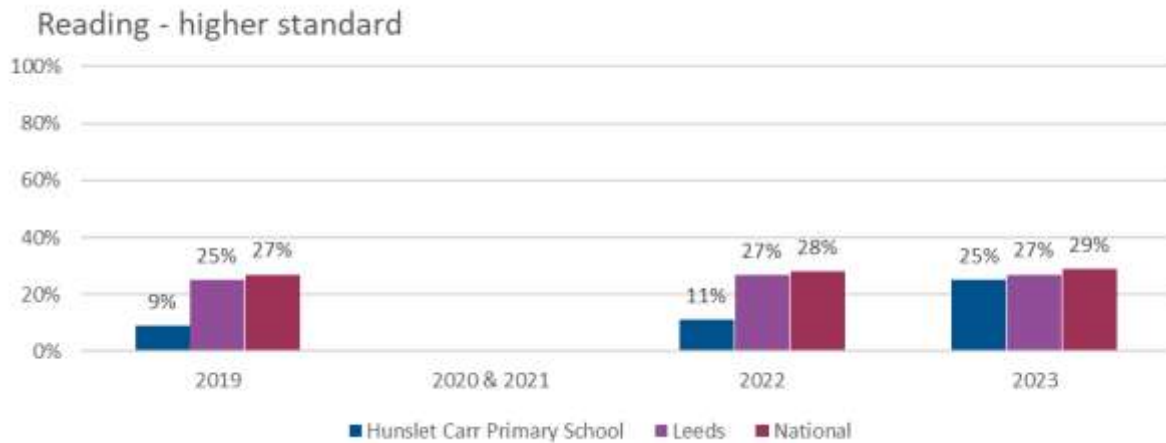
Source: *Perspective Lite*, August 2023

However, no children in this year's KS2 cohort have managed to achieve the higher standards in all three subjects. Only 1 child sustained this consistently high level of attainment across all three subjects last year, and only 2 did in 2019, so it's not particularly surprising that there were none this year, especially since fewer than 10% of the national cohort did.



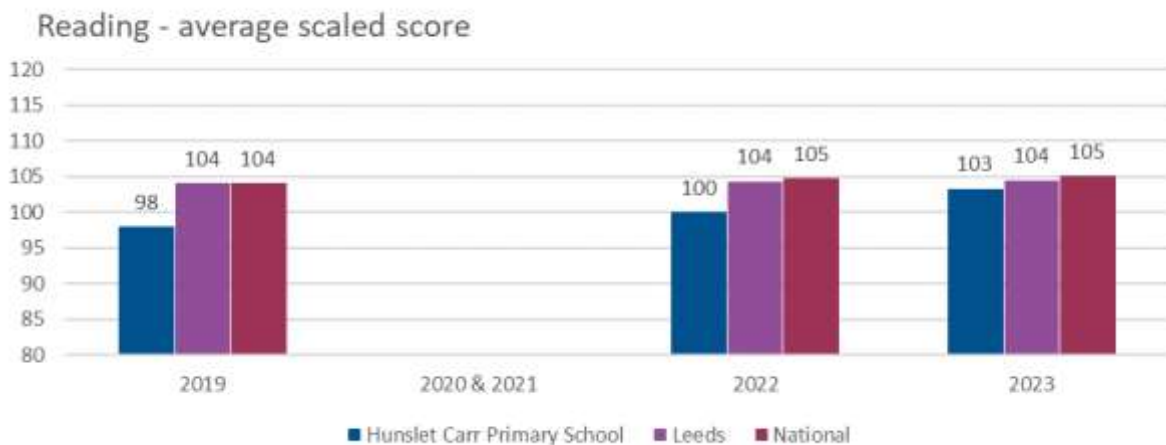
Source: *Perspective Lite*, August 2023

The percentage of children achieving the expected standard in the Reading test has also continued to rise, by another 7%pts to 63%. This is particularly impressive in the context of the national and Leeds figures falling – by 2%pts and 3%pts respectively. This year's Reading test was widely regarded as being particularly challenging and the DfE set a lower raw score threshold for the 'expected standard' than has been the case in previous years. However, the difficulty of the test doesn't appear to have impacted outcomes at Hunslet Carr. Moreover, pupil level data reveals that there were three children who fell just short of the 'pass-mark' with scaled scores of 99. If all three of these children had picked up 1 more scaled score point each, the school figure could have been as high as 68%!



