

School Self-Evaluation and Improvement Plan - Feb 6th 2026



Leadership and governance

Urgent improvement

Needs attention

Expected standard

Strong standard

Exceptional



Name: Martin Lumb (martin@hunsletcarr.co.uk)

Date: 13/10/2025

- Evidence:**
- Hunslet Carr Primary is a large inner city school serving an area with very high levels of deprivation
 - The school's leadership team is acutely aware of the school's strengths and areas for development
 - Works closely together to put in place effective measures to address any issues
 - The vision of High Expectations, Caring, Positive Attitudes, and Successful, means leadership is a strength of the school

Previously Ofsted noted, "The Headteacher has a strong and clear vision of what children at Hunslet Carr need in... he has developed a strong team of staff who deliver this offer with credibility and compassion through their thoughtfully designed curriculum.

Context

- Increasing numbers struggling with cost of living, higher rates of domestic violence, higher incidents of drug and alcohol dependency
- Increasing numbers of children living in a home where a member of the family is in prison; crime is 211% higher than Leeds average
- Increasing numbers of children struggling with their mental health; living in overcrowded homes
- Increasing numbers of children requiring behavioural support to manage emotions in school, specifically around boundaries
- Low attainment on entry; skills, knowledge, and understanding are between 9 and 15 months below what is expected
- Nursery = 68% SEND / Rec = 76% SALT (55% scored as significant SALT concerns)
- Increasing numbers of children enter with SEND diagnoses or are in the process of gaining one, and the majority require help with their speech and language = 6 EHCPs and 21 pending = 8%
- Like most challenges, those children eligible for pupil premium have been most affected

Demographics

- Girls 51% / Boys 49% - a stable trend
- Eligibility for Pupil Premium Funding 71% - Significantly well above NA
- Children representing minority ethnic groups 35% - a rising trend
- Children whose first language is not to be English 28% - a rising trend
- Children on the SEND register 31% / Children in within the EHCP process 8% – a rising trend
- Inward mobility for current Year 6 and 5 stands at 30% and 28%
- 53% of all children live in the most deprived 3% of all areas in England

- 74% of all children live in the most deprived 10% of all areas in England
- 92% of all children live in the most deprived 20% of all areas in England
- iLiveHere rating 8/10 (Bad)

The key to the positive start that children make in EYFS and KS1 has been consistently good teaching, prioritising the social and mental health needs of children so they are ready to learn, and rigorous, ambitious teaching of reading, writing, and maths.

This demonstrates our commitment to the school vision of High Expectations, Caring, Positive Attitudes and Successful

Leadership at All Levels

- The school's leadership team, including SENDCo are acutely aware of the strengths and areas to develop
- The school's core curriculum is led by expert, well-trained, knowledgeable leaders, who use evidence-based strategies
- The school's wider curriculum is led by an expert practitioner who provides a top-level overview of the curriculum
- All teachers lead a curriculum subject, supported by the senior leader
- Governors are familiar with the school and community, and they are committed to providing the best for its children
- Governors are rigorous in their support and challenge, and ensure monitoring of the improvement plan is robust
- The School Council represents the voice of the children in school and meets regularly to provide ideas and feedback to leaders

Our most recent safeguarding audit (Jan 2026) demonstrated effective leadership and that we meet all safeguarding legislation.

Why Matters for Hunslet Carr Primary School

- High deprivation, health inequalities, and community crime mean children often experience instability, trauma, and stress outside school
- The school's strengths — behaviour management, nurture provision, personalised support, restorative approaches, and attendance interventions — are essential for safeguarding, stability, and enabling learning
- Hunslet Carr provides psychological safety, routine, care, and opportunity — critical for children who face multiple external risk factors

File attachments:

Hunslet Carr DDSC Report.pdf
 P&C Survey Results 2025.pdf
 Workleap Officevibe results since Oct 23.pdf
 Ofsted _ Inspection Data Summary Report.pdf
 Agreed Experiences 2025-26.docx
 Childrens Survery Jun 2025.pdf
 Staff Survey Jan 2026 (1).pdf

Links:

<https://www.hunsletcarr.co.uk/governing-board.html>

- Helping Factors:**
1. Clear vision and dedicated team
 2. Clear 'Why' and all staff and governors buy in to the vision
 3. Experienced home-grown leaders
 4. Leaders have all undertaken NPQ qualifications
 5. Well considered and planned Teacher Development inc ECT
 6. Children are safe here - Personal Development is a strength
 7. SEND children are included in mainstream for as long as possible
 8. Strong Governing Board

