

# Early analysis of statutory tests and assessments for Hunslet Carr Primary School: Summer 2025



**Hunslet Carr Primary School  
Leeds**



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Version: 1.0

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This report contains potentially sensitive information relating to small groups or individual (unnamed) pupils. Schools should give careful consideration to how this information is shared and disseminated.

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

Thank you for commissioning an Early Analysis Report for your school in 2025. This year is significant for the fact that children in the 2024-2025 Reception cohort were born in 2019-2020, and arguably have the best claim to the title of the 'COVID generation'; the first to have had their *whole* lives affected by the pandemic. It *may* not be a coincidence, therefore, that the national post-pandemic recovery in the Good Level of Development figure has ground to a halt this year, a fair way short of the level it was at in 2019. The GLD figure for Leeds has even *fallen* by a percentage point in 2025, and many of the schools for whom I have written reports this year have had particularly large numbers of children with very low levels of development in Reception.

Headline national attainment in Phonics *is* closer to matching its pre-pandemic levels, but again, the Year 1 'working at' percentage has flatlined this year. Wherever possible, I have tried to provide an estimate for each school of the proportion of children who have achieved the expected standard in Phonics by the end of KS1, as it is no longer to possible for this potentially useful piece of information to be calculated 'officially'.

After a very long wait, we have for the first time been able to include some data for the Multiplication Tables Check in these reports. Unfortunately, it is still a year 'out of date': the most recent figures currently available in Perspective Lite are for 2024, but hopefully this new section of the report will be helpful in explaining the different indicators that are used in relation to this exercise, and will allow you to get a sense of how your school's results have changed over time, and how they compare to national performance.

Children reaching the end of KS2 in 2025 were in Year 2 in 2020-2021 and were the second of two cohorts to have their KS1 statutory assessments cancelled due to COVID. Consequently, this is the second year for which we have had no progress measures at KS2, and it is therefore more important than ever to bear in mind the unique context of each school when comparing its raw attainment against national 'averages'. This context doesn't just relate to 'whole-school' indicators of deprivation etc; we also need to be aware of (and be able to describe) the unique characteristics of *each individual cohort*: 'performance' data can vary significantly from one year to the next, depending on a whole range of factors beyond a school's control, such as: the number of children within a cohort who have special educational needs, their prior attainment, gender balance, birth dates, home situations, mobility, language skills, or even whether they got on with each other as a group! We have been able to describe *some* of these unique characteristics in the pupil group data sections of this report, but there will always be additional information which only the school can provide, in order to present a comprehensive picture of the context behind the raw results.

In theory, KS1-2 progress measures are scheduled to return in 2026 & 2027, but they will have to go for-good in 2028 because KS1 assessments were *permanently* scrapped in 2024. Again in theory, in 2028 we are scheduled to see the introduction of KS2 progress measures which use the Reception Baseline Assessment as their source of prior attainment data; but there are plenty of

concerns over whether this approach will be sufficiently robust to provide a reliable basis for school-level accountability measures.

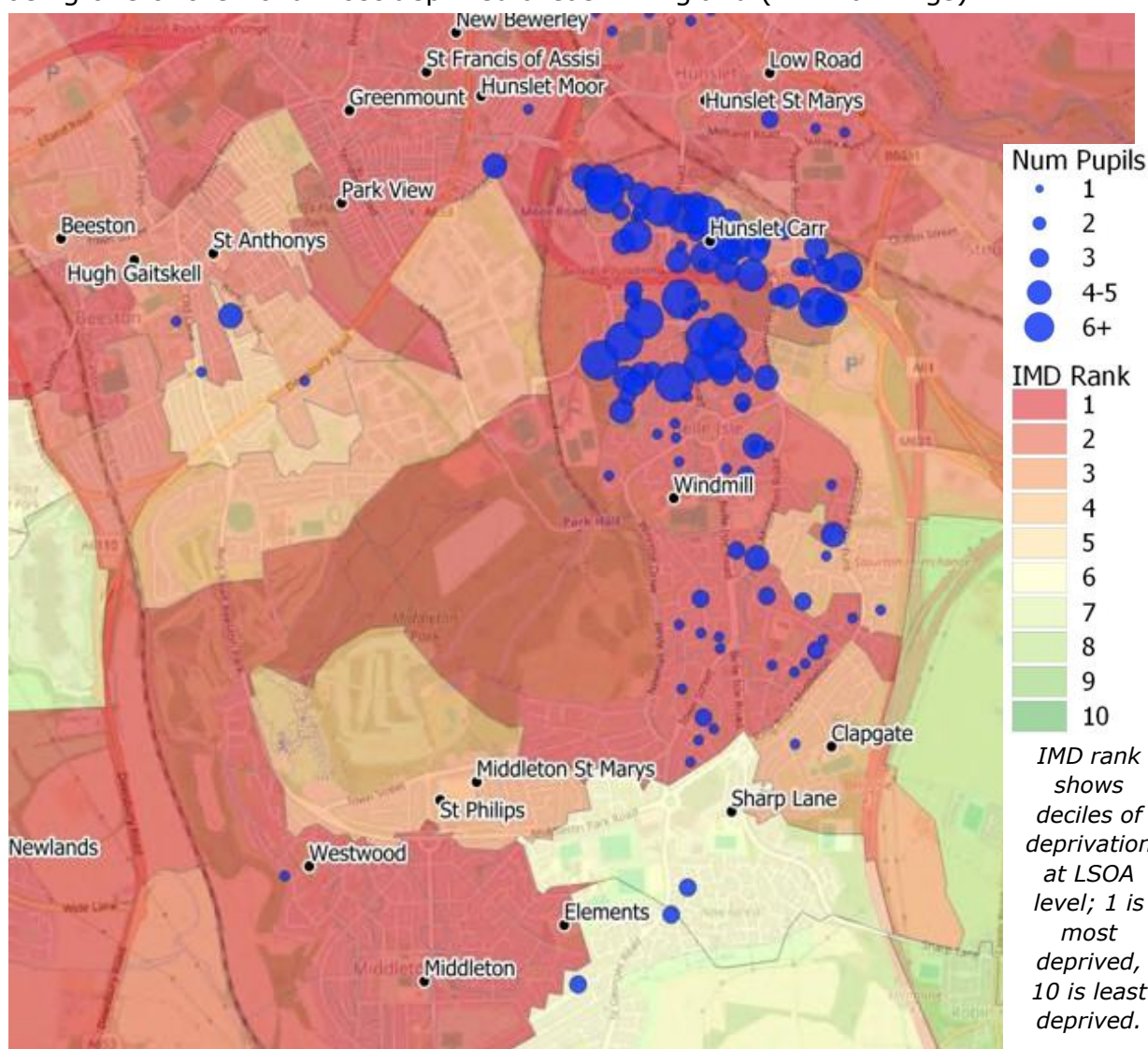
To add to all of the uncertainty, we also have the Curriculum and Assessment Review which is due to publish its final report in the autumn term and may well recommend some changes to the current suite of statutory tests and assessments; at the same time as the DfE and Ofsted are arguing over the schedule and structure of the new inspection framework and the report cards, which rely on statutory tests and assessments as the basis for many of the proposed judgements of school effectiveness.

Given all of these caveats and confusion, it is more tempting than ever to question the usefulness of indulging in our annual navel-gazing exercise. However, the accountability-machine rumbles on regardless, and I hope that this report proves to be of some use in supporting your own self-evaluation, helping you to celebrate your successes and to focus on areas for improvement over the coming year.

## 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.

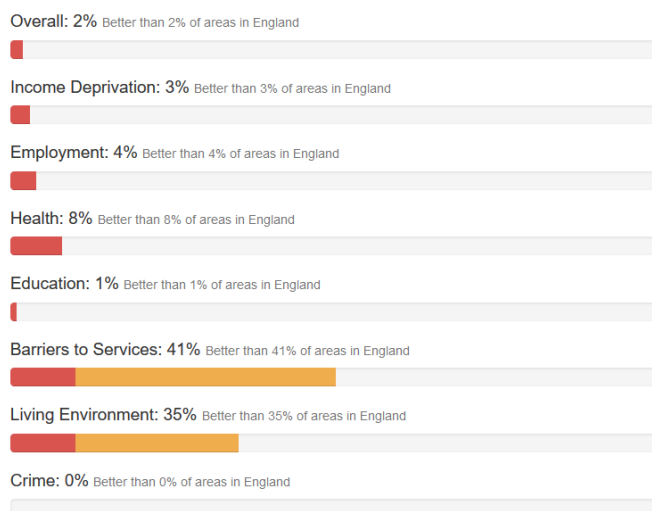
The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school, and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school’s pupils 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 74% 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, December 2024. 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 (3<sup>rd</sup> Edition)’, Ian Stokes Education Ltd, January 2025.

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 2025 school census reveal that:

- 45% of children were eligible for Free School Meals (FSM), compared to 25% for Leeds primary Schools and 25% for state-funded primary schools nationally.
- 35% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 42% for Leeds primary schools and 38% for state-funded primary schools nationally.
- 28% of children had English as an additional language (EAL), compared to 25% for Leeds primary schools and 23% for state-funded primary schools nationally.
- 24% of children had special educational needs (SEN), compared to 19% for Leeds primary schools and 18% for state-funded primary schools nationally.
- 49% of children were identified as qualifying for Deprivation Pupil Premium funding, compared to 26% 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 2025).
- 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.

