



**Hunslet Carr Primary School
Leeds**



Hunslet Carr Primary School School Development Plan 2022-26

**High Expectations, Caring,
Positive Attitudes and Successful**

Introduction to the School Development Plan

Our **School Development Plan** enables us to share the school's vision with the whole school community.

Our aim in writing this plan is to take what we know about the school, its strengths and areas to develop, and to imagine where we could be in 2026.

Our **School Development Plan**, helps us to imagine where we could be in four years time. A vision and end goal that will allow us to work backwards, setting timescales for implementation and determining how to use our resource to achieve our goal.

Everyone has had the chance to contribute ideas to our **School Development Plan**. Staff and Governors met to discuss the vision and we ask parents, carers and children to share their ideas through questionnaires and the school council.

To help us imagine the future we have looked at seven Key Areas of the school and imagined where these areas will be at the end of 2026 academic year. We are determined to achieve our vision over the next four years; therefore, this plan will drive our training, resources, teaching and learning, monitoring, evaluation and review cycles during this time.

Why do we do the things we do?



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



Impossible is Nothing means you can achieve anything when you are resilient and you persevere.

Our School Context

Hunslet Carr Primary School is a larger than average-sized inner city primary school. The school serves an area with very high levels of deprivation, and the children typically live in overcrowded homes with issues such as domestic violence, drug abuse and family imprisonment.

The Key Contextual Factors are:

- **Girls 50% / Boys 50%** - a stable trend
- **Eligibility for Free School Meals 50%** - well above the national average
- **Children representing minority ethnic groups 26%** - a rising trend
- **Children with their first language believed not to be English 20%** - a rising trend
- **Children on the SEND register 20%** - well above the national average
- **Children with EHC Plans 2%** – a rising trend
- Inward mobility for current Year 6 and 5 stands at 24% and 22%
- 78% of all children live in the 10% most deprived areas in England
- 94% of all children live in the 20% most deprived areas in England

Typical entry to EYFS shows that the majority of children arrive below age-expected levels in the different areas of learning, specifically, numeracy and reasoning, communication, language, literacy and problem-solving. However, by the time they reach assessment points in Yr1 and Yr2, their attainment and progress are in line with the national average in the majority of subjects.

The key to this positive start in EYFS and KS1 has been consistently good teaching prioritising reading, writing and numeracy, alongside the school's vision, promoting the values of **High Expectations, Caring, Positive Attitudes** and **Successful**.

Our challenge, made more difficult due to COVID19, is to ensure that we transfer this early success into KS2 where, in the three years prior to COVID19, progress and attainment were consistently below national average.

Significant Achievements over the last four years

Leadership

- Ofsted grade is Good – November 2021
- Our current leadership team has created and instilled the belief in the community that “Impossible is Nothing.”
- Leaders have designed a well-sequenced curriculum from the early years to Year 6
- Leaders have developed a strong team of staff who deliver the curriculum with credibility and compassion
- Leaders of English & mathematics ensure the curriculum is implemented with consistency across all classes
- The SLT now includes five leaders who began at the school as NQTs
- The leadership team effectively led the community during COVID, providing food, care and education
- Successfully trained and mentored seven NQTs/ECTs, three of which were SCITT trained
- Staff retention is very high with staff choosing to progress their careers at HCPS

Behaviour and Attendance

- Exclusions have been reduced by 75%
- Restorative Learning has supported the reduction of exclusions by supporting the most vulnerable SEMH children
- Positive relationships between children and staff
- 98% of all interactions between children and staff are positive

English

- The leaders of phonics and early reading have written a comprehensive Phonics program to follow. Leaders have delivered comprehensive training in the school's phonics programme
- Leaders have developed a whole class and guided reading scheme
- Talk 4 Writing embedded and training delivered to all staff and new staff
- Spelling scheme introduced into KS2
- Handwriting scheme has been introduced whole school