- Hindering Factors:**
1. Progress and Attainment Across KS2
 2. Governors ability to get into school
 3. Governors triangulating evidence of school's progress
 4. In accurate expectations of teaching and learning in Year 3
 5. Inconsistent in the quality of teaching by our HLTA team

Actions:

Factor	What?	Who?	Success Criteria?	When?
Well considered and planned Teacher Development inc ECT	The quality of teaching & learning is at least good in all classes across school.	<ul style="list-style-type: none"> • ML to timetable, monitoring events such as LW, OB and BL at least once every half term during academic year 25-26. • ML/DB to accompany SLT during these monitoring events to ensure quality assurance and consistency across the school and across the SLT. • Where LW, OB or BL gives rise to concern that teaching and learning is not at least good, effective intervention is put in place to support that staff member. <p>This may include:</p> <ul style="list-style-type: none"> • Team teaching / Peer coaching / Observations of good practice / modelling of 	100% of leverage walks (LW), observations (OB) and book looks (BL) demonstrate at least good teaching and learning by Summer 26'.	12/12/2025 Termly

		our approaches.		
Progress 50%	<p>LW, BL and environment checks have all taken place in HT1 and where minor issues have been identified, plans are in place to support the teacher to address these.</p> <p>LW, BL and environment checks have taken place in HT2 and identified whole school minor points that can be addressed in staff meetings and an issue with presentation and pitch of expectations in Year 3.</p> <p>One of the points to address is the level of effectiveness of TAs is not consistent across the school. This will be the focus of inset day at the start of HT3 and Teacher Training in Staff Meetings</p> <p>Year 3 Support Plan developed and in place for HT3 Update on Year 3 Support Plan (02/02/26)</p> <ul style="list-style-type: none"> • All actions have taken place as per the plan • Leaders have noted that both staff are very engaged in the plan - often wanting more advice after/before school and via email • Leaders have noted an improvement in the presentation and expectations in the books • Teachers have brought books and work to show leaders that they and the children are proud of • Leaders lesson observations have clearly demonstrated high expectations in Writing and Maths for the children • Lesson Obs have also demonstrated appropriate work and adaptations for SEND children. <p>Files: Year 3 Support Plan.docx MC - Maths drop-in Tues 27th Jan 26.docx</p>			
Progress and Attainment Across KS2	Children who are not at age-related expectations are identified and make rapid improvement.	<ul style="list-style-type: none"> •ML and the AHTs to meet all teachers by Oct 10th to identify children who are WTS/WTS+ with no barriers to success. •Action plans for rapid progress to be written detailing additional provisions to be put in place to ensure progress. •ML and the AHTs to meet all teachers for F2F Pupil Progress Meetings at the end of each term to check on the progress of identified children. •Target Children Action plans to be adapted 	<p>75% of identified Target children go on to achieve ARE by the end of the school year.</p> <p>70% of all children in each class are at the ARE in Reading, Writing and Maths by the end of Summer 26'.</p>	12/12/2025 Termly

		throughout the year following each termly pupil progress meeting.		
Progress 50%	<p>Pupil Target Setting meetings and Action Planning took place. Learning Walks in HT1 focused at what was in place for the Target Children and SEND Children. Lesson Observations in HT2 focused on what was in place to support the Target Children to make accelerated progress Book Looks in HT1 and 2 focused on these children. Pupil Progress Meetings at the end of HT2 focused on securing the Target Children who were now on track and the additional support Target Children would receive in HT3 and 4 to get them on track by the end of Spring.</p> <p>Update 02/02/26 HT3 Monitoring on Track - Leverage Drop Ins on Yr6/Yr3 and Rec Year 3 Support plan showing demonstrable impact on presentation and pitch</p> <p>Files: Internal Data Analysis.docx Internal Data Analysis - Dec 2025.docx Year 6 Pupil Progress Form.docx</p>			
Governors ability to get into school	Governors are more aware of what it feels like to be a child at this school.	<ul style="list-style-type: none"> •ML to ensure that all governors receive the monthly school newsletter, an email each half term detailing upcoming events and a section in the Headteacher report at FGB with information about future events. •A section is added to the end of the FGB meeting where governors put themselves forward to attend certain events. •A section is added to the end of the FGB where governors who attended events provide feedback on their experience. 	Governors to each attend one school event over the course of the academic year.	01/07/2026
Progress 40%	<p>There have been 9 visits from Governors since Sept 2025</p> <ol style="list-style-type: none"> 1. Paul W came to undertake a Safeguarding visit 17.09.25 2. Iain C came to hear feedback after the RWI visit 30.09.25 3. Jo S came to take part in the LA SIP visit 01.10.25 			