Source: Perspective Lite, August 2023

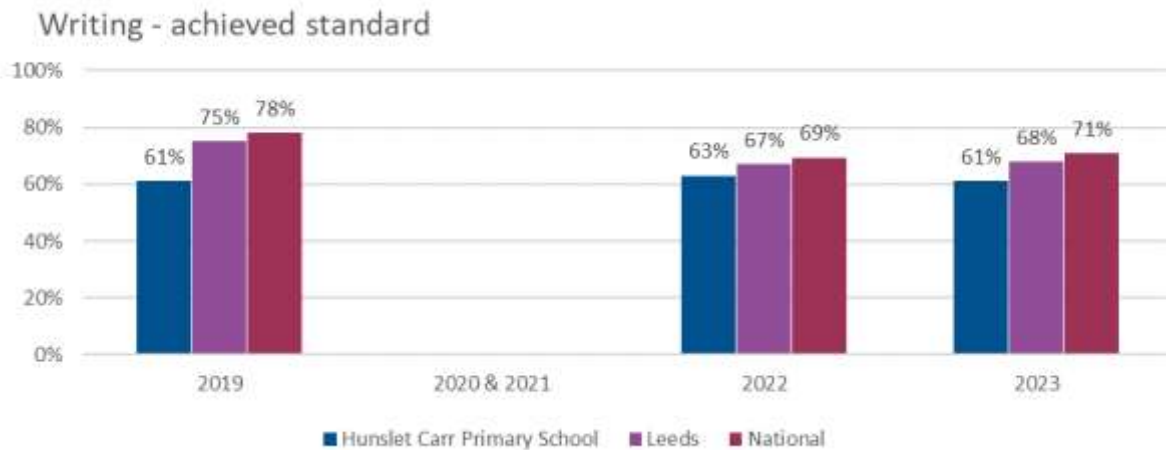
Even more positive is the fact that the percentage of children who achieved the higher standard in Reading has more-than doubled this year, rising by 14%pts to 25%. The Leeds and national figures have barely changed, so the school figure is now only 2%pts and 4%pts below them, respectively.



Source: Perspective Lite, August 2023

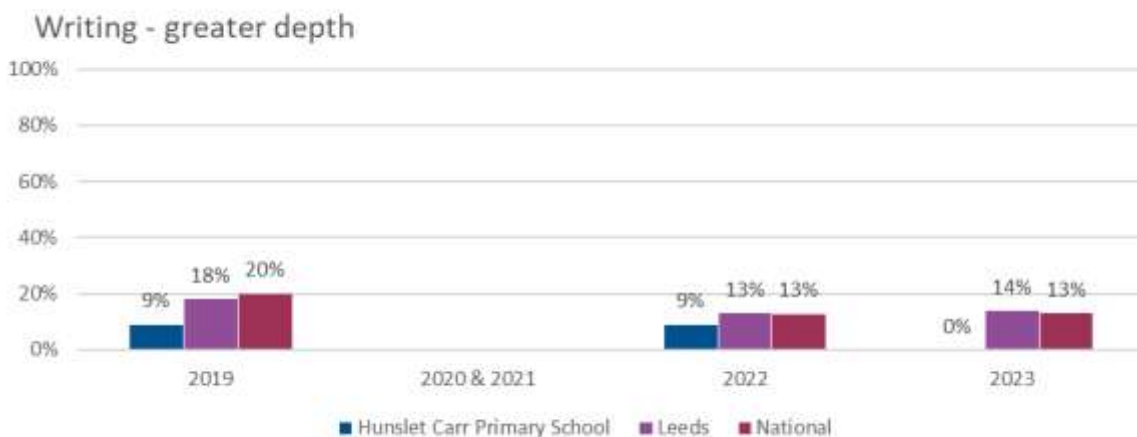
The big improvements in the threshold measures for Reading are mirrored in the average point score measure, which has also seen a big rise this year. The 'average child' in this cohort scored 3 more scaled score points than the 'average child' in last year's KS2 cohort, only 1 less point than the average child in Leeds and only 2pts less than the average child nationally.