Maths

- Rolled out mastery Maths across the whole school
- We have a combination of arithmetic and reasoning in our curriculum through Fluent In Five & Maths No Problem!
- We beat the Leeds & National average in the Year 4 (unofficial) Multiplication Check in 2020 & 2021
- Put maths into all areas of provision in EYFS (including outdoors) so the children are exposed to maths in everything and not just the discrete maths lessons
- Maintained our high quality maths curriculum during lockdown through our online learning
- Visible progress can be seen in all year groups on the data collected through Fluent In Five

Wider Curriculum

- Middle leaders now lead with the confidence to take part in Ofsted level deep dives in their subject
- Launch of all wider curriculum subjects
- Middle leaders aware of progression from EYFS to Year 6
- Emphasis on reading and vocabulary throughout
- Experiences and trips are planned and are essential part of children's learning

SEND

- Children with special educational needs and/or disabilities are very well supported. There are a range of adaptations in place to ensure they are able to access learning alongside their peers
- Reorganised the SEND team, including TAs to develop models of inclusive quality first teaching best practice
- The Restorative Learning (RL) classrooms have been developed to support children with Significant Social, Emotional, Mental Health needs. RL offers children a bespoke timetable that includes; small group works, chunked learning, sensory circuits and emotional Literacy
- The Rainbow Room classrooms have been developed to support children with Significant SEND in Nursery, Reception or Year 1. Rainbow Room offers children a bespoke provision that meets their individual needs
- Embarked on the Leeds Communication Friendly award which we hope to achieve during 2022-2023
- School have commissioned two art Psychotherapists to work in school 2 days a week. The therapists offer a range of intervention for identified children and families including; group therapy, 1:1 therapy, dyadic therapies
- 6 children have successfully transitioned to a specialist setting
- School have had 10 successful EHCP applications (100%)

EYFS

- In Reception, children write twice a day every day in Phonics and T4W by introducing whole class writing
- Independent maths work is completed daily by children
- Maths mastery is embedded in Early Years practice
- Topic plans were introduced, led by the needs of our children. There are now six topics a year taught in both Reception and Nursery
- Topic weeks were introduced to give the children a wider balance of the curriculum
- Same Day and Phonics Interventions introduced in Reception

Our Strengths in detail

Leadership

- Leaders are passionate about raising aspirations for the children in their care
- Leaders have a strong, clear vision of what children at HCPS need so they are well prepared for life after school
- Leaders are ambitious about the knowledge and skills they want pupils to develop during their time at this school
- Governors work well with leaders and have a clear understanding of the school's strengths and priorities
- Leaders have established a strong culture of safeguarding in this school
- Staff feel valued, cared for and appreciate leaders are considerate of their workload and well-being
- The SLT is further strengthened with the addition of our School Business Manager

Behaviour and Attendance

- Children are nurtured from the moment they step into this school community
- Staff have high expectations of behaviour. Consequently, children behave well in lessons and during social times
- School is calm and orderly with children engaged in learning, as seen 98% green; 1% red
- Children can articulate how they feel and self-regulate their behaviour
- A golden thread, through teachers, pastoral team and children was evident with re-set in place for misdemeanours and a blank canvas given at every opportunity
- Despite Covid's impact, attendance was almost at the national average
- The constant and continuing work done with the small group of persistent absentees was recognised
- The inspector felt reassured school would not give up pursuing every avenue, to get children into school; seeking advice from the local authority

English

- Reading is a priority for children in this school
- Early reading is a priority which begins in Early Years
- Reading in KS2 is taught well, with a mixture of whole class and guided reading
- There have been significant improvements in handwriting and presentation
- Children write at length across the curriculum