	<p>4. Paul W came to undertake a Safeguarding visit 04.11.25 5. Iain C came to hear feedback after the RWI visit 20.11.25 6. Jo S came to visit Matthew Farley to understand the school's wider curriculum 20.11.25 7. Jon H came to visit for a general information gathering session 24.11.25 8. Jon H came to visit the school to walk around the classrooms and gage the attitudes to learning 27.01.26 9. Paul W came to undertake a Safeguarding visit 02.02.26</p> <p>Planned visits</p> <ul style="list-style-type: none"> • Iain C to hear feedback after the RWI visit 03.02.26 • Jo S to visit classrooms during Topic Week 11.02.26 <p>As well as these onsite visits, Governors have been attending the SLT attendance meetings and monthly budget spend meeting online.</p> <p>Files: Ian C - RWI - 20.11.25.docx Curriculum Governor Visit JS 20.11.25.docx Safeguarding Governor visit 04.11.25.pdf</p>			
Governors triangulating evidence of school's progress	Subject Leaders attending T&L committee.	<ul style="list-style-type: none"> •Two subject leaders to attend Teaching and Learning Governors meetings termly, so that Governors can hear first-hand about the standards in curriculum areas of the school. •Subject Leaders to prepare a presentation which includes an S plan of their subject since our last Ofsted inspection. 	Governors can speak confidently about standards and outcomes and cite evidence they have gathered.	22/10/2025 Termly
Progress 40%	<p>Hayley K/Elisa W - Presented around the progress in Writing since the last Ofsted Inspection. Nicole F/Elisa W - Presented around the progress in Reading since the last Ofsted Inspection. Charlie S - Presented around the progress in Maths since the last Ofsted Inspection.</p> <p>Plans for Gary L (Science) and Emma B (PE) to present at the Spring T&L committee meeting 2026</p> <p>Files: 2025-06-26 Approved minutes Hunslet Carr T&L Committee summer.docx</p>			
In accurate expectations of teaching and learning in Year 3	Teachers in Year 3 have low expectations of what children can achieve in their learning and presentation.	AHT have created a half-termly support plan to improve presentation and	Children's presentation is improved	

	Their expectations of the SEND children in Year 3 are too high.	expectations.	The expectation of what children can achieve is matched to the child's current assessment	
Progress 80%	<p>Year 3 Support Plan actioned. Teachers have shown demonstrable improvements in both pitch and presentation.</p> <p>The key will be to maintain the improvements when support is scaled back.</p> <p>Files: Year 3 Support Plan.docx</p>			
Inconsistent in the quality of teaching by our HLTA team	The quality of teaching and learning is at least good when HLTAs are covering classes.	<ul style="list-style-type: none"> •Julia R - to coach and mentor the HLTAs once per half-term. •ML&JR to ensure HLTAs have one LW and one OB per term as shown on the school's assessment calendar. •Where LW or OB gives rise to concern that teaching and learning is not at least good, effective intervention is put in place to support that staff member. 	100% of leverage walks (LW) and observations (OB) demonstrate at least good teaching and learning when HLTAs are leading the class by Summer 26'.	12/12/2025 Half-Termly
Progress 35%	<p>HLTAs are now expected to attend Staff Meetings Julia carried out LWs on the HLTAs in HT 1 and 2 and then worked with them to increase the consistency across the HLTA team.</p> <p>Update 02.02.26 Julia continues to work with the HLTAs Observations took place 20.01.26 and feedback was shared verbally and via email.</p>			