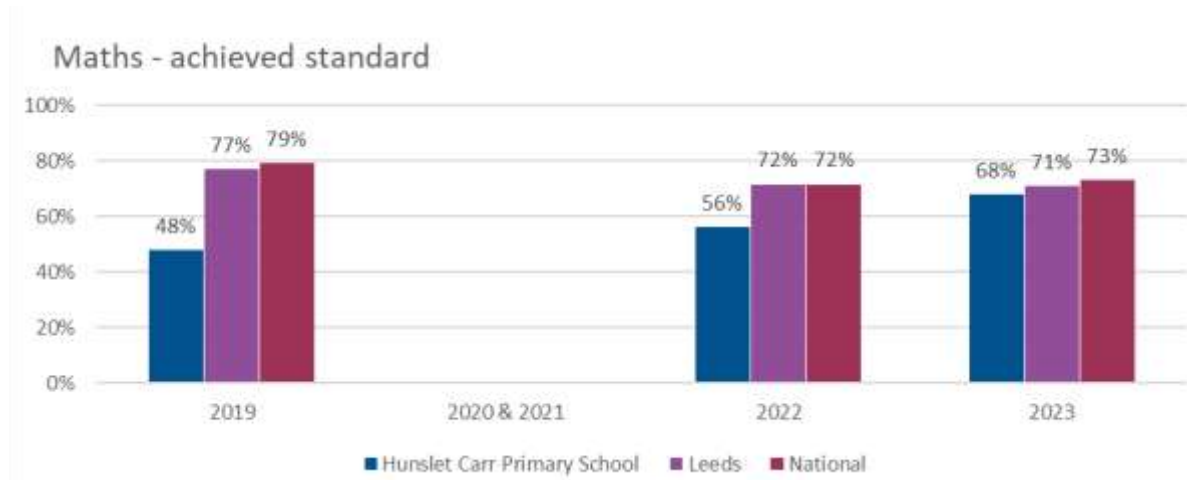
Source: *Perspective Lite*, August 2023

Writing is the only subject in which the percentage of children achieving the expected standard hasn't increased this year, but it has remained broadly stable and it should probably be seen as a positive that attainment in the tested subjects has 'caught up' with the Writing teacher assessments. 61% of this year's cohort achieved the standard in Writing, which is within 2%pts of matching last year's figure – and also within 2%pts of matching this cohort's 'pass-rate' in Reading. The Reading and Writing school figures are also both 10%pts lower than the equivalent national figures this year, providing another indication of the current consistency of attainment across these subjects, which hasn't been present in previous years.



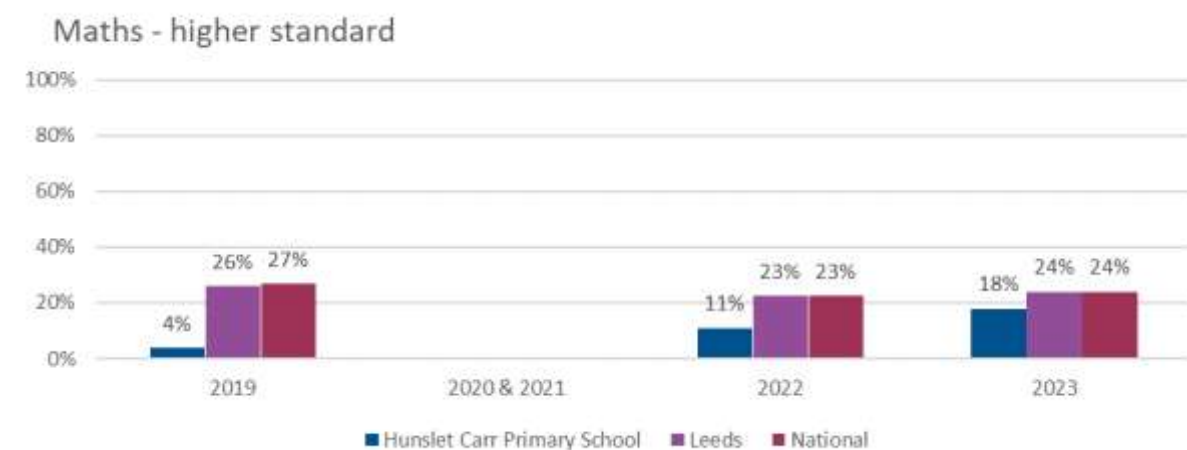
Source: *Perspective Lite*, August 2023

However, there is a big difference between Reading and Writing in terms of the percentages achieving the higher standard/greater depth: no children achieved greater depth in Writing this year, while a quarter of the year group achieved a high score in Reading. Moreover, there were a few children in this cohort who achieved greater depth at KS1 in Writing, and the fact that none of them managed to go on to achieve greater depth at KS2 won't have helped the progress figures in this subject. This could be one of the few signs that the pandemic *has* had an impact on children's learning in this cohort.



