



# Welcome to Hunslet Carr Primary School

Dear parents,

May I take this opportunity to welcome you to our caring and successful school.

I am very proud of the education that our dedicate school staff provide for all of the children here and hope that during your child's time with us, they make excellent progress but most of all - enjoy their time at school.

This booklet has been produced to answer some of the questions you may want to ask before your child joins us.

Hunslet Carr has a positive, friendly and welcoming atmosphere for all children and parents. If you ever want to discuss your child with their teacher or a member of the leadership team, we are always available to help.

If, after reading this booklet, you would like further information, please get in touch with me, and a visit can easily be arranged.

Yours sincerely,

**Martin Lumb**

Headteacher





## Key Members of Staff

Below is a list of people you are likely to meet during your time at Hunslet Carr. They are very friendly and here to help your child have the best possible start at school.

**Martin Lumb – Headteacher**

**Hayley Stewart – PA to the Leadership Team**

**Amy Paoli – EY Senior Assistant Headteacher**

**Elisa Whitfield – KS1 Assistant Headteacher**

**Charlie Sharpe – Y3/4 Assistant Headteacher**

**Kate Standish – Y5/6 Assistant Headteacher**

**Jane Wilson – Special Needs Coordinator**

**Lauren Dean - Parental Support Advisor**

**Andy Hinchcliffe – Child Protection Officer**

**Lisa Lilley – Attendance Officer**

**Christine Rayner – Office Manager**

## Our Governing Body

We are very lucky to have the support and challenge of our Governing Board. These are member of the public who share our desire to give your child the best possible start.

**Jon Hairsine – Chair of Governors**

**Lammie Ayemowa – Community Governor**

**Minoti Parikh - Community Governor**

**Iain Cunningham - Community Governor**

**Sarah Gardener - Community Governor**

**Amy Paoli – Staff Governor**

**Clare Davidson – Parent Governor**

**Claire Aldridge – Parent Governor**

**Paul Wray – Local Authority Governor**



## Strengths of our School



### **The Children**

Are well behaved, calm and polite  
Are engaged, positive and resilient  
Are supportive and helpful towards others

### **The Community**

Recognises the importance of attendance  
Helps celebrate children's achievements  
Supports the school on improving behaviour

### **The Curriculum**

Maintains a strong focus on the basic skills  
Supports our most vulnerable children  
Provides a rich variety of experiences and opportunities

### **The Staff**

Develop nurturing relationship with the children  
Provide good quality teaching and learning  
Are consistent in how they treat all children

## Our Aims for your Children



### **Skills**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
Have problem solving skills – Patience and Resilience

### **Attitudes**

Confident and Independent  
The belief that Impossible is Nothing  
Caring and Helpful

### **Experiences**

A range of trips including residential over-night trips  
A chance to represent the school at sport or art  
Work experiences and further education

### **Knowledge**

Children ready for the next stage in their education  
To know their own place in the world  
To know their own strengths and areas to develop



## Organisation of Our School



The children in Nursery and Reception enjoy experiences and learn through the Early Years Foundation Stage Curriculum where they are assessed at key points in the year, including on entry and exit from Nursery and on entry and exit from Reception.

In Year 1-6 the children move to the National Curriculum. Where there is a strong focus on Reading, Writing and Maths as well as the children learning key facts in other subjects such as Science, History and Geography.

Children will be assessed using nationally published tests in Year 1 for Phonics and Years 2 and 6 in Reading, Punctuation, Grammar and Spelling and Maths. Writing will be Teacher assessed against national standards in Year 2 and 6.

## School Timings



	Start	Finish
School Opens	8.50am	
Wednesday Nursery pm	12.20pm	3.20pm
Lunch-time Nursery	11.40am	12.20pm
Lunch-time Reception	11.30am	12.30pm
Lunch-time Year 1 and Year 4	12.00pm	1.00pm
Lunch-time Year 2 and Year 6	12.30pm	1.30pm
Lunch-time Year 3 and Year 5	12.20pm	1.20pm
School Closes (Mon – Thurs)	3.20pm	
School Closes (Fri)	2.00pm	



## When will my child start?



Children can start in Nursery the term after they are three. There are intakes in September, January and April depending on your child's birthday. Children who are four before the 1st September will be admitted to school in September. We have a 78 place Nursery with different sessions over the week.