Curriculum and teaching

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Date: 13/10/2025

Evidence: Curriculum and Teaching Intent

- The leadership team, governors and staff are intensely aspirational for the children and community we serve and have designed a high-quality, ambitious curriculum to meet the needs of all children
- Our plans for an evidence-based, appropriate core curriculum are well-led by members of the school's leadership team
- Our plans for a broad and balanced curriculum are well-led by a member of the school's leadership team
- All teachers have subject leadership roles
- Our Early Years Curriculum has been adapted over recent years in recognition of the increasing needs of each subsequent cohort. Practitioners are excellent in responding to the needs of the children, with an increased focus on family time, SEMH interventions and assessing weekly/fortnightly to adapt areas of provision to meet the children's gaps
- Reading is taught through a combination of Read Write Inc and then from Years 2 - 6 through the carefully sequenced teaching of reading skills
- Writing is taught through Talk 4 Writing while ensuring that children in EYFS and KS1 write in line with the 2025 Writing Framework
- Maths is taught through a combination of Maths No Problem! and Fluent in Five
- The wider curriculum is taught through a combination of topics and standalone subjects
- In all subjects and curriculum areas, prior-learning is reviewed, and content is adapted to match the latest assessment
- Where necessary, the curriculum has been adapted to meet local needs, e.g. knife crime being discussed in PSHE after 3 knife attacks in the vicinity of the school in Autumn 2024

Curriculum and Teaching Implementation

- CPD training is well sequenced and provides teachers and classroom-based staff with the knowledge and expertise to deliver the planned curriculum; MNP!, T4W and RWI were all introduced by consultants, and the school has clear plans to train new staff in these schemes
- Strategies for effective teaching are prioritised in staff meetings, with teachers and HLTAs using techniques identified in Teach Like a Champion, with the strategies used most often forming the Teacher Tool Kit visible in every classroom
- Strategies for effective use of Teaching Assistants are in place, starting with a daily morning meeting before and then the effective deployment of TAs during the course of the day
- Evidence from multiple external sources (LA SiP, Jerry Clay English Hub, RWI) shows that teaching and learning in Phonics is effective and is having a positive impact on outcomes for children in EYFS and KS1 - Yr1 PSC Target is 85%
- Evidence from the LA SiP shows that the school's Maths curriculum is well-led, and our Maths lead has supported other local schools
- Leaders are continuously monitoring the implementation of the curriculum, with a culture of drop-ins and coaching within the lesson, taken from the RWI model of support

- Where there are areas to address so that the curriculum is implemented as it is designed, leaders are taking swift and well-planned action to address these areas quickly
- Where we are finding the most effective way to teach a mixed-age class, we are seeking support from the Local Authority and local schools, who are experienced in teaching effectively this way

Curriculum and Teaching Impact

- Advisors from the LA have supported leaders to moderate and secure judgements since the last school inspection in Nov 2021
- Lesson drop-ins and observations indicate that teaching is predominantly good over time, with any weaker practice rapidly addressed
- Our inclusive approach enables the majority of children with SEND to be taught alongside their peers with appropriate support
- From very low starting points, children make excellent progress due to our curriculum and effective teaching in EYFS, which prepares them for success in KS1
- Children secure the foundational skills they need in Reading, Writing and Maths in KS1 as a result of our well-chosen and ambitious curriculum
- A significant majority of children in KS2 succeed and make good progress, due to a strong curriculum that meets their needs.

File attachments:

20251001 Hunslet Carr Term1.pdf
 2025-10-02 SIA feedback governor visit JS.docx
 Writing Book Look Notes.pdf
 HUNSLET CARR Reading DD NOVAC Jan24.pdf
 Positivity Walks Sep 2025.docx
 Termly Calendar 2025-26 Spring Term.docx
 Year 3 Support Plan.docx
 Wider Curriculum Topic Week Drop Ins 07.01.26.docx
 Ofsted Preparedness of Foundation Subjects 2026.docx
 Hunslet Carr LS Day 3 Report.pdf

Links:

<https://www.hunsletcarr.co.uk/wider-curriculum.html>
<https://www.hunsletcarr.co.uk/our-curriculum-overview.html>

Helping Factors:

- 1.Evidence Based Schemes to support the Core Curriculum**
- 2.Well-designed and sequenced Wider Curriculum offer**
- 3.Added Prior Knowledge Slides and Activities at the beginning of new units or topics**
- 4.Working with RWI and Jerry Clay English Hub to support improvements to phonics**
- 5.Clarity Documents set out clearly the expected minimum standards**
- 6.Stable staff team**
- 7.Well considered and planned Teacher Development inc ECT**
- 8.ECT are well supported by very effective mentors**
- 9.We have trained several SCITT students who used to be TAs here**