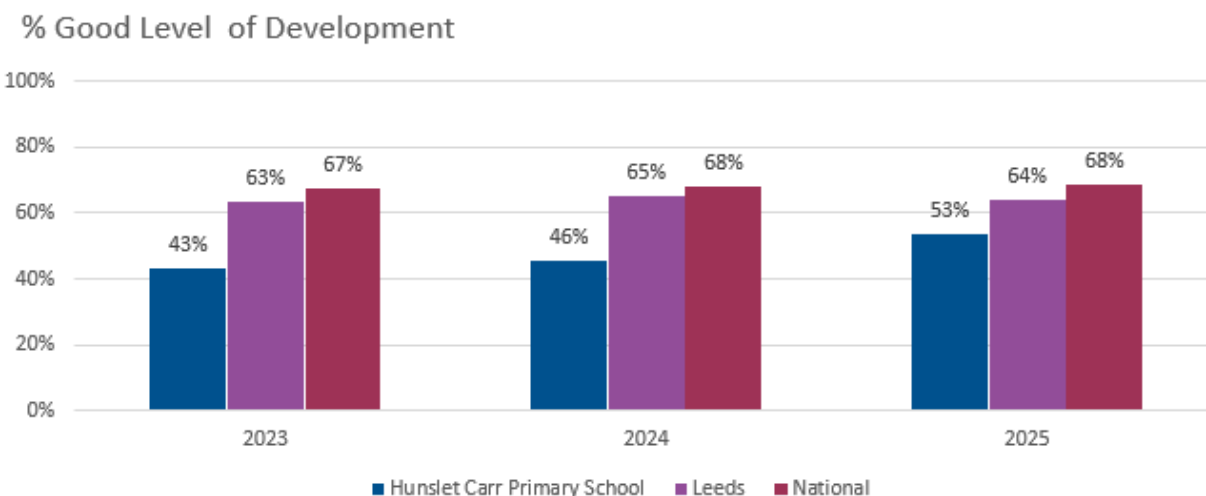
Some schools will see that there are apparent discrepancies in the pupils who are identified as FSM and/or Disadvantaged: these discrepancies have been caused because the data used to identify Disadvantaged children was collected from an earlier census (Autumn 2024) than the FSM data (which was collected from the Spring 2025 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



Source: *Perspective Lite*, July 2025

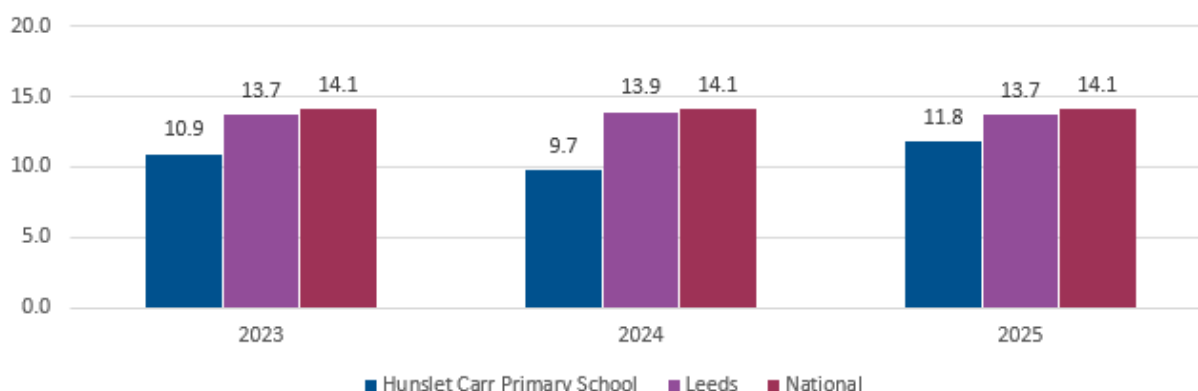
Following a sharp dip in EYFS outcomes in 2023, the proportion of children at Hunslet Carr achieving a Good Level of Development<sup>3</sup> (GLD) at the end of the foundation has continued its recovery this year, rising by a further 7%pts to 53%. Although this doesn't match the school's pre-pandemic record-high of 63%, considering the extremely high levels of deprivation as Hunslet Carr, any cohort in which more than half of children achieve GLD, has done very well.

Up until 2024, the Leeds and national figures had been slowly recovering from the pandemic, but this year that recovery appears to have stalled. The national figure has remained unchanged at 68% while the Leeds figures has *fallen* by 1%pt, and both remain below their pre-pandemic highs of 72% and 66%, respectively. These national and local figures continue to provide evidence that the early development of children across the country is still being impacted by the effects of the pandemic.

The school's improved GLD figure this year means that the gap between it and 'average' performance has narrowed: the 2025 school figure is 11%pts below the overall figure for Leeds and 15%pts below national.

<sup>3</sup> Children are defined as having reached a Good Level of Development at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. These ELGs make up 13 of the 17 ELGs assessed.

## Avg No. ELGS at expected standard per child



Source: *Perspective Lite, July 2025*

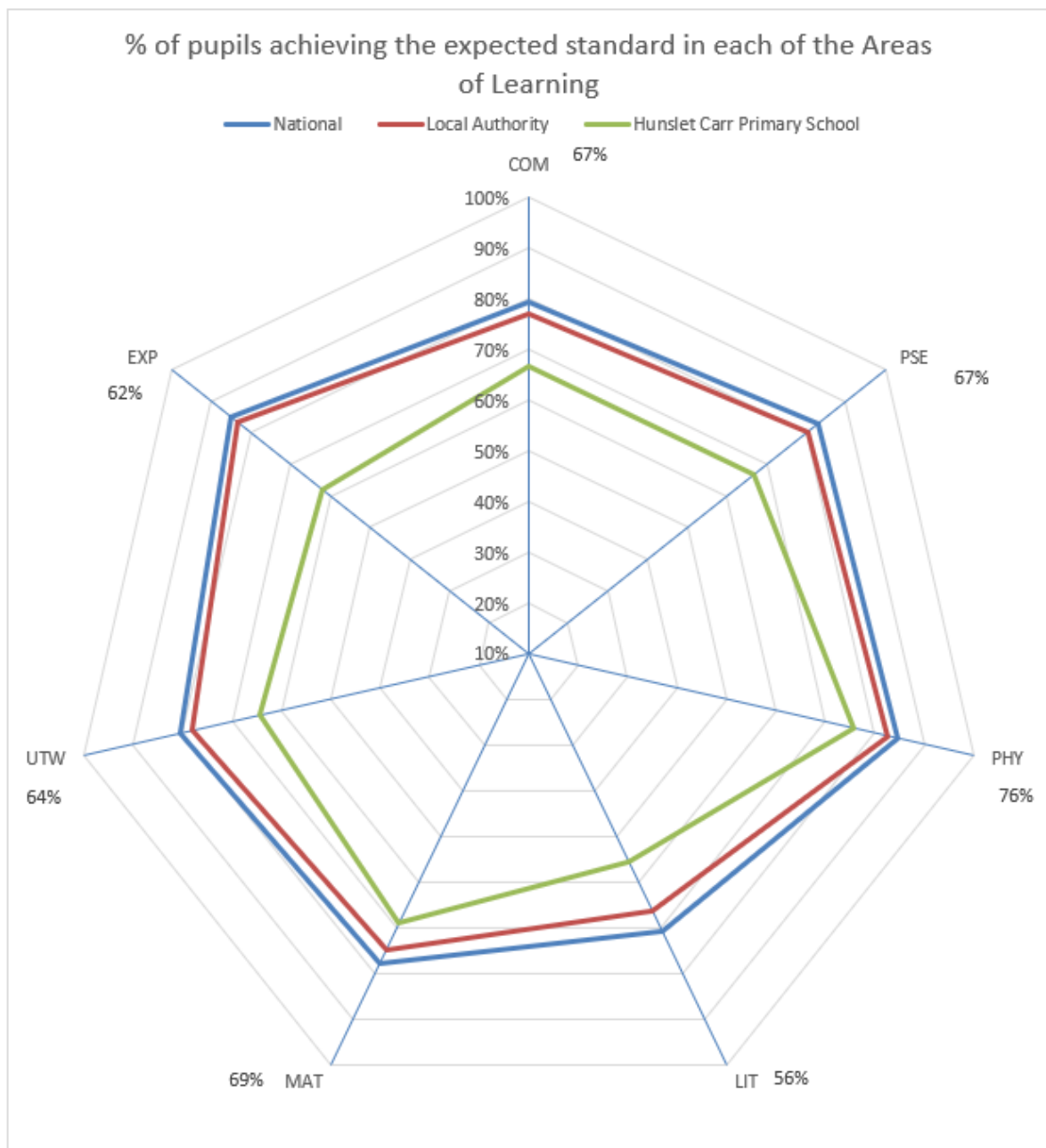
Since 2022 children have been assessed against a two-point scale ('emerging' or 'at expected') as opposed to the previous three-point scale ('emerging', 'at expected', or 'exceeding') used in 2019 and earlier. Now, a child scores 1 point if they are assessed as 'emerging' in a particular learning goal, and they score 2pts if they have met the expected standard. The DfE now use the '*Average number of Early Learning Goals (ELGs) at the expected standard per child*' as their official measure of 'average' attainment.

This indicator shows that nationally and locally, the 'average child' consistently achieves the expected standard in about 14 of the 17 ELGs. At Hunslet Carr average attainment was very low in 2023 and even lower in 2024, but as with the GLD figure, there has been a very healthy improvement this year: the school figure has risen by 2.1pts to 11.8. Despite this improvement, however, the 'average child' in this cohort still achieved the expected standard in more than two fewer ELGs than the 'average child' nationally.

Pupil level data reveals that 23 of the 45 children in this cohort achieved the expected standards in all 17 of the ELGs (last year it was only 15 out of 44). However, 14 children achieved the standard in fewer than 10 of the ELGs, 5 of whom didn't achieve the expected standard in *any* of the ELGs. Although the number of children with very low levels of development is a lot smaller than last year, they still make up a sizeable proportion of the cohort and have had a considerable impact on the 'Average No. of ELGs' indicator.

Even though the number of children who are transitioning into KS1 with very low levels of development is smaller this year than it was last year, the amount of support they will need will still be considerable.