Children start Reception in the academic year that they turn 5.

It is very important that your child has regular and punctual attendance at school as lessons commence promptly at 8.50am and our children learn letters, sounds and numbers that they would miss by not being at school.

## Visits to School



Parents and Carers are always welcome here at Hunslet Carr, and it is not usually necessary to make an appointment to see the Headteacher or one of the teaching staff.

We run 'meet your child's teacher' meetings early in September where you will get a chance to see your child's classroom, their books and to find out the topics your child will be learning throughout the year.

Parents' and Carers' evenings are then held in the middle of each term when there is an opportunity to see the great work your child is producing and to discuss their progress.

On top of this, we hold open mornings once a term where parents and carers are welcome to spend time with their children in the classrooms, finding out what it is like to be a child here.



## School Uniform



Hunslet Carr has a school uniform that we expect all children to wear and will be monitoring closely. As we enter the summer term some of you will be buying your child's uniform, here is a reminder of uniform expectations.

### Our school uniform is:

- ✓ Navy blue sweatshirt or cardigans,
- ✓ Pale blue/white polo shirt,
- ✓ Black or blue trousers/skirt.
- ✓ Black shoes/trainers (no heels)
- ✓ If your child wears earrings, they must be a small stud earring
- ✓ If your child wears a bow in their hair, it must be a small bow

Children are expected to wear a uniform, and your support of the school's policy is much appreciated. Please ensure all uniform is clearly marked with your child's name.

## PE Kit



PE is a big part of our curriculum and it is very important that children bring in a PE kit into school. The PE kit stays in school throughout the term and we send this home half termly to be washed.

### Our PE kit is:

- ✓ Navy blue/black shorts
- ✓ Pale blue/white or logo T-shirt /polo shirt
- ✓ Black PE Pumps
- ✓ In the winter months, you may also want to include black/blue jogging bottoms

Please ensure all uniform is clearly marked with your child's name and kept in a PE bag that can be stored on your child's peg.



## How can I help at Home?



Parents can help children to succeed in many ways at school.

One of the easiest and most effective things you can do is to talk to your children about what you are doing during the day. This might be while you are cooking breakfast or tea or even getting dressed. Try to encourage them to talk to you.

Other ideas are as simple as playing games such as shops, dress up and picture dominoes. Read stories to your children, encouraging them to sit quietly and listen. Sing nursery rhymes and encourage them to play with other children.

Before children come to Nursery, they should be able to:

- ✓ recognise their own name on labels and in clothes
- ✓ go to the toilet on their own and be able to wash their own hands.
- ✓ hold and use knives, forks, crayons and pencils.
- ✓ Get dressed and undressed.

## What will they learn at School?



At school your children will be learning lots of fun, new things about the world they live in.

They will very quickly learn the letters of the alphabet, the sounds each one makes and how to put them together to read and write words – this is called phonics.

They will also be learning to recognise and write numerals and to count objects accurately.

As well as this they will be learning lots of other skills such as how to sit and listen to stories and nursery rhymes, how to share equipment and to play with other children.

They will also be learning how to follow instructions and how it is important to follow the school rules.



## Special Educational Needs



Children with specific learning needs will work closely with our acting Special Educational Needs Co-ordinator, Sarah Bramham.

Our specialist team will work with you to assess their specific need and then find the right intervention for them in school to help them make a great start.

If you think your child might have specific learning needs please ask to speak to Mrs Paoli and she will arrange a meeting to discuss your concerns.

## Child Protection & Parent Support



At school our priority, alongside helping your child learn, is to make sure they are safe.

Andy Hinchcliffe works in school to ensure that all of our children are safe at school and at home.

Andy works alongside Lauren Dean who supports families to give their children the best start in life.

If you need any help with family matters such as bedtime routines, behaviour at home or just a friendly ear, please ask to speak to Lauren who would be happy to help.



## Attendance and Punctuality



We expect all children to be in school on time every day.

If your children are not in school they are missing out on valuable skills like learning to read, write and count.

We have our own attendance officer, Lisa Lilley, who will work with families where their children are finding it hard to come to school.

In the first instance Lisa will work with you to support good attendance but if it continues to be an issue and falls below 90% we will pass your information on to Leeds City Council who can issue fines of between £60 and £240.