- Hindering Factors:**
1. Some Wider Curriculum subject leaders are not as well developed as others
 2. Some parts of the Talk 4 Writing have been update by T4W and staff require further training
 3. For some children Spelling and Handwriting are limiting factors
 4. For some children Number Bonds and Times Table facts are limiting factors
 5. For some children their Arithmetic skills are a limiting factor

Actions:

Factor	What?	Who?	Success Criteria?	When?
Well-designed and sequenced Wider Curriculum offer	Teachers and leaders use assessment to guide and adapt learning.	<ul style="list-style-type: none"> •MF and Subject Leaders (SLs) to use AI to create termly low stakes quizzes for all of the current topics starting in the Autumn Term 25' •MF and SLs update and monitor termly assessments as set out in the Assessment Calendar •MF and SLs check that the following term's topics have been informed by the assessment from the previous term •MF and SLs to conduct pupil interviews in the Spring term to see how much topic knowledge has been retained from autumn (repeat in Summer) 	<ul style="list-style-type: none"> •That we create a perpetually improving system that means each topic is more effectively taught than the previous year. •Through these systems, teachers become more aware of previous learning and are able to adapt planning to reflect needs. •That children's gaps in any subject are filled by the end of Year 6 when they leave for Secondary school. 	28/11/2025 Termly
Progress 40%	<p>MF and Subject Leaders produced low stakes quizzes to assess to what extent the content of the topics/subjects was understood Autumn Term assessment was then used to help plan the Spring Term topics MF and Subject Leaders have interviewed children and are using the children's feedback to further improve our wider curriculum offer</p> <p>Update 02.02.26 Subject Reports completed for Science, History, Geography, Art and RE Reports for PE, PSHE, DT, Music, Computing, Spanish are being compiled</p>			

Files: Subject Report - History - Autumn.docx Subject Report - Science- Autumn.docx Subject Report - Art- Autumn.docx				
Some Wider Curriculum subject leaders are not as well developed as others	Subject leaders are trained to be able to lead and develop their curriculum area.	<ul style="list-style-type: none"> •MF to work alongside Subject Leaders (SLs) to create/find schemes for History, Geography and Art by Autumn Half-term •MF to work alongside SLs in the autumn term to undertake book looks so that they can develop the skills to undertake these in Spring and Summer 26' •MF to create a WAGOLL SL folder and set checklists to support them in their subject leader time •MF to support SLs to create their own action plans •MF to train HLTAs in the teaching of Music, Computing, RE, Spanish by Autumn Half-term 	<p>All WC subjects are running with a scheme.</p> <p>There is evidence in topic books.</p> <p>There is clear progression across school.</p>	28/11/2025 Monthly
Progress 40%	<p>MF is supporting the subject leaders in History, Geography and Art to become self-sustaining in their leadership and monitoring of their subjects, in doing so he can them move on to another set of subject leaders, so that his role becomes more of a coach than a mentor</p> <p>MF has undertaken the training of the HLTAs so that they can be delivering the stand alone subjects when they cover classes in the Autumn and Spring Term</p> <p>Files: Subject Report - History - Autumn.docx Subject Report - Science- Autumn.docx Subject Report - Art- Autumn.docx</p>			
Some parts of the Talk 4 Writing have been update by T4W and staff require further training	T4W is taught consistently across the school the school. (In-line with the official T4W teaching sequence, which has been updated.)	<ul style="list-style-type: none"> •EW and HK work with T4W consultant in Sept 25' on the progression and development of the writing curriculum focusing on model texts, cold tasks and the innovation and invention process. 	<ul style="list-style-type: none"> •T4W is taught consistently across the school in line with the writing curriculum, T4W non-negotiables and toolkits. •Key elements of T4W that will specifically impact on progress are taught 	28/11/2025 Monthly