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 reach the expected standards in all of the early learning goals which are included in the 'Prime' areas of: Personal, Social & Emotional Development; Physical Development; and Communication & Language Development; *as well as* the 'Specific' areas of Literacy and Mathematics. The proportions of children achieving the expected standards in all Areas of Learning are lower than 'average' and the biggest 'gaps' to national are in PSE and Understanding The World. Although attainment in Literacy remains the key limiting factor for the GLD figure, there has been a big improvement since last year with the percentage figure for this Area rising from 48% to 56%, which has allowed the GLD figure to rise to almost the same level.



Source: Perspective Lite, July 2025

## EYFSP pupil group attainment

Good Level of Development	No. Children	School	Leeds	National
Girls	23	65%	72%	75%
Boys	22	41%	57%	62%
FSM	8	50%	46%	51%
Non-FSM	37	54%	68%	73%
Disadvantaged	43	54%	46%	51%
Other	2	50%	67%	72%
SEN	14	29%	22%	21%
Non-SEN	31	65%	74%	77%
EAL	11	73%	58%	65%
Non-EAL	34	47%	67%	70%
BME	15	73%	60%	67%
White British	30	43%	68%	70%
Total in Year Group	45			

*Source: Perspective Lite, July 2025*

The gender attainment 'gap' in this cohort is 24%pts on the GLD measure, which is almost twice as large as the equivalent national gap (13%pts).

Only 8 children in this cohort were recorded as being eligible for FSM and half of them achieved GLD, which is in line with the equivalent national figure. However, the GLD figure for the non-FSM group is only slightly higher at 54%, and well below the 'equivalent' national figure of 73%. It is important to note that the non-FSM children at Hunslet Carr are likely to experience much higher levels of deprivation than are experienced by the 'average' non-FSM child nationally, due to the extreme and widespread deprivation across the entire community the school serves.

In contrast to the number identified as FSM eligible, an exceptionally large proportion of the cohort (43 out of 45) are identified in this data set as being 'Disadvantaged'. It is very unusual for there to be such a big difference between the FSM and Disadvantaged numbers. The school is investigating the accuracy of the FSM / Disadvantaged 'flags' in its MIS.

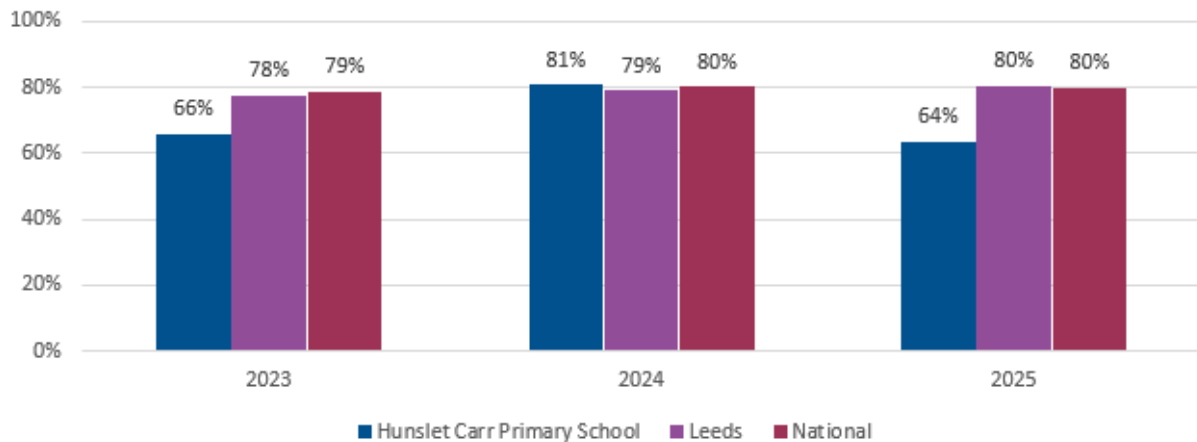
14 children (almost a third of the cohort) were recorded as having SEN and although only 4 (29%) of them achieved GLD, this is better than the equivalent national figure of 21%.

11 children were identified as having EAL and almost three quarters of them achieved GLD. This is in sharp contrast to the non-EAL group, fewer than half of whom achieved GLD. Much of the difference between these two groups can be attributed to the impact of low-attaining SEN children: all 14 of the SEN children were in the non-EAL group.

4 additional children were included in the BME group, but this has not really changed the contrast between the outcomes of the BME and White British groups. 13 of the 14 SEN children were White British.

## 4. Phonics Screening Check

### Y1 working at the expected standard

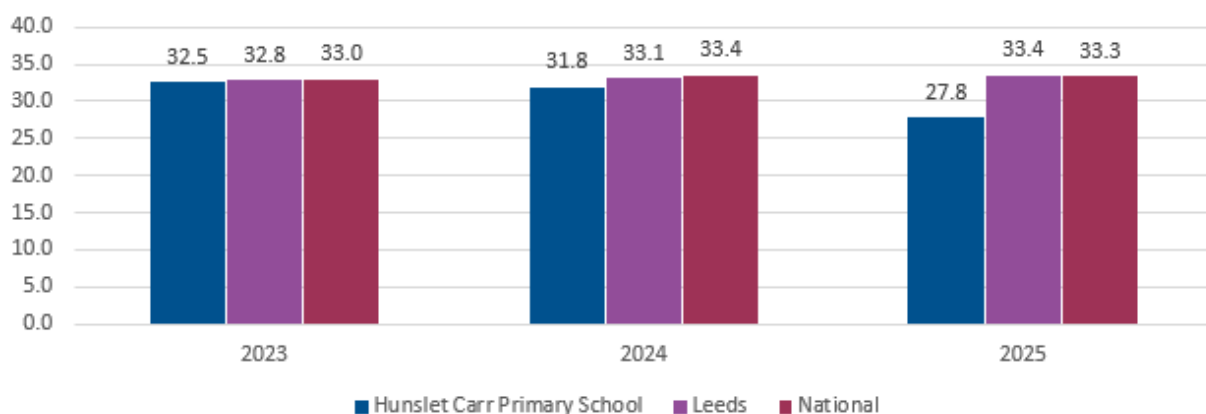


Source: Perspective Lite, July 2025

There has been a considerable degree of volatility in Hunslet Carr’s year-on-year results the Year Phonics Screening Check (PSC) since the pandemic: two (2022 & 2024) have been above 80% and above national, while the other two have been in the mid 60%’s. This is probably due to the different characteristics of successive cohorts; and as we will see later in this section, the 2025 Year 1 cohort has a much larger number of children with SEN than there were last year.

This year’s national ‘working at’ figure has stalled at 80%, 2%pts short of the level it was at before the pandemic. However, the Leeds figure continues to steadily recover from its post-pandemic slump; it has now surpassed the level it was at in 2019 (79%) and has even moved fractionally ahead of the national figure, at 80.4%.

### Y1 - Average Point Score



Source: Perspective Lite, July 2025

As well as a low ‘pass-rate’ this year, the average point score is also very low: it has dropped by 4pts compared to 2024, and the ‘average child’ in this cohort scored more than 5 fewer marks than the average child nationally. The pupil level scores reveal that there were 8 children in this cohort who had very low scores of 10 or lower (compared to 4 last year), including 4 who score no more than 1pt

(compared to 2 last year). At the other end of the attainment continuum, there were only 4 children who scored at least 39/40 marks, compared to 6 last year.

### Y1 PSC pupil group attainment

Working At the expected standard (Yr1)	No. Children	School	Leeds	National
Girls	14	86%	84%	84%
Boys	30	53%	77%	76%
FSM	22	59%	65%	67%
Non-FSM	22	68%	85%	84%
Disadvantaged	43	65%	66%	67%
Other	1	0%	84%	83%
SEN	14	36%	50%	43%
Non-SEN	30	77%	88%	88%
EAL	10	80%	78%	80%
Non-EAL	34	59%	82%	80%
BME	15	80%	79%	80%
White British	29	55%	82%	80%
Total in Year Group	44			

Source: *Perspective Lite*, July 2025

The attainment of the girls in this cohort is in line with national performance, but only just over half of the boys were working at the expected standard. The impact of the boys' low attainment on the overall cohort-level figure has been made even more considerable because there were twice as many boys as girls in this year group. Much of the difference between the gender groups can be attributed to SEN: 13 of the 14 children with SEN in this cohort were boys.

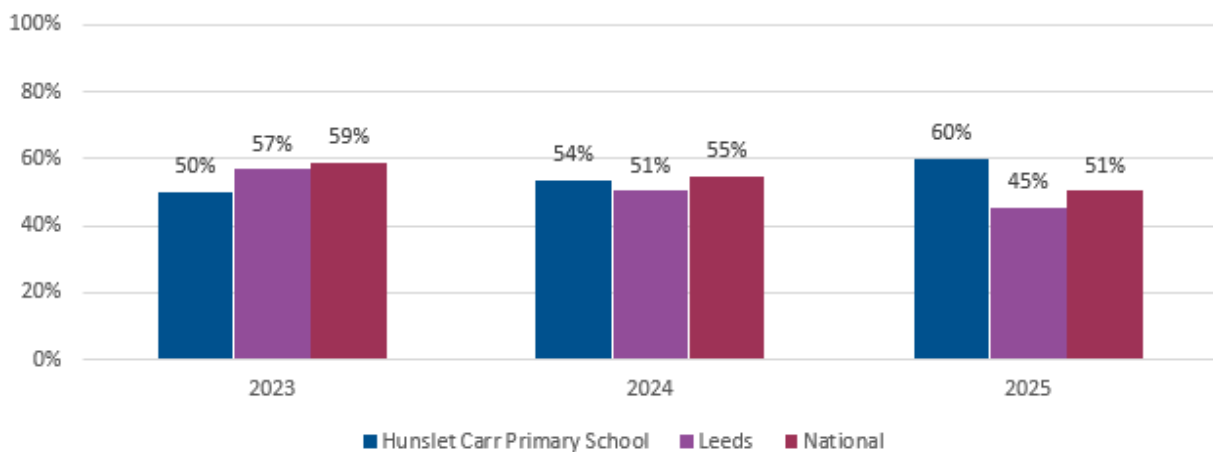
There were 22 children (half of the cohort) identified as being eligible for FSM, and their 'pass-rate' of 59% was 11%pts below that of the non-FSM group. The SEN children were evenly distributed across the two groups, but it is interesting to note that only 1 of the 7 FSM & SEN children achieved the expected standard, compared to 4 of the 7 non-FSM & SEN children. If we only look at the non-SEN children in each group, the FSM group (80% 'working at') actually did *better* than the non-FSM group (73% 'working at').