### **Term Time Holidays**

The government are very clear that children should not be allowed to miss school to go on holiday. If you take your child out of school for a holiday you will be fined by Leeds City Council between £60 and £240 depending on how long you go for and how many children you have.

## Key Information & Policies

# Policies

At school we have a number of very important policies that guide how all staff, children and parents work with each other on a range of topics.

For a full list of policies you should check out our school website: [hunsletcarr.co.uk](http://hunsletcarr.co.uk) and go to the policies section.

On the website there is also information about how the school:

- ✓ Fulfils the National Curriculum
- ✓ Our latest Ofsted Inspection Report
- ✓ Spends the Pupil Premium money it receives
- ✓ Spends the Sports Premium money it receives
- ✓ Our Complaints Procedure
- ✓ Our latest Year 2 and 6 results
- ✓ Our School Calendar for the coming year

## Breakfast Club



Breakfast is one of the most important meals of the day, and here at Hunslet Carr, we are proud of our excellent Breakfast Club.

The club opens at 8 am... when the fun begins!

The children have a nutritious breakfast of either cereal, fruit, yoghurt or toast. Once the food has been eaten, children have the chance to play, sing, draw or dance with their friends, until the school bell rings.

**Cost per day:** 80p per child or £1 for a family of two or more.



## Headline Data from 2018

### Headline Data 2017-2018

#### EYFS

**GLD 56% compared to 48% in 2017 and 52% in 2016 (2018 Judgements moderated)**

Increase of 6%. Provisional Leeds GLD increased by 0.7% and National GLD by 0.8%.

#### Key Stage 1

**Year 1 Phonics 87% compared to 83% in 2017 and 94% in 2016**

Provisional data shows HCPS above Leeds (79%) and National (83%) phonics data.

#### Year 2

	Reading	Writing	Maths	RWM
Working Below National Exp	30%	35%	25%	36%
Working At National Exp+	70%	65%	75%	71%
Working at a greater depth	18%	11%	18%	7%

#### Year 6

**Teacher Assessment (2018 Writing moderated)**

	Reading	Writing	Maths	RWM
Working Below National Exp	31%	35%	29%	40%
Working At National Exp+	69%	65%	71%	60%
Working at a greater depth	15%	2%	17%	0%
Comparison to 2017 Scores	+ 23%	+1%	+8%	+21%

## Headline Data from 2018

### Test Scores

	Reading	Writing	Maths	RWM
Working Below National Exp	44%	35%	29%	52%
Working At National Exp+	56%	65%	71%	48%
Working at a greater depth	8%	2%	17%	2%
Comparison to 2017 Scores	+10%	+1%	+8%	+9%

### Progress Measures

Reading	-3.1 (compared to -3.4 in 2017)
Writing	-3.1 (compared to -2.3 in 2017)
Maths	-1.5 (compared to -1.1 in 2017)



# Ofsted Inspection Dashboard

## Primary Inspection Data Summary Report



Hunslet Carr Primary School

URN: 107950 LAESTAB: 3832474

### Areas to investigate

#### KS2 progress

- Reading progress was in the bottom quintile (20%) for at least two years for all pupils, middle prior attainers and high prior attainers.
- Writing progress was in the bottom quintile (20%) for at least two years for all pupils and high prior attainers.
- Progress in reading and writing was significantly below average and in the lowest 10%.
- Reading progress was significantly below the national for disadvantaged pupils for at least two years for the following groups: overall disadvantaged, disadvantaged middle.
- Writing progress was significantly below the national for other pupils for at least two years for the following groups: overall disadvantaged.

#### KS2 attainment

- In 2018, reading and mathematics attainment of the expected standard was at or above national for the high prior attainment group.
- In 2018, 48% of pupils achieved the expected standard in reading, writing and mathematics, 16 percentage points below the national proportion. This was a statistically significant difference.
- Reading and writing attainment was in the bottom quintile (20%) for at least two years for all pupils.
- The three-year average reading attainment score (99.4) was in the bottom 10%.

#### KS1 attainment

- There were no meaningful trends or differences for this measure.

**Notes:** The majority of 'areas to investigate' will not appear for small cohorts, and some are based on data not contained in this report. Progress measures are based on adjusted progress scores.