		<ul style="list-style-type: none"> •Inset day (Jan 5th 26') provided by T4W external consultant recapping the imitation stage and developing the innovation stage and how to move away from simple substitution. •EW and HK Introduce new methods to ensure consistent use of vocabulary work and activities that will be shown in books and on anchor charts from consultancy feedback via 2 staff meetings in the Autumn Term 25'. •EW, HK and AHTs monitor the teaching and learning via T4W through half-termly book looks, drop-ins and observations. •HK to monitor the consistent use of spelling books to target personal spelling errors and age-related spellings lists and use of magpie books every Half-term. •HK to monitor the development and use of toolkits every Half-term. Ensure all year groups are using the toolkit progressions and having these as learning focus/ steps to success through book looks and planning. •EW and HK to train staff in 2 Spring term staff meetings 	consistently across school.	
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		<p>to develop the RAAR lessons and ensure they are consistent across school.</p> <ul style="list-style-type: none"> •HK to introduce the use of linear story maps and monitor oral retell videos in September 25'. •EW, HK and the T4W consultant to evaluate model text progression and create a complete a more detailed writing curriculum during the Spring Term. •HK to evaluate innovations for each unit and develop a clear progression for each year group. This will be assessed for impact using the moderation grids and assessment of writing termly. 		
Progress 50%	<p>Staff have received a number of CPD sessions around T4W since Sept 2025, including the inset day in January 2026 Leaders continue to monitor the model texts, the work in books and the children's spelling ability All year groups have clear progression maps, which are used for assessment, moderation and planning</p> <p>Update 02.02.26 Time given in 05.01.26 and 03.02.26 for staff to plan T4W units with school leaders on hand to support with new process Lesson observations and drop-ins show that staff are taking on board the training and delivering it in class with the children</p>			
Working with RWI and Jerry Clay English Hub to support improvements to phonics	Embed RWI consistently across EYFS & KS1 alongside the JCEH to improve outcomes.	<ul style="list-style-type: none"> •ML, EW and NF attend the Jerry Clay training sessions during the course of 2025-26. •EW and NF work with Jerry Clay English hub over the course of 6 development days (one per Half-term) with all staff. 	<p>All staff are highly trained and confident.</p> <p>Phonics results are closer in line with the National average.</p> <p>Children in need of intervention are identified</p>	28/11/2025 Monthly

		<ul style="list-style-type: none"> •EW and NF ensure that actions identified during the JCE development days (and the RWI consultant days) are fed back to staff in staff meetings, weekly practice sessions and teacher CPD. •EW and NF direct CPD in PPA using the RWI Portal throughout the year. •EW and NF to ensure there is in-house training for HLTA's and wider support staff team including HT, SENDCO & Safeguarding team to ensure back up when staff are asked to cover. <p>Rigorous tutoring timetable to ensure lowest 20% make accelerated progress.</p>	<p>early and catch up quickly with 1:1 tutoring</p>	
<p>Progress 50%</p>	<p>Elisa and Nicole continue to work with both RWI and Jerry Clay English Hub in order to effectively and successfully introduce the RWI phonic scheme</p> <p>Leaders are very pro-active in promoting the scheme, and ensuring it is embedded in the school's practice</p> <p>Feedback from all consultancy/development days suggests the school is doing a very effective job at implementing the new scheme with positive improvements in the number of children meeting ARE</p> <p>Update 06.02.26</p> <p>RWI development day on 12.01.26 with our new consultant Jo Skipworth</p> <p>RWI development day 3 on 03.02.26 - Jo Skipwith was impressed with the work that had taken place since the last visit. We are now targeting between 88% and 91% pass rate for the Year 1 PSC in June 2026.</p> <p>Email from Jo Skipwith 05.02.26</p> <p>Dear all,</p> <p>Thank you for such a positive and productive visit on Tuesday. It has been great to see how many actions have already been put in place in such a short space of time. Please find the attached report, which outlines the key actions discussed on the day and next steps moving forward.</p>			

	<p>You are clearly working hard and moving things forward with purpose. Please don't hesitate to get in touch if you would like any further support in the meantime, ahead of my next visit.</p> <p>Best wishes, Jo</p> <p>Files: Hunslet Carr LS Day 2 report.pdf Hunslet Carr LS Day 3 Report.pdf Ian C - RWI - 03.02.26.docx</p>			
<p>For some children Spelling and Handwriting are limiting factors</p>	<p>Improve the age-related basic skills across all year groups.</p>	<ul style="list-style-type: none"> •EW and HK re-issue the non-negotiables lists for each year group in September 25', and then track that 75% are meeting them (by the end of the year) on a termly basis. •DB to monitor the use of Dyslexia Gold; support staff to identify who needs to access it and create baselines so that children can be accessing the system from Autumn Half-term onwards. •EW and HK to monitor the impact of same day interventions as a response to misconceptions through SDI feedback grids and book looks on a Half-termly basis. •HK to introduce the RWI spelling scheme during a staff meeting in October. Demonstrating how to use the resources to improve spelling skills. •HK to monitor the use of the spelling scheme through drop-ins during Oct, Nov and Dec 25' as well as 	<p>75% of children meet non-negotiables for basic skills by the end of the year.</p> <p>Close the gap between the bottom 20% and age-related expectation through Dyslexia Gold.</p> <p>A clear progression in the end of unit spelling assessments for each year group.</p>	<p>28/11/2025 Monthly</p>