As with the Reception cohort, nearly all pupils in this cohort were identified as Disadvantaged. The school is investigating the accuracy of the FSM / Disadvantaged 'flags' in its MIS.

14 pupils (32% of the cohort) were identified as having SEN in this year's cohort, compared to only 4 last year. *The much larger number of low-attaining SEN children in this cohort has clearly had a major impact on the overall results.*

8 of the 10 children in this cohort were identified as having English as an additional language and they matched national performance. The same was true for the larger BME group, but only just over half of the White British children achieved the standard. Again, this is largely a reflection of the fact that 11 of the 14 children with SEN were White British.

## Y2 working at the expected standard



Source: *Perspective Lite*, July 2025

Care needs to be taken in interpreting the Year 2 'working at' figures, because they only include children who did not achieve the standard (or did not 'sit' the PSC) in Year 1. This means that the numbers behind the school-level percentages can vary considerably. For example, in 2023 there were only 6 children who needed to take the test in Year 2, but there were 13 in 2024. There were 10 children in Year 2 in 2025 who attempted the PSC and 6 of them achieved the standard; 3 of these children were attempting the exercise for the first time, and 4 had SEN (2 of whom were disapplied in both Years 1 & 2).

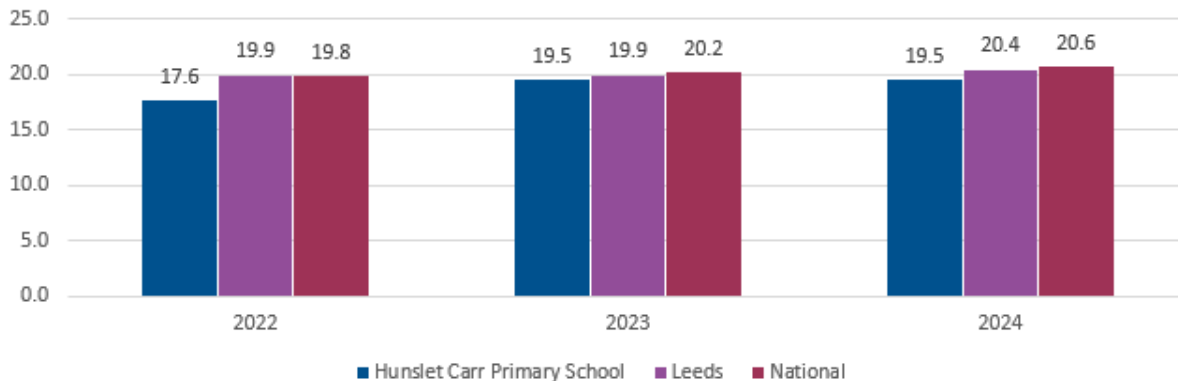
In previous years it was possible to report the *cumulative* proportion of children who achieved the expected standard by the end of Key Stage 1, which was a much more informative measure of outcomes. However, because KS1 assessments in Reading, Writing and Maths are no longer statutory, there hasn't been any data collected since 2024 which tells us the full composition of the Year 2 cohorts at the point at which these assessments are made; this means it is no longer possible to officially report an 'end of key stage Phonics' figure. It may, however, be useful for schools to calculate their own unofficial 'end of key stage' figures. The current unofficial national 'end of key stage' figure is estimated to be at 91%<sup>4</sup>, while the school figure should be around 92%, depending on whether there has been any mobility within the 2025 Year 2 cohort.

<sup>4</sup> <https://app.insighttracking.com/estimated-national-statistics/2024>

## 5. Multiplication Tables Check (MTC): 2022-2024

This section presents attainment data generated from the MTCs undertaken 2022-24. These figures were only made available in Perspective Lite in April 2025, and they are therefore being presented as part of the 2025 Early Analysis Reports.

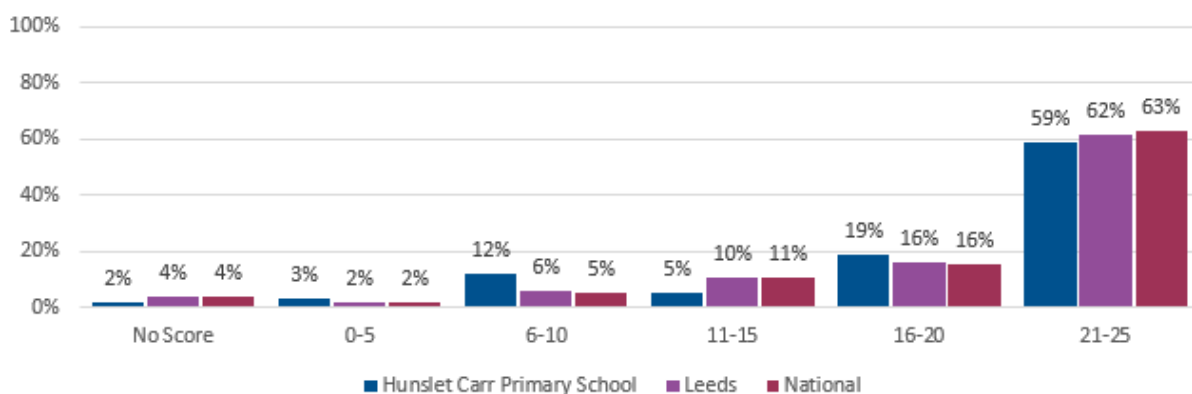
Average Score - MTC



Source: Perspective Lite, June 2025

Average attainment in the MTC at Hunslet Carr was very low in 2022 but improved considerably to 19.5 in 2023 and has been maintained at the same level in 2024. However, the Leeds and national figures continue to slowly rise, which means that the gap between school and national has grown from 0.7pts in 2023 to 1.1pts in 2024.

Score Breakdown- MTC 2024



Source: Perspective Lite, June 2025

The percentage who achieved a score of 21 or higher in 2024 (59%) is only 4%pts below the national figure and 3%pts below the Leeds figure. However, only 15 children (25% of the cohort) achieved full marks, compared to 34% nationally and 31% in Leeds. The large proportion of children with very low scores (12% scored 6-10 marks compared to only 5% national) have also contributed to the low cohort-average. Only 1 child (2% of the cohort) did not attempt the MTC, compared to 4% nationally; children who do not attempt the MTC *do not contribute* to the cohort-average.

## MTC pupil group attainment

Average Score (2024)	No. Children	School	Leeds	National
Girls	36	19.4	20.1	20.4
Boys	25	19.6	20.7	20.9
FSM	30	17.8	18.5	18.9
Non-FSM	30	21.1	21.3	21.4
Disadvantaged	30	17.8	18.4	18.9
Other	31	20.9	21.3	21.3
SEN	10	15.8	16.7	16.6
Non-SEN	50	20.3	21.3	21.6
EAL	14	22.5	21.1	21.8
Non-EAL	46	18.6	20.3	20.4
BME	18	22.5	21.1	21.6
White British	41	18.0	20.1	20.1
Total in Year Group	61			

Source: *Perspective Lite, July 2025*

Nationally, and in Leeds as a whole, boys have slightly higher attainment than girls in the MTC, and this is also the case for this cohort at Hunslet Carr.

30 children (just under half of the cohort) were identified as being eligible for FSM and their average score was considerably lower than the figure for the equivalent national group. In contrast, the average score for the non-FSM group was much closer to matching the equivalent national figure. The 10 SEN children in this cohort were evenly distributed between the FSM and non-FSM groups, but the FSM & SEN children had much lower attainment than the SEN & non-FSM children (11.5 compared to 19.2).

There were no additional children identified as Disadvantaged, but there was 1 child in this cohort who had no characteristic data other than gender and who has therefore been included in the 'Other' group. It is likely that this child had recently been admitted to the school (and their attainment was low, at 14pts).

10 children (16% of the cohort) were identified as having SEN, and their average score was considerably lower than that of the rest of the cohort and also lower than the score average achieved by children with SEN nationally.

14 children (almost a quarter of the cohort) had EAL; their average score was very high, and in sharp contrast to that of the non-EAL group.

Similarly, the group of 18 children from BME backgrounds also did very well, outperforming their White British classmates by a very wide margin of 4.5pts. 8 of the 10 children with SEN were White British.

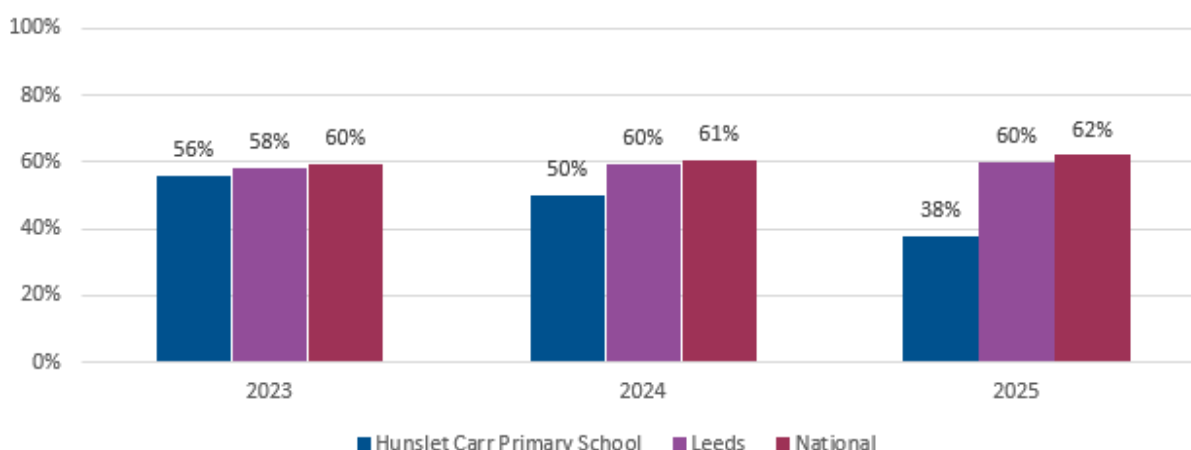
## 6. Key Stage 2

As noted in the introduction to this report, this is the second year for which there are no KS2 progress measures available, due to the fact that KS1 assessment data was not collected in 2020 & 2021. In theory, KS1-KS2 progress measures will return in 2026 & 2027, but should then be replaced by progress measures which use Reception baseline assessments as their starting point. However, it is possible that there may be further changes to how school performance is measured, and that the progress measures that we have become accustomed to over the last few decades may never return.