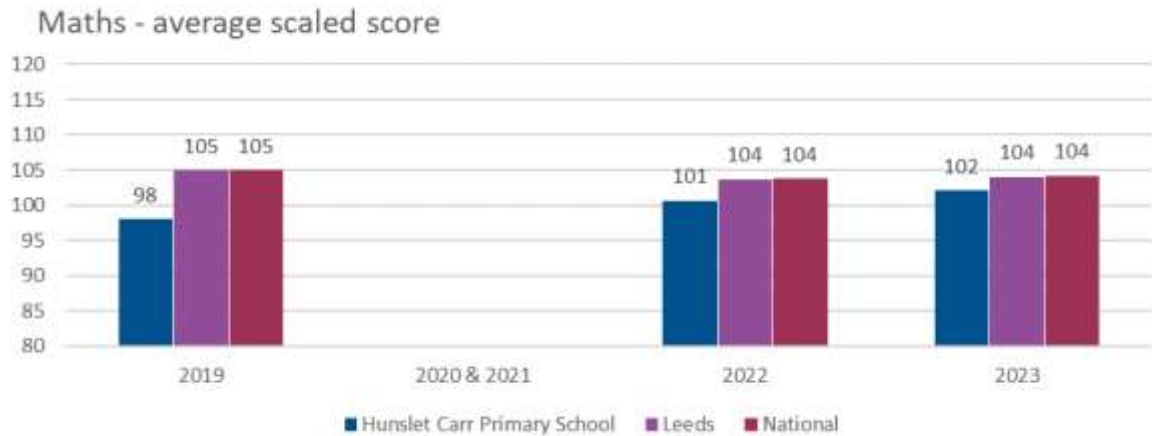
Source: *Perspective Lite*, August 2023

The improvement in the 'pass-rate' in Maths is even more impressive than in Reading: the percentage achieving the expected standard in this subject has risen by 12%pts since last year and by 20%pts since 2019. 68% is the highest ever figure recorded at Hunslet Carr; it is only 3%pts below the Leeds figure (which fell by 1%pt this year) and the gap between school and national has shrunk from 31%pts in 2019 to just 5%pts this year.



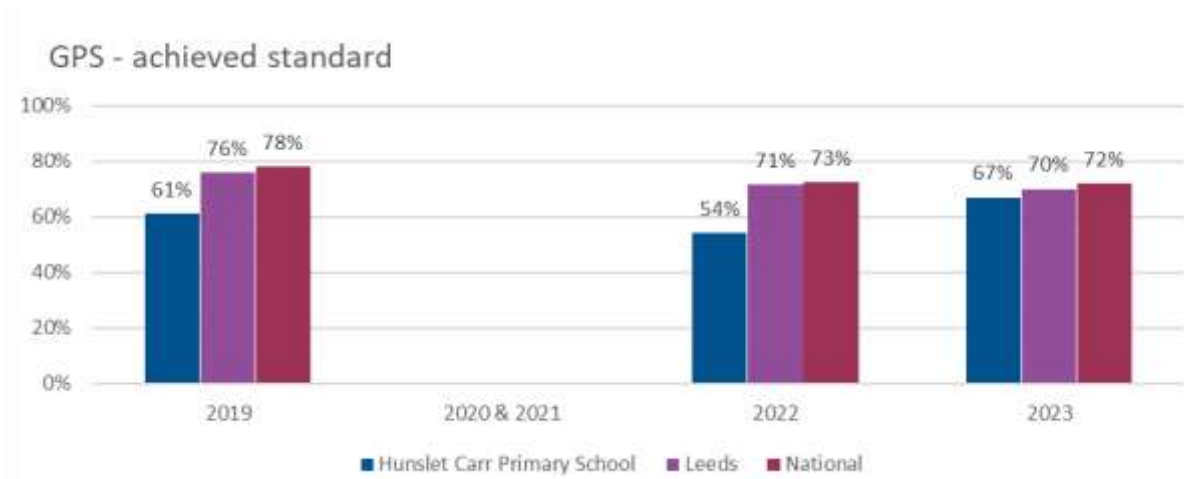
Source: *Perspective Lite*, August 2023

There has also been a very encouraging improvement in the percentage of children achieving a high score in Maths, which has risen by 7%pts to 18%. This is still 6%pts below Leeds and national, but the school figure is a lot closer to 'average' than in previous years.