		<p>gaining feedback from staff and children.</p> <ul style="list-style-type: none"> •HK to collate whole school weekly spelling scores and end of unit assessments to monitor the impact of the scheme. •HK to ensure that handwriting is being taught daily using the current handwriting scheme through Half-termly book looks. •EW and HK to adapt the handwriting scheme so it mirrors RWI and the writing framework (to be implemented in Spring). 		
Progress 40%	<p>HK has introduced the spelling scheme and is monitoring the impact through the weekly and termly scores HK has monitored the introduction of the spelling scheme, ensuring staff who need additional support receive it</p> <p>Files: Pupil voice 10.12.25 Oak CS.docx</p>			
For some children Number Bonds and Times Table facts are limiting factors	<p>Improve the children's number bonds, TTs and fluency across school.</p>	<ul style="list-style-type: none"> •CS to lead on a relaunch day for TT Rockstars & Numbots (NB) in Nov 25', where ALL school can dress up as either a robot or rockstar – ALL children given time on the sites during the day. •CS to run fortnightly competitions & certificates in assembly following relaunch day in November 25'. •CS to ensure that Year 4 children to take part in Unofficial MTC several times throughout the year. 	<ul style="list-style-type: none"> •All children in Year 3 & 4 are active on TT Rockstars. •At least 75% of children in Year 4 achieve 20+/25 on MTC (achieved 64% in 2025). •At least 40% of children in Year 4 achieve 25/25 on MTC (achieved 33% in 2025). •Increased percentage of children achieving 20+ or 25/25 on MTC. 	<p>28/11/2025 Monthly</p>

		<ul style="list-style-type: none"> •CS and Class Teachers to use the UMTC to identify children in Yr3&4 to help boost their score on MTC. •CS and Class Teachers to organise targeted competitions in Spring/Summer for Yr4 children in the build up to the MTC so that they have an incentive to go on TT Rockstars. 		
Progress 50%	<p>CS continues to monitoring the use of TTRockstars and Numbots, promoting the use of it via assemblies, certificates, theme days and competitions</p> <p>CS works closely with the Year 3 and 4 teachers to identify children who are not using TTR or NB at home, to ensure they are given opportunities to use it at school</p> <p>Update 02.02.26</p> <ul style="list-style-type: none"> • CS is organising a Number Day in school on 06.02.26 to boost the profile of number bonds and timestables • CS has undertaken a mock Yr4 MTC and is working with the Yr4 teachers to set up interventions to support children not on track 			
For some childrent their Arithmetic skills are a limiting factor	Improve children’s mathematical arithmetic, reasoning & problem-solving skills and confidence.	<ul style="list-style-type: none"> •CS to continue monitoring weekly Fin5 scores to ensure at least 75% of each class are achieving target scores – support & interventions put in place where children are not meeting this target. •CS to monitor half-termly Fin5 scores to ensure at least 75% of each class are achieving target scores – support & interventions put in place where needed. •ML and CS identify target children in Oct, and then termly Pupil Progress 	<ul style="list-style-type: none"> •Percentage of children in each class improving on Fluent In Five scores increases and is at least 75%. •Clear evidence of reasoning in journals & use of RX by teachers when marking. •Increased percentage of children in each class achieving EXS or above. •All classrooms are consistent with how anchor charts look. 	28/11/2025 Monthly