In the absence of any official progress measures, even more caution than usual should be exercised in interpreting raw attainment data. We need to remember that each pupil, each cohort, each school and each region has its unique context, as well as being impacted differently by the long-term effects of the pandemic.

It is also important to note that the 2025 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 the tested subjects until September, so there is a theoretical possibility that these figures may also be subject to change.

### RWM - achieved standard



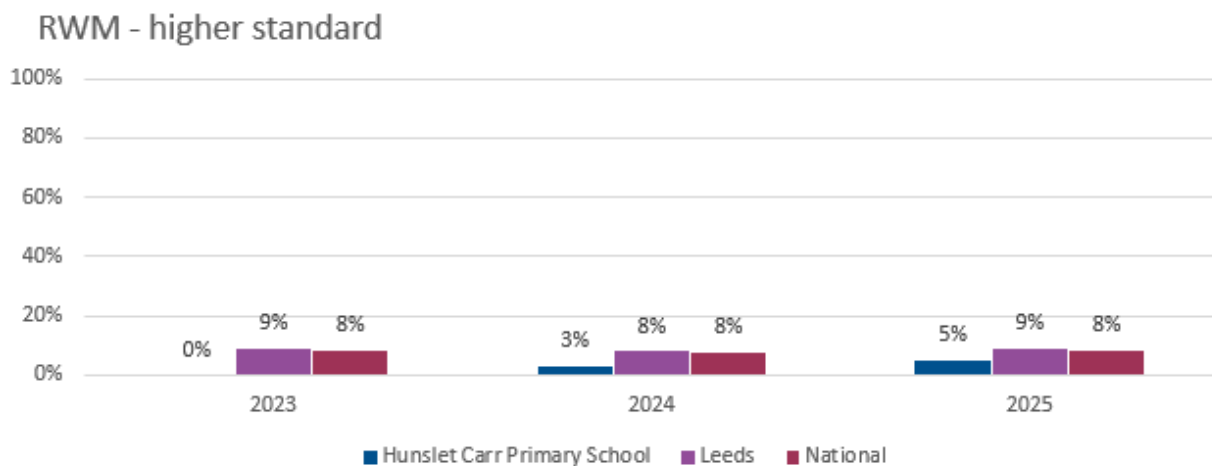
Source: *Perspective Lite*, July 2025

In 2023, the school's 'headline' measure of attainment at KS2 (the percentage of pupils achieving at least the expected standard in Reading, Writing & Maths, combined) went above 50% for the first ever time, and last year's figure was also maintained at 50%; but the KS2 cohort of 2025 have posted a much lower result, with only 38% (provisionally) achieving the 'combined expected standard'. There are some very obvious signs that this year group had even more challenges than is usually the case at Hunslet Carr: for example, there were 7 children who didn't even sit the tests because they were working below their level. There were also several 'near misses' that have impacted this 'combined' measure: there were a total of 10 pupils who achieved the expected standard in two out of the three subjects, including 1 who would have achieved the combined standard if they had achieved just 1 more scaled score point in Reading, and another who achieved the

expected standard in Writing but who scored 99sspts<sup>5</sup> in *all* of the tested subjects. It may well be the case that the school is considering submitting marking reviews for these children's scripts.

Attainment across England continues its slow recovery from the pandemic-induced slump in outcomes in 2022, with the headline measure rising by another percentage point this year, to 62%. However, at this rate we will have to wait until 2028 before national attainment returns to the same level it was at before the pandemic. The Leeds figure is tracking the national trend but remains 2%pts lower at 60%.

The gap between school and national performance therefore has grown considerably this year, to 24%pts. However, if there are any successful applications for the removal of any 'recently arrived' children, any marking changes or other amendments to the data, this could result in the school figure rising and the gap narrowing.



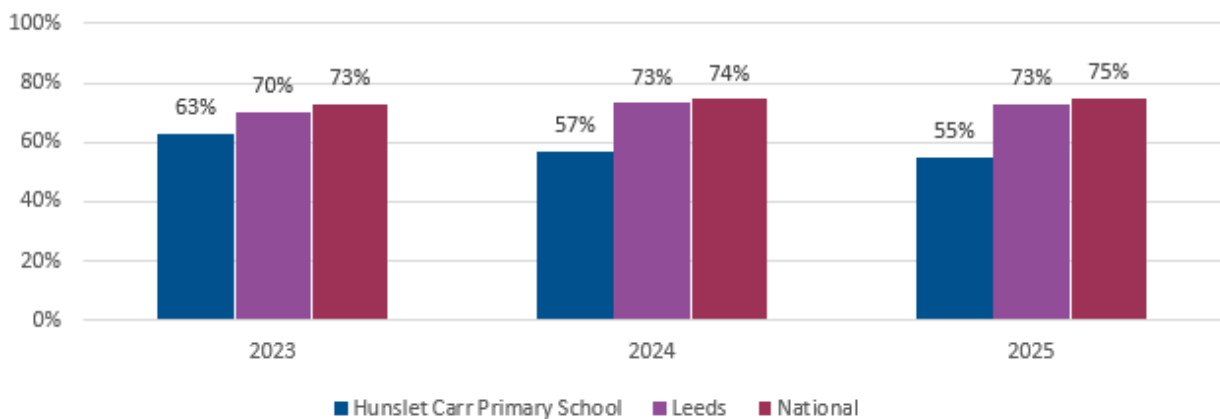
Source: *Perspective Lite*, July 2025

In 2023, there weren't *any* pupils who achieved the higher standard across all three subjects, last year 2 children managed to achieve this consistently high standard of attainment, and this year it was 3. This means that the school percentage figure has risen from 0% to 5%, while the national figure has remained unchanged at 8% for the last three years. The Leeds figure has increased by 1%pt this year to move just ahead of national at 9%.

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<sup>5</sup> Scaled score points

### Reading - achieved standard

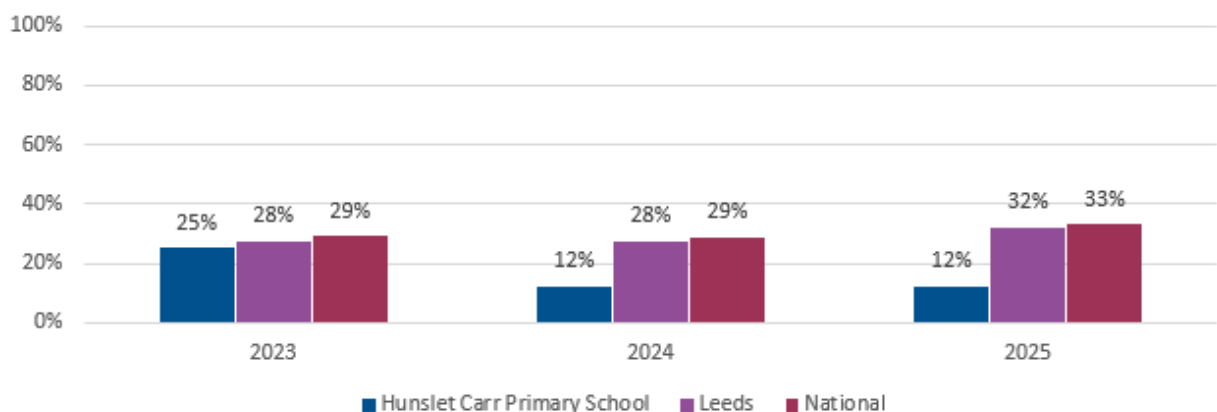


Source: *Perspective Lite*, July 2025

Although the proportion of children who have achieved the expected standard in the Reading *has* fallen this year, the drop of 2%pts compared to 2024 isn't anywhere near as large as the 12%pt drop in the combined measure. In fact, this year's figure of 55% is actually in line with the results achieved in this subject in 2018, 2019 & 2022. Moreover, this year's result could quite easily have been considerably higher if a handful of pupils had accrued just a few more marks in the test: there were a total of 8 children with scaled score points in the 97-99 range, including 3 who - if they had scored just *1 more* scaled score point - would have achieved the expected standard, and the overall percentage would have risen to 60%.

National attainment in this subject has risen by another percentage point this year, while the Leeds figure has remained unchanged. The lower school figure this year means that the gap between it and national performance has widened to 20%pts.