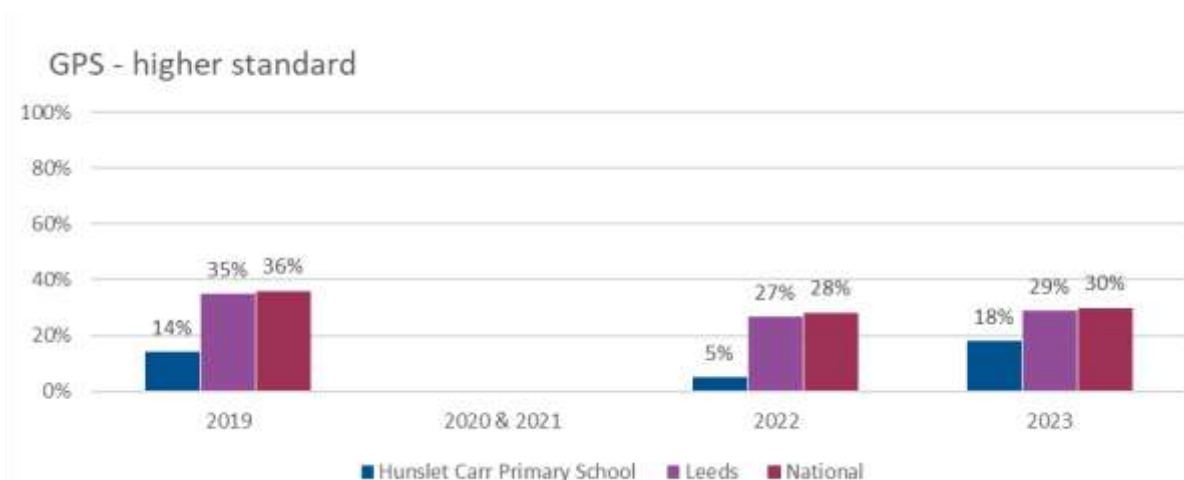
Source: Perspective Lite, August 2023

The increase in the average scaled score for Maths has been more modest: it has only risen by 1pt, to 102. The Leeds and national figures have both remained unchanged at 104.



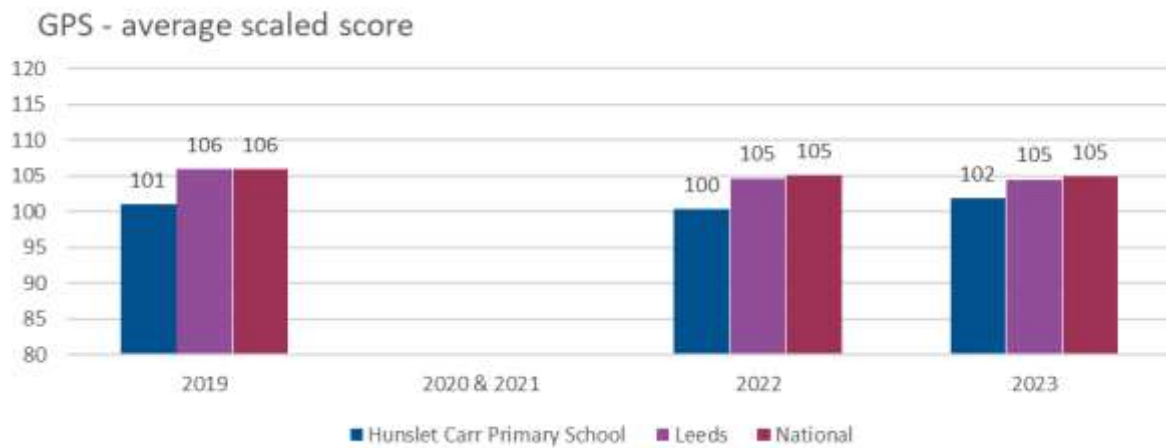
Source: Perspective Lite, August 2023

The percentage of children achieving the expected standard in GPS fell last year, but has bounced-back to 67% this year. This result is within 2%pts of matching the school's previous-best in this subject and is only 3%pts below the Leeds figure and 5%pts below national.



Source: Perspective Lite, August 2023

The 2023 percentage achieving a high score in GPS is also better than it has been for several years. 18% of the year group achieved a scaled score of at least 110 this year, compared to just 5% last year. However, even though the Leeds and national figures still haven't fully recovered from last year's drop, they remain considerably higher than the school figure, at 29% and 30% respectively.



Source: *Perspective Lite*, August 2023

This year's average scaled score in GPS has increased by 2pts to 102. Despite this improvement, the 'average child' in this cohort still scored 3 fewer scaled score points than the 'average child' nationally.