		<p>Meetings in order to support staff achieve 75% or above on track.</p> <ul style="list-style-type: none"> •CS to check that stem sentences are being written in blue on anchor charts when doing half-termly learning walks. •CS and other leaders to conduct Book looks half-termly – looking at reasoning, quality of journal tasks and use of maths marking codes. •CS to organise targeted interventions of children in Yr6 who need extra support in order to achieve EXS. These children are spoken about and identified in Pupil Progress Meetings at least 3 times before SATs in 2026. •Simon Deacon (tutor) continues to support selected Yr6 capable of GDS. 		
Progress 50%	<p>CS continues to support teachers with the use of Fluent in Five and is monitoring the impact through the weekly and termly scores</p> <p>CS analyses the scores and ensures that staff who need additional support receive it</p> <p>Update 02.02.26</p> <p>6 children in Yr6 have been identified to receive weekly group tuition between now and the SATs</p>			
Added Prior Knowledge Slides and Activities at the beginning of new units or topics	<p>New MNP! Units/chapters begin with a recap of what the children know from previous year groups.</p>	<ul style="list-style-type: none"> •CS to remind staff during a staff meeting in Oct about importance of recap/prior learning lesson when starting a new MNP! Chapter. 	<ul style="list-style-type: none"> •80% of all children are able to pass the end of chapter assessment in MNP! •Teachers have a greater understanding of where 	<p>28/11/2025</p> <p>Monthly</p>

		<ul style="list-style-type: none"> •When conducting book looks, CS to look at how “We already know/what we can remember” anchor charts & sections in children’s journals. •CS to scrutinise planning on a monthly basis to ensure the start of chapter lessons are taught effectively. 	<p>their class are and can use formative assessment to adapt planning to best meet their class’s needs.</p> <ul style="list-style-type: none"> •Recap allows children to revise and revisit before beginning a new unit. Consistently high quality maths journals across school 	
Progress 50%	Using a slide familiar to the children from their Topic / Wider Curriculum lessons, CS has introduced a prior knowledge slide at the start of each new MNP! chapter			

Achievement

Urgent improvement

Needs attention

Expected standard

Strong standard

Exceptional

Name: Martin Lumb (martin@hunsletcarr.co.uk)

Date: 13/10/2025

Evidence: **Context**

Attainment on entry to the EYFS has declined in each of the last three years, with each subsequent cohort performing below the previous one, often between 9 and 15 months below what is expected for their age.

- Nursery = 68% identified with an SEND need that requires funding or EHCP
- Reception = 76% identified with an Speech and Language need (55% were identified with a Significant SALT concern)

Increasing numbers of children are requiring significant support with speech & language needs; similarly, an increasing number of children are also requiring behavioural support to manage their emotions in a school setting, specifically around boundaries and expectations. Many have SEND diagnoses or are in the process of gaining one. Like most challenges, those children eligible for pupil premium have been most affected.

Given these low starting points children make good progress by the end of EYFS.

Phonic Screening Check results have fluctuated over the last three years, reflecting the unique nature and challenges of each cohort, particularly in 2024-25, when many children had significant SEND needs. That said, the school is determined to introduce RWI and with the support of Jerry Clay English Hub, we can minimise the impact of specific cohorts and achieve results in line with the Leeds and National Average.

Currently, with support from the Jerry Clay English Hub and RWI, we are targeting a pass rate of 88%-91% in the 2026 PSC.

KS2 results over the last three years have fluctuated, reflecting the unique nature and challenges of each cohort. That said, the trend in the school's results shows that our main priority remains closing the attainment gap for the middle and low prior attainers, and ensuring that more children reach the expected standard in all three subjects, so that overall attainment for the cohort is in line with the national average.

Year 6 Trends

- RWM Comb (3-Year Average) Downward Trend

- Reading (3-Year Average) V shape Trend with 3yr Ave = 60%
- Writing (3-Year Average) V shape Trend with 3yr Ave = 61%
- Maths (3-Year Average) V shape Trend with 3yr Ave = 64%
- RWM for Disadvantaged 3yr Ave = Close to National
- Reading, Writing and Maths Gap to national is closing

Actions that Leaders are undertaking to move towards the Expected Standard

- Implemented an effective assessment system to record assessments against the National Curriculum and to provide accurate analysis of the progress of individuals and year groups
- Worked with teachers to identify children who have underperformed in the previous year and then tracked their progress to ensure they catch up
- Using data to identify children for specific interventions
- In specific areas (Spelling, Fin5), pre- and post assessment are analysed
- Phonics data is scrutinised fortnightly to ensure that children are always in the group that best meets their current attainment
- SEND progress is monitored and tracked using a system called BSquared. This tracking enables SEND progress that falls outside of National Curriculum expectations to be measured, gaps to be identified, and targets to be added to their IPM
- Meet with teachers termly to discuss the attainment of children in their class, specifically focusing on target