Maths

- Subject leader has had a transformational effect on the curriculum
- New and returning members of staff are given training tailored specifically to their needs and to enable them to deliver our school curriculum to maximize the pupil's potential
- Anchor charts, MNP! & Fin5 are used consistently from EYFS right through to Year 6
- Clear joined up mastery approach to maths from EYFS-Yr6
- Assessment is used effectively for planning next steps
- Staff are positive and knowledgeable and clear in the purpose of teaching Maths
- In the 2021 Ofsted, the inspector reported, 'It was brilliant speaking to the kids'
- Children spoken to in Yr2 were able to recall previous areas covered
- Yr2 children gave answers usually expected from Y6 and were a credit to the school
- Leader is working on coaching model to support less effective staff

Wider Curriculum

- There is a strong emphasis on well-being in the curriculum and the nurture sessions available to children
- The wider curriculum is well planned and implemented in most subjects, with progression evident from children's starting points in early years to the ambitious end points needed in order to prepare them for Year 7 and beyond
- Subject leaders are working with leader of wider curriculum to develop a school-wide approach to assessment
- Topic weeks with booklets allow for teacher-focus when planning and teaching
- Vocabulary progression has been created by subject leaders

SEND

- Pupils are nurtured from the moment they step into this school community
- Leaders are passionate about raising aspirations for all the pupils in their care
- Parents speak highly of the support they receive and say that they would recommend this school to others
- There is a strong emphasis on well-being throughout the curriculum and through the nurture sessions available.
- Pupils can confidently speak about the ways in which school helps them
- The inclusion team, including the SENDCo, ensure staff have a detailed understanding of each child's needs
- The inclusion team, including the special educational needs and/or disabilities coordinator (SENDCo), the nurture leader and the designated safeguarding leader, ensures that leaders and staff have a detailed understanding of each pupil's needs. As a result, pupils with special educational needs and/or disabilities are very well supported
- There are a range of adaptations in place to ensure that all pupils are able to access learning alongside peers
- The Inclusion Team are strong advocates for the needs of their pupils, and are unafraid to offer professional challenge when necessary
- The staff at this school know their community well, and work with a wide variety of organisations and agencies to support families and their children

EYFS

- Experienced team of teachers understand the needs of the children
- Children are in routines and have learning attitudes that prepare them for Year 1 at the end of Reception
- Indoor and outdoor provision reflects the needs of the children
- T4W and Maths Mastery taught from Nursery
- Phonics and Early Reading is a priority in EYFS
- Children have opportunities to write in discrete writing lessons, in addition to across the curriculum
- A curriculum and long term plan in place with the needs of the children at the heart

Our Areas for Improvement

Leadership

- Improve the quality of teaching and learning across the school, so that teachers are consistently teaching lessons that prepare children for the next stage of their education
- Improve the quality of leadership decision making by embedding a coaching approach across the leadership teams
- Improve the governorship of the school; fill all vacant positions, and ensure that governors continue to lead an active role within the school, challenging and supporting leaders

Behaviour and Attendance

- To develop, train and embed the Relationship Policy over a two year period
- A clear pathway developed to ensure early intervention to support children's SEMH to prevent escalation of behaviours
- Consistent language, routines and expectations across school
- To train and develop understanding of the link between mental health and behaviour
- The Chimp Paradox is embedded to support the development of children's emotions, thinking and behaviour

English

- Some children remain behind the expected pace of the phonics programme
- Leaders should ensure that all staff receive the training they need to deliver phonics with consistency
- End of KS2 tests do not reflect the good standard of lessons in both reading and writing

Maths

- Improve the end of Key Stage results so that it is at least in line with national average
- Improve the children's number bonds, times tables and fluency across school (seeing an increase in Year 4 multiplication check scores so it is at least in line with national average)
- Ensure consistency with use of STEM sentences on anchor charts (all written in blue)
- Increase number of children accessing and completing maths homework each week
- Improve the cross curricular links with maths so that it can be purposefully linked with topic
- From Ofsted report - leaders should continue to develop and embed assessment processes so that prior learning is effectively built on, and new learning is delivered consistently well across all classes