### Reading - higher standard

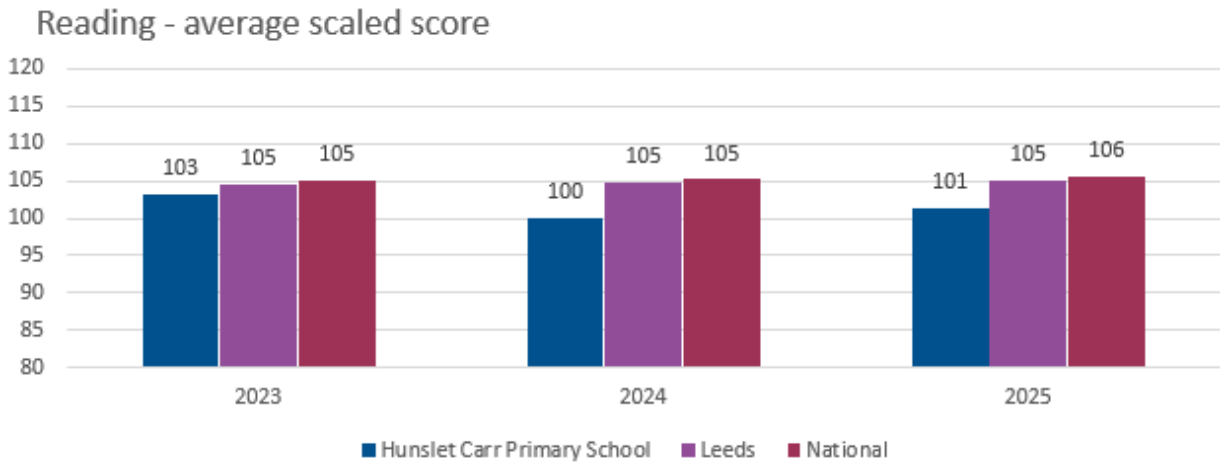


Source: *Perspective Lite*, July 2025

The proportion of children achieving the higher standard has stayed at 12% this year; although this is well below the (literally) 'exceptional' 2023 figure, it remains higher than any other results achieved at the school in 2022 and earlier.

In contrast, there have been some quite large increases in the national and Leeds proportions of children achieving the higher standard in this subject in 2025

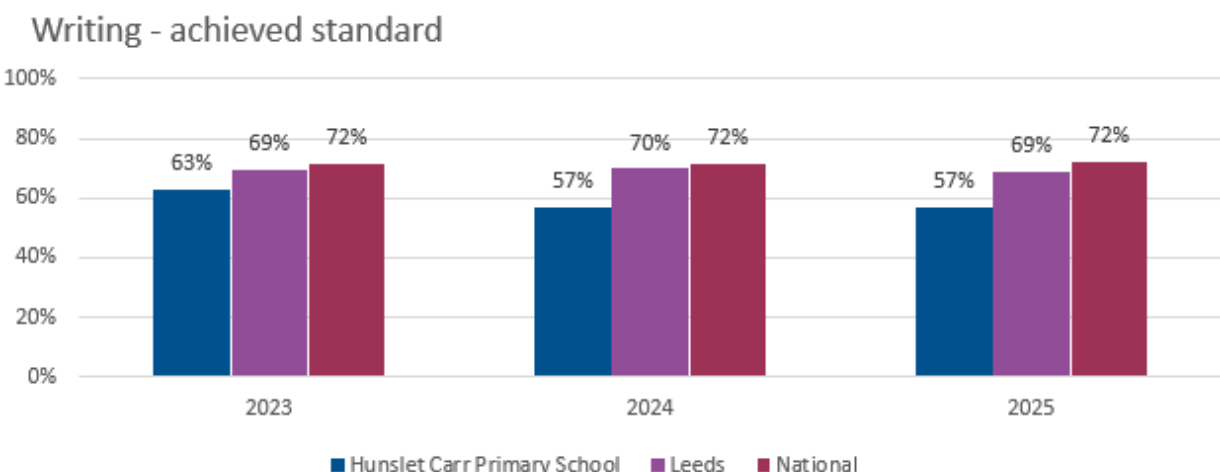
(+4%pts for both). This means that the gap between the school and 'average' performance has grown to 21%pts (for national) and 20%pts (for Leeds).



Source: Perspective Lite, July 2025

Despite the fact that there hasn't been any improvement in the 'threshold' measures of attainment in Reading, there has been an increase in the average scaled score, which has risen by 1pt to 101 this year. This is probably a reflection of the fact that (as previously mentioned) there were a lot of children who were close to achieving the expected standard, but this measure will also have been assisted by the fact that (as also previously mentioned) there were several children who didn't even attempt the test and who therefore didn't register a scaled score which could be included in the cohort-average.

This year, the 'average child' at Hunslet Carr scored 5 fewer scaled score points in the Reading test than the 'average child' nationally, and 4 fewer than the 'average child' in Leeds.



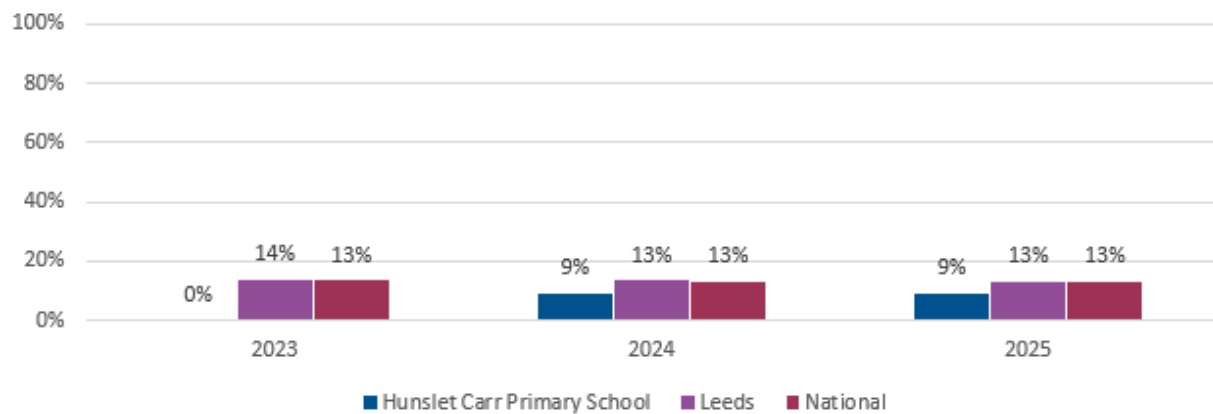
Source: Perspective Lite, July 2025

Attainment of the expected standard in Writing has remained unchanged at 57% in 2025; this also presents a very different picture of outcomes than the one given by the 'combined' measure. This year's figure in Writing is almost the same as in Reading, but the pupil level data shows that attainment in these subjects wasn't as consistent as implied by their very similar percentage figures: there were 5

children who achieved the expected standard in Reading but not in Writing, and another 3 who achieved the standard in Writing but not in Reading.

The national figure has shown no sign of improving since 2023 and remains 6%pts lower than it was before the pandemic. The Leeds figure has even fallen by 1%pt this year and is 7%pts below its 2019 position. The gap between school and national therefore remains unchanged at 15%pts, while the gap between school and the Leeds 'average' has narrowed to 12%pts.

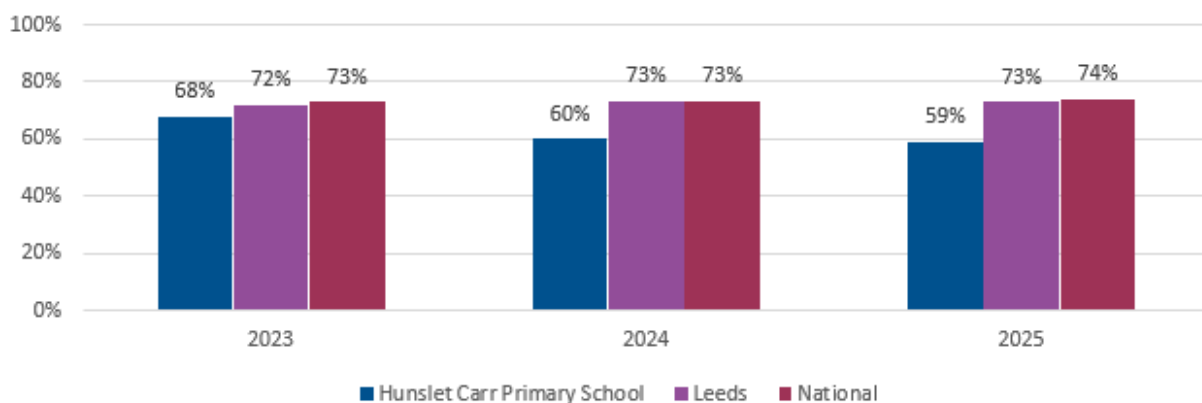
### Writing - greater depth



Source: *Perspective Lite*, July 2025

There has also been no change in the greater depth figures for Writing: the school figure has stayed at 9% this year, while the national and Leeds figures also remain unchanged at 13%.

### Maths - achieved standard



Source: *Perspective Lite*, July 2025

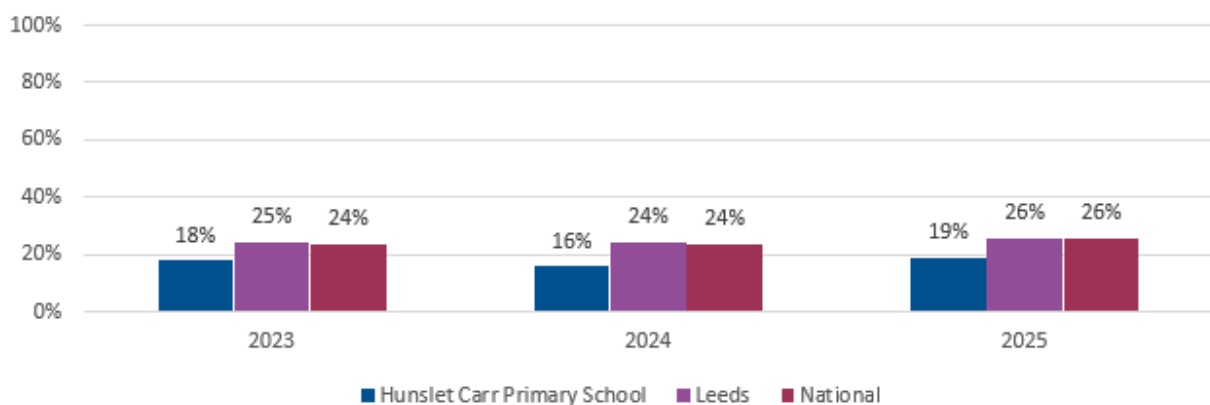
There has also only been a very minimal decrease (of 1%pt) in the proportion of children achieving the expected standard in Maths this year. As already noted, this presents an anomalous picture of attainment, with all three on the individual subjects having very similar expected-standard percentages (between 55% - 59%) but the 'combined' measure being 17-21%pts below all of them. Again, there is a high degree of inconsistency of attainment: there were 6 children who achieved the expected standard in Maths, but not in one of the other subjects. The school is likely to have a view as to whether these children did well to achieve

the expected standards in *some* of the subjects, or whether they were disappointed to see that they have not achieved the combined standard.