KS2 pupil group attainment<sup>5</sup>

<b>Average Scaled Scores: Gender</b>	Reading	GPS	Maths
Hunslet Carr Girls	104	103	102
Hunslet Carr Boys	102	101	102
Leeds Girls	105	105	103
Leeds Boys	104	104	105
National Girls	106	106	104
National Boys	105	104	105

<b>% achieving the expected standard: Gender</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Girls	68%	68%	77%	71%	61%	31
Hunslet Carr Boys	58%	65%	58%	50%	50%	26
Leeds Girls	72%	75%	71%	74%	60%	
Leeds Boys	67%	66%	72%	63%	55%	
National Girls	76%	77%	72%	78%	63%	
National Boys	70%	68%	73%	65%	56%	

<b>% achieving the higher standard: Gender</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Girls	32%	16%	13%	0%	0%	31
Hunslet Carr Boys	15%	19%	23%	0%	0%	26
Leeds Girls	28%	30%	20%	74%	60%	
Leeds Boys	26%	27%	28%	63%	55%	
National Girls	31%	33%	21%	17%	9%	
National Boys	27%	27%	27%	10%	7%	

More girls than boys achieved the expected standards in every subject. This was even the case in Maths, which is the only subject in which boys do better than girls nationally. The gaps between the girls and boys in this cohort are also larger than the equivalent national gaps. Girls also did much better than the boys at the higher standard in Reading, but in GPS and Maths larger proportions of boys achieved the higher standards.

<b>Average Scaled Scores: FSM</b>	Reading	GPS	Maths
Hunslet Carr FSM	100	98	100
Hunslet Carr Non-FSM	107	106	105
Leeds FSM	101	101	101
Leeds Non-FSM	106	106	105
National FSM	102	102	101
National Non-FSM	106	106	105

<sup>5</sup> Data source for all pupil group figures is Perspective Lite, August 2023. Note: if pupil characteristic data is missing for some pupils, the sum of pupil groups may not match the total number of pupils in the cohort.

<b>% achieving the expected standard: FSM</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr FSM	45%	48%	52%	45%	38%	29
Hunslet Carr Non-FSM	82%	86%	86%	79%	75%	28
Leeds FSM	54%	53%	55%	52%	39%	
Leeds Non-FSM	76%	78%	78%	75%	65%	
National FSM	60%	58%	58%	58%	43%	
National Non-FSM	78%	78%	79%	77%	66%	

<b>% achieving the higher standard: FSM</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr FSM	10%	3%	17%	0%	0%	29
Hunslet Carr Non-FSM	39%	32%	18%	0%	0%	28
Leeds FSM	14%	16%	12%	6%	3%	
Leeds Non-FSM	33%	34%	30%	17%	11%	
National FSM	17%	18%	13%	6%	3%	
National Non-FSM	34%	35%	28%	16%	10%	

Just over half of the year group were eligible for FSM. As a group, their attainment of the expected standards was a lot lower than that of the non-FSM children on nearly all measures, and only just over a third of them achieved the combined standard, compared to three quarters of the non-FSM group (who consistently achieved better-than-national results at the expected standards).

<b>Average Scaled Scores: Disadvantaged</b>	Reading	GPS	Maths
Hunslet Carr Disadvantaged	101	99	100
Hunslet Carr Other	106	106	105
Leeds Disadvantaged	101	101	101
Leeds Other	106	106	106
National Disadvantaged	103	102	101
National Other	106	106	105

<b>% achieving the expected standard: Disadvantaged</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Disadvantaged	48%	52%	55%	48%	42%	31
Hunslet Carr Other	81%	85%	85%	77%	73%	26
Leeds Disadvantaged	55%	55%	56%	53%	40%	
Leeds Other	77%	78%	79%	76%	66%	
National Disadvantaged	60%	59%	59%	58%	44%	
National Other	78%	78%	79%	77%	66%	

<b>% achieving the higher standard: Disadvantaged</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Disadvantaged	13%	7%	16%	0%	0%	31
Hunslet Carr Other	39%	31%	19%	0%	0%	26
Leeds Disadvantaged	14%	16%	12%	6%	3%	
Leeds Other	33%	35%	30%	18%	11%	
National Disadvantaged	18%	19%	13%	7%	3%	
National Other	34%	35%	28%	16%	10%	

The Disadvantaged group only had an additional 2 pupils in it; the figures for this slightly larger group are a little higher, but still below those of Disadvantaged children nationally, and the attainment gaps between them and the 'Other' children in this cohort are generally large.