Wider Curriculum

- Lesson visits showed how some teachers use learning recaps to check what children already know. This does not happen in all classes, so some don't have a solid understanding of concepts before new learning takes place
- A priority is to develop assessment in all subjects so children can talk about what they know and remember
- Introduction of new topic in Spring that focusses on Art, DT and PSHE will ensure those subjects are not left until last
- Allotment to be utilized through scheme created by wider-curriculum leaders
- Planning to gradually move away from 'covid catch-up'
- EYFS to be linked further into other KS curriculums

SEND

- To Ensure that all the children with SEND make accelerated progress and met their true potential
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- As children with SEND are statistically more likely to suffer a form of abuse, SENCo and DSL to establish a robust recording system that is used to monitor all causes for concern for children with SEND
- The inclusion team to develop a 'Reduced Timetable Policy' inline with legislation and best practise creating more transparency for parents and carers

EYFS

- Communication and Language is the biggest barrier to children progressing in the curriculum and provision
- T4W, maths and gross motor skills not embedded in practice in Nursery
- Most children are not secure in Phase 1 Phonics as they leave Nursery
- Children not hearing regular stories at bedtime in Nursery
- Letter formation not secure at the end of Reception
- Assessments need to inform interventions to address gaps in children's learning in both Reception and Nursery

Where we will be in 2026

Leadership

- Ofsted grade is Outstanding – July 2026
- To be considered a beacon of good practice locally and across the UK
- For school leaders to seek out support from HCPS leaders for various areas of school improvement
- Leaders and teachers to be nominated for national teaching awards
- Leaders and teachers ask to present at educational conferences or write articles for educational journals

Behaviour and Attendance

- OFSTED grade is Outstanding – July 2026
- To be recognised as a beacon school for our Relationship Policy
- To be a school where sanctions are used as a tool to restore and fix, rather than punish
- Previous children of the school returning as role models who can talk about the effect of being championed by the school
- School to be asked to write a Relationship book/educational article based on the journey over the course of developing Relationships

English

- To be considered a beacon school of good practice in T4W and reading
- To support other schools with reading and writing
- To be asked to speak at the LA English Conference
- Ensure that current T4W and Reading schemes are effective and have the impact on outcomes

Maths

- To be considered an example to other schools of how to teach mastery maths effectively, with other schools seeking our support and guidance
- 75% or more of children in each Key Stage reaching the Expected Standard, with a strong number going on to achieve Greater Depth
- Children can see how maths relates to real life and future career options, with children in all year groups being given opportunities to see maths in the work place (trips & experiences) and/or having inspirational people come in and speak about their career
- A legacy of outstanding maths achievement, with past pupils coming back to school to inspire others
- Children leave our school as problem solving individuals who are confident and happy, can work collaboratively with others and accept there is more than one way of getting an answer

Wider Curriculum

- Outdoor learning a key part of children's learning
- All subject leaders autonomous in leading subjects
- All subjects have cross curricular links
- Other schools to visit and take influence from our strengths

SEND

- OFSTED grade is Outstanding – July 2026
- For our SENCo to have gained her NASENCo qualification
- To be recognised as a beacon school for SEND
- For school leaders to seek out SEND support from HCPS SENCo for various areas of SEND support for example writing a successful EHCP, SEND and Quality First Teaching
- HCPS to be recognised as a Communication Friendly School
- HCPS to have sensory provision to support the needs of all children with a diagnosis of ASC
- HCPS to have a resourced provision for children with an EHCP that other children can be referred to by the Local Authority, specialise in SEMH and SLCN (ASC)

EYFS

- Provision differentiated to suit the needs of all learners
- Children taking responsibility for and leading their own learning to record their own observations
- Our Early Years to be a Beacon example for supporting Communication and Language and PSED
- Children to make accelerated progress in this area. Other schools to come to us as an example
- Children to have similar experiences in regards to trips as the teachers' own children
- Every child who leaves Reception is able to read a simple sentence at the very least
- Exceptional parent support in EYFS with in home support available for parents
- Regular parent workshops to support with all aspects of child development, including experiences out of school