Another similarity with Reading is the fact that there were 3 children who - if they had scored just *1 more* scaled score point - would have achieved the expected standard, and the overall percentage would have risen to 64%.

The national figure has risen by just 1%pt this year, while the 1%pt decrease in the school figure means that the gap between it and national has widened to 15%pts. The Leeds figure has remained unchanged and is 14%pts above Hunslet Carr's.

### Maths - higher standard

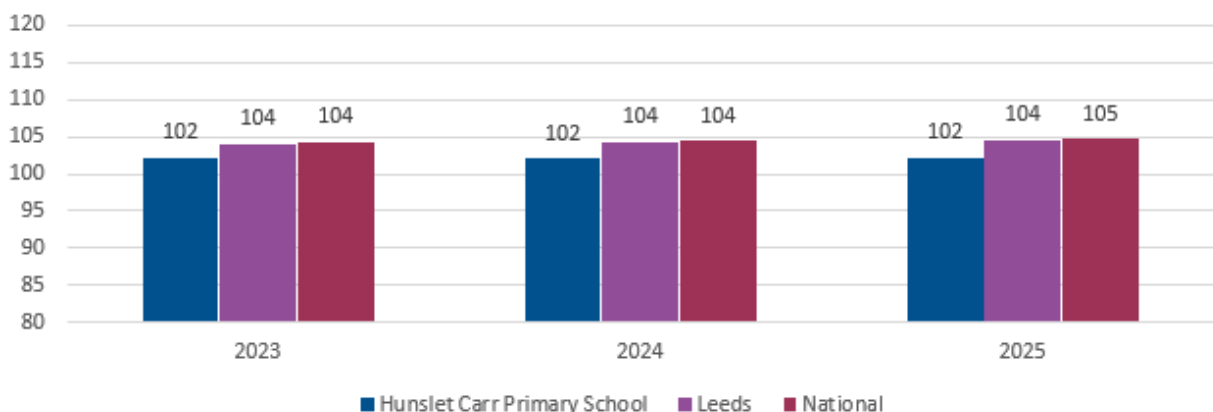


Source: *Perspective Lite, July 2025*

While this cohort has struggled to match the performance of its predecessors on most measures of attainment, in Maths it has achieved a *new record* for the percentage of children achieving the higher standard: this year's figure of 19% is 3%pts higher than last year, and even slightly higher than that achieved by the cohort of 2023.

The Leeds and national figures have also risen, by 2%pts each to 26%, but despite this, the gap between school and national on this measure is smaller than for any of the other performance measures, at just 7%pts.

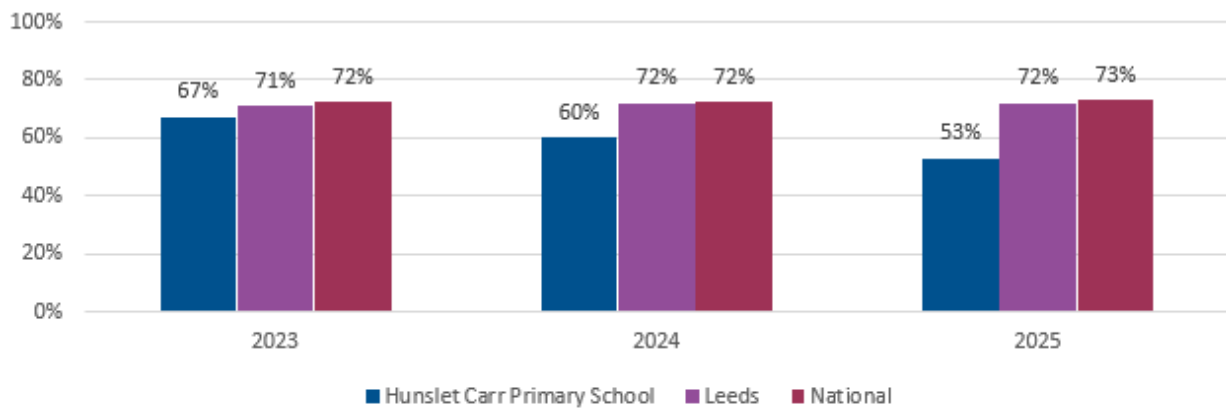
### Maths - average scaled score



Source: *Perspective Lite, July 2025*

The school's average scaled score for Maths has remained at 102, for the third consecutive year; the Leeds figure has also remained unchanged over the same period, at 104; while the national figure has risen by 1pt this year to 105.

### GPS - achieved standard

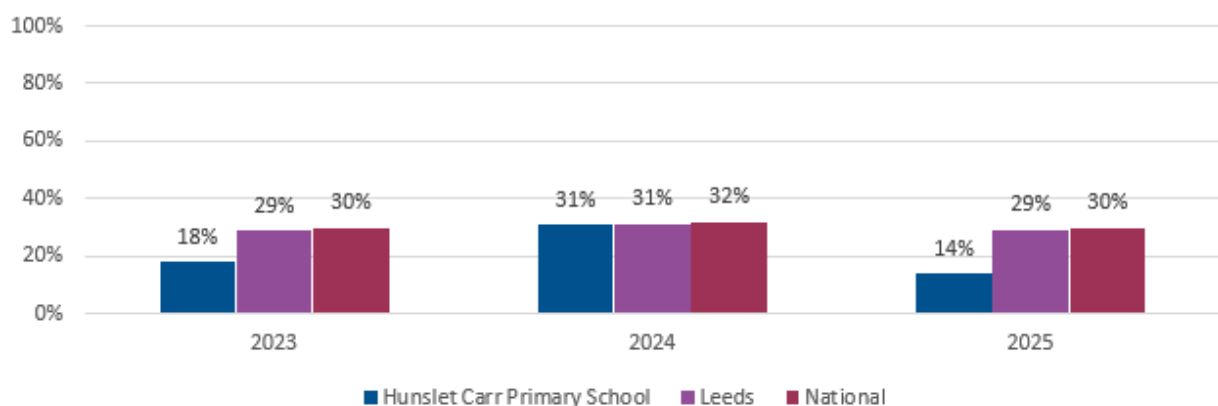


Source: Perspective Lite, July 2025

GPS is the only subject which has experienced anything that could be described as a 'substantial' drop in the proportion of children achieving the expected standard this year: it has fallen by 7%pts (after a previous drop of another 7%pts in 2024) and it now has the lowest 'pass-rate' of all of the subjects, at 53%. However, we need to remember that GPS *isn't* included in the 'combined expected standard' figure, so the lower attainment in this subject isn't responsible for the lower 'headline' measure. Again, the pupil level data reveal that there were also a lot of near misses in this subject, with 4 children getting 99sspts. If they had all scored 1 more scaled score point then the overall 'pass-rate' would have stayed at 60%.

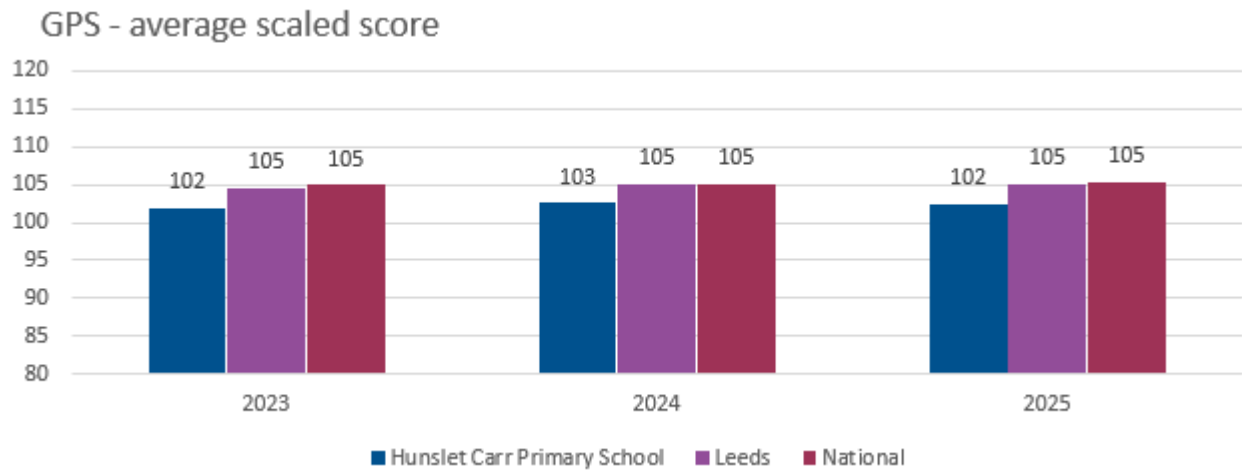
The national figure has risen by 1%pt to 73% this year and is 20%pts above the school's, while the Leeds figure has remained unchanged at 72%.

### GPS - higher standard



Source: Perspective Lite, July 2025

The higher standard figures have suffered an even bigger drop, of 17%pts, to just 14%. The Leeds and national figures have also fallen this year, but only by 2%pts, so the school figure has gone from being essentially level with national performance last year to being 16%pts below it this year.



Source: *Perspective Lite, July 2025*

Despite the big decreases in the threshold measures this year, the average scaled score has only dropped by 1pt, to 102. This provides another reminder of how the 'fine margins' involved in threshold measures can sometimes exaggerate the differences in year-on-year attainment.