<b>Average Scaled Scores: SEN</b>	Reading	GPS	Maths
Hunslet Carr SEN	96	94	96
Hunslet Carr Non-SEN	105	104	104
Leeds SEN	99	97	97
Leeds Non-SEN	106	106	106
National SEN	99	98	98
National Non-SEN	106	107	106

<b>% achieving the expected standard: SEN</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr SEN	36%	36%	27%	18%	18%	11
Hunslet Carr Non-SEN	70%	74%	78%	72%	65%	46
Leeds SEN	35%	31%	34%	27%	19%	
Leeds Non-SEN	79%	81%	81%	79%	68%	
National SEN	39%	33%	36%	29%	20%	
National Non-SEN	82%	83%	83%	83%	70%	

<b>% achieving the higher standard: SEN</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr SEN	0%	0%	9%	0%	0%	11
Hunslet Carr Non-SEN	30%	22%	20%	0%	0%	46
Leeds SEN	9%	8%	8%	3%	2%	
Leeds Non-SEN	32%	34%	29%	17%	10%	
National SEN	10%	8%	7%	16%	1%	
National Non-SEN	34%	36%	28%	11%	10%	

11 children (19% of the year group) were identified as having SEN, and as a group their attainment was very low but broadly similar to that of SEN children nationally. More importantly however, 10 of the children with SEN were boys *and* eligible for FSM (and 9 of them were White British, FSM-eligible boys); so the low attainment of these children will have had an impact on the figures for these groups as well.

<b>Average Scaled Scores: EAL</b>	Reading	GPS	Maths
Hunslet Carr Non-EAL	103	101	102
Hunslet Carr EAL	105	106	104
Leeds Non- EAL	105	105	104
Leeds EAL	103	104	104
National Non-EAL	105	105	104
National EAL	104	106	106

<b>% achieving the expected standard: EAL</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Non-EAL	64%	62%	68%	57%	55%	47
Hunslet Carr EAL	60%	90%	70%	80%	60%	10
Leeds Non- EAL	73%	72%	73%	70%	60%	
Leeds EAL	61%	67%	68%	63%	51%	
National Non-EAL	74%	72%	72%	72%	59%	
National EAL	70%	75%	77%	71%	61%	

<b>% achieving the higher standard: EAL</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Non-EAL	23%	13%	19%	0%	0%	47
Hunslet Carr EAL	30%	40%	10%	0%	0%	10
Leeds Non- EAL	30%	29%	24%	15%	9%	
Leeds EAL	11%	28%	25%	11%	7%	
National Non-EAL	30%	28%	22%	13%	8%	
National EAL	26%	36%	31%	14%	9%	

There were 10 children with EAL in this year group and as a group they achieved well, especially in GPS, in which all but one achieved the expected standard and 4 of them achieved the higher standard.

<b>Average Scaled Scores: BME &amp; White British</b>	Reading	GPS	Maths
Hunslet Carr BME	106	105	103
Hunslet Carr White British	102	101	102
Leeds BME	104	105	104
Leeds White British	105	104	104
National BME	105	106	105
National White British	105	104	104

<b>% achieving the expected standard: BME &amp; White British</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr BME	63%	81%	69%	75%	63%	16
Hunslet Carr White British	63%	61%	68%	56%	54%	41
Leeds BME	65%	70%	70%	66%	54%	
Leeds White British	73%	71%	73%	70%	60%	
National BME	72%	76%	76%	73%	62%	
National White British	73%	71%	71%	71%	59%	

<b>% achieving the higher standard: BME &amp; White British</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr BME	31%	31%	13%	0%	0%	16
Hunslet Carr White British	22%	12%	20%	0%	0%	41
Leeds BME	23%	30%	25%	13%	8%	
Leeds White British	30%	28%	24%	15%	9%	
National BME	29%	37%	30%	15%	9%	
National White British	29%	26%	30%	13%	7%	



There were a total of 16 children from BME backgrounds. There was virtually no difference between the pass-rates of this group and those of the white British children in Reading and Maths, but the BME group did much better in GPS and Writing. The only measure which the White British children did better on was the Higher Standard in Maths.

## 7. KS1-2 Progress

2023 is the second year in which KS2 progress figures have been calculated using baseline KS1 assessments which were made using the new framework which was introduced in 2016. This change should have happened in 2020 when the first cohort to be assessed 'without levels' at KS1 reached the end of KS2; but of course, the pandemic meant that there were no official assessments in either 2020 or 2021. The previous progress methodology used KS1 sub-levels and their associated point scores to calculate a fine-graded baseline upon which to judge KS2 attainment, and the less-detailed assessments under the current framework mean that the progress methodology used by the DfE has had to be adapted from 2022 onwards.