The Leeds and national figures for GPS both remain unchanged at 105, 3 points higher than the school figure.

KS2 pupil group attainment<sup>6</sup>

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

<b>% achieving the expected standard: Gender</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Girls	55%	52%	49%	58%	36%	33
Hunslet Carr Boys	56%	56%	72%	56%	40%	25
Leeds Girls	77%	77%	73%	76%	64%	
Leeds Boys	70%	67%	73%	63%	57%	
National Girls	78%	77%	73%	78%	66%	
National Boys	72%	69%	75%	66%	59%	

<b>% achieving the higher standard: Gender</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Girls	6%	9%	12%	3%	0%	33
Hunslet Carr Boys	20%	20%	28%	16%	12%	25
Leeds Girls	35%	33%	22%	16%	9%	
Leeds Boys	30%	25%	29%	11%	8%	
National Girls	36%	33%	22%	16%	9%	
National Boys	31%	27%	30%	10%	8%	

Nationally, girls outperform boys on most measures, but the opposite is true for this cohort – especially in Maths, in which almost three quarters of the boys achieved the standard compared to just under half of the girls.

<b>Average Scaled Scores: FSM</b>	Reading	GPS	Maths
Hunslet Carr FSM	102	101	101
Hunslet Carr Non-FSM	101	103	103
Leeds FSM	102	102	101
Leeds Non-FSM	107	107	107
National FSM	103	103	102
National Non-FSM	107	107	106

<sup>6</sup> Data source for all pupil group figures is Perspective Lite, July 2025. 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	52%	44%	56%	56%	33%	27
Hunslet Carr Non-FSM	58%	61%	61%	58%	42%	31
Leeds FSM	59%	57%	57%	53%	43%	
Leeds Non-FSM	80%	79%	81%	77%	69%	
National FSM	63%	60%	61%	59%	47%	
National Non-FSM	81%	79%	80%	78%	69%	

<b>% achieving the higher standard: FSM</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr FSM	7%	4%	7%	4%	0%	27
Hunslet Carr Non-FSM	16%	23%	29%	13%	10%	31
Leeds FSM	19%	17%	14%	6%	3%	
Leeds Non-FSM	39%	35%	32%	17%	11%	
National FSM	21%	19%	15%	7%	4%	
National Non-FSM	39%	35%	31%	16%	11%	

27 children (almost half of the cohort) were eligible for FSM and their attainment wasn't far-off matching that of FSM children nationally on some measures, but the attainment of the non-FSM group was only a little higher than that of the FSM group and consistently well-below that of the non-FSM children nationally. It is important to note that the non-FSM children at Hunslet Carr are likely to experience much higher levels of deprivation than are experienced by the 'average' non-FSM child nationally, due to the extreme and widespread deprivation across the entire community the school serves.

<b>Average Scaled Scores: Disadvantaged</b>	Reading	GPS	Maths
Hunslet Carr Disadvantaged	102	101	101
Hunslet Carr Other	101	103	103
Leeds Disadvantaged	102	102	101
Leeds Other	107	107	106
National Disadvantaged	103	103	102
National Other	107	107	106

<b>% achieving the expected standard: Disadvantaged</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Disadvantaged	52%	44%	56%	56%	33%	27
Hunslet Carr Other	58%	61%	61%	58%	42%	31
Leeds Disadvantaged	59%	57%	57%	53%	42%	
Leeds Other	81%	79%	81%	77%	69%	
National Disadvantaged	63%	60%	61%	60%	47%	
National Other	81%	78%	80%	78%	69%	

<b>% achieving the higher standard: Disadvantaged</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Disadvantaged	7%	4%	7%	4%	0%	27
Hunslet Carr Other	16%	23%	29%	13%	10%	31
Leeds Disadvantaged	19%	17%	14%	6%	3%	
Leeds Other	39%	35%	32%	17%	11%	
National Disadvantaged	21%	19%	15%	7%	4%	
National Other	39%	34%	31%	16%	11%	

The memberships of the FSM and Disadvantaged groups in this cohort are exactly the same.

<b>Average Scaled Scores: SEN</b>	Reading	GPS	Maths
Hunslet Carr SEN	97	97	96
Hunslet Carr Non-SEN	102	104	103
Leeds SEN	100	99	99
Leeds Non-SEN	107	107	106
National SEN	100	99	99
National Non-SEN	107	107	106

<b>% achieving the expected standard: SEN</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr SEN	25%	17%	25%	17%	8%	12
Hunslet Carr Non-SEN	63%	63%	67%	67%	46%	46
Leeds SEN	41%	37%	40%	30%	24%	
Leeds Non-SEN	83%	82%	83%	81%	71%	
National SEN	42%	36%	40%	32%	22%	
National Non-SEN	85%	84%	84%	84%	72%	

<b>% achieving the higher standard: SEN</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr SEN	8%	8%	0%	8%	0%	12
Hunslet Carr Non-SEN	13%	15%	24%	9%	7%	46
Leeds SEN	15%	9%	9%	3%	2%	
Leeds Non-SEN	38%	35%	31%	16%	11%	
National SEN	13%	9%	9%	3%	1%	
National Non-SEN	39%	36%	32%	16%	9%	

There were 12 children (21% of the cohort) identified as having SEN, and their attainment was extremely low, even compared to children nationally with SEN. One of these children had an EHCP, and as previously mentioned, there were 7 children in this cohort who were working below the level of the tests and/or at pre-key stage standards. The very low attainment of these children has undoubtedly had a big impact on the cohort-level figures, but it is important to note that the attainment of the non-SEN group was also well-below that of non-SEN children nationally.

<b>Average Scaled Scores: EAL</b>	Reading	GPS	Maths
Hunslet Carr Non-EAL	101	102	102
Hunslet Carr EAL	102	104	101
Leeds Non- EAL	106	105	105
Leeds EAL	104	105	105
National Non-EAL	106	105	104
National EAL	105	107	106

<b>% achieving the expected standard: EAL</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Non-EAL	59%	54%	66%	61%	44%	41
Hunslet Carr EAL	47%	53%	41%	47%	24%	17
Leeds Non- EAL	76%	73%	74%	71%	62%	
Leeds EAL	67%	69%	73%	64%	56%	
National Non-EAL	76%	72%	73%	72%	62%	
National EAL	74%	76%	78%	73%	64%	

<b>% achieving the higher standard: EAL</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Non-EAL	12%	12%	20%	5%	2%	41
Hunslet Carr EAL	12%	18%	18%	18%	12%	17
Leeds Non- EAL	35%	29%	26%	14%	9%	
Leeds EAL	26%	30%	27%	10%	7%	
National Non-EAL	34%	28%	25%	13%	8%	
National EAL	32%	36%	32%	14%	9%	

17 children (39% of the cohort) were identified as having English as an additional language, and in contrast to the national pattern, their attainment was consistently *lower* than that of their non-EAL classmates. It may well be the case that some of these children were 'New to English' rather than just 'EAL', and there may well be some children who meet the 'recently arrived' criteria for removal from the official figures.

<b>Average Scaled Scores: BME</b>	Reading	GPS	Maths
Hunslet Carr BME	101	103	101
Hunslet Carr White British	102	102	103
Leeds BME	105	106	105
Leeds White British	106	105	105
National BME	106	107	106
National White British	106	105	104

<b>% achieving the expected standard: BME</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr BME	43%	48%	48%	57%	24%	21
Hunslet Carr White British	66%	60%	69%	60%	49%	35
Leeds BME	70%	72%	73%	67%	58%	
Leeds White British	76%	72%	74%	71%	62%	
National BME	76%	77%	77%	74%	65%	
National White British	75%	71%	72%	71%	61%	

<b>% achieving the higher standard: BME</b>	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr BME	14%	19%	19%	14%	10%	21
Hunslet Carr White British	11%	11%	20%	6%	3%	35
Leeds BME	29%	32%	27%	12%	8%	
Leeds White British	35%	27%	26%	14%	9%	
National BME	35%	37%	32%	15%	10%	
National White British	33%	25%	23%	12%	7%	

A total of 21 children were of BME heritage, and again, this group's attainment was very low – almost certainly due to the inclusion of the EAL children within this group.

## 7. Summary

- At the foundation stage, the school's GLD figure has reached 50% for the first time in three years. As well as a growing number of children who are leaving Early Years well-equipped to access the national curriculum, there aren't quite as many children this year who have very low levels of development; but they still make-up a sizeable proportion of the cohort and will need considerable support as they move into KS1.
- The Y1 Phonics Screening Check 'working at' percentages have fluctuated considerably: last year's figure was above national, but this year's is very low. This is essentially a reflection of the fact that there were more than three times the number of children with SEN in the 2025 cohort than there were in 2024.
- Attainment in the Multiplication Tables Check has improved over the three years for which we have data (2022-24) and in 2024 the percentage of pupils who achieved a good score of at least 21/25 was only a few percentage points below national performance.
- The KS2 expected-standard figures in each of the individual subjects of Reading, Writing and Maths this year are similar to those achieved in 2024. Despite this, however, the headline 'combined expected standard' measure of attainment for 2025 is unusually low. This apparent anomaly has been caused by the fact that a lot of children achieved the expected standards in two out of the three subjects. Moreover, in each subject there were a handful of children who very narrowly missed out on achieving the expected standard; and many of this year's 'threshold' measures of performance could quite easily have been higher if these children had picked up one or two more points.
- In addition to this issue which is specific to this year's KS2 cohort, it is important to remember all of the other factors that tend to affect every cohort at this school: almost half of the children in Year 6 were officially 'Disadvantaged', and the other half were almost certainly also subject to high levels of deprivation just because of where they live. One in every five children in the cohort had Special Educational Needs (and several had such low levels of development that they were working below the level of the tests). The data also indicates that there were a number of children who had only recently been admitted to the school from overseas, some or all of whom are likely to have had very limited English language skills.