The DfE will not be publishing their official progress figures until September, but the unofficial figures for 2023 presented in the table below have been calculated using the official methodology used in 2022, which is likely to remain unchanged this year.

The table and chart below present the official data for 2019 and 2022, alongside the unofficial data for 2023.

Hunslet Carr Primary School	Reading 2019	Reading 2022	Reading 2023	Writing 2019	Writing 2022	Writing 2023	Maths 2019	Maths 2022	Maths 2023
Progress Score	-4.1	-2.8	-1.8	-2.4	-0.4	-3.6	-5.0	-1.6	-1.4
Lower Confidence Interval	-5.7	-4.5	-3.5	-4.0	-2.1	-5.2	-6.5	-3.2	-3.1
Upper Confidence Interval	-2.4	-1.1	-0.1	-1.0	+1.2	-2.0	-3.6	-0.04	+0.2
Description	Below Average	Below Average	Below Average	Below Average	Average	Below Average	Below Average	Below Average	Average

Data Source: DfE Performance Tables and Perspective Lite March 2023

Given this year's generally higher attainment, it may come as a surprise – and a bit of a disappointment – that the progress figures aren't also a lot better than in previous years. Progress in Reading *is* better than in previous years, but the unofficial measure is still not quite high enough to be described as within the 'average' range of scores. However, the upper confidence interval (-0.1) is only fractionally below zero, and it would only take the official figures to be marginally more generous for the description to change to 'average'. Writing has the lowest progress score: as previously mentioned, there were a few children who had high prior attainment at KS1 but who didn't achieve greater depth in Writing at KS2, but the children who have had the biggest negative impact on this subject's progress figure were those who had SEN and who had been assessed at the expected standards or 'working towards' at KS1, but who had been assessed at pre-key stage standards at KS2. The unofficial progress score in Maths is *just* high enough to be described as 'average', but the upper confidence is only fractionally higher than zero, and as with Reading, the description could change if the official figures are slightly *less* generous.

## Summary

- The proportion of children achieving a Good Level of Development at the end of the Foundation Stage is much lower than 'usual' this year, and it is difficult to tell whether this is a delayed impact of the pandemic or whether this cohort would have had low outcomes irrespective of the events of the previous few years. It *is* clear, however, that this cohort has a large number of children with very low levels of development, and that most of these low-attaining children are boys and eligible for FSM.
- The Year 1 cohort in 2023 only had 35 pupils, two thirds of whom were eligible for FSM and more than a quarter of whom had SEN. The proportion of this very small cohort who were working at the expected standard in Phonics by the end of this year was low, but the school has maintained its strong record of ensuring that as many children as possible are working at the standard by the *end* of KS1, so it may well be the case that a lot of the children who didn't reach the standard in Y1 this year will achieve the threshold score at their second attempt in Y2.
- Attainment patterns at KS1 present a complicated picture: outcomes in Reading are in line with national performance, while attainment in Maths is a little lower than 'average' at the expected standard and a lot lower at greater depth. In Writing, only just over half of pupils achieved the expected standard and none achieved greater depth. Moreover, the girls in this cohort had unusually low attainment, as did the EAL children. Hunslet Carr has traditionally had quite high attainment at KS1, especially for a school with high levels of deprivation, but this year's results are more in line with those achieved by schools with similarly challenging intakes.
- While attainment in the younger year groups is generally lower than usual this year, outcomes at KS2 have continued to improve, and on some measures they have never been closer to matching national performance. The attainment of the 2023 KS2 cohort is particularly positive in Reading and Maths, where best-ever results for the school have been achieved at both the expected and higher standards. However, this cohort also achieved good results at KS1 and the progress figures for this year may well come as a disappointment, especially in Writing. A few of the children with very low progress scores had high prior attainment at KS1 but didn't achieve greater depth in Writing at KS2. However, the children who had the biggest negative impact on the cohort progress figure were those who had SEN, who had been assessed at the expected standards or 'working towards' at KS1, but by the end of KS2 were working at pre-key stage standards. Within this cohort there was a group of 10 boys, all of whom were White, eligible for FSM and on the SEN register; as a group, their progress was very low in all subjects. If the progress figures for the cohort were re-calculated without including this group, progress in Reading and Maths would be in line with national averages, but progress in Writing would still probably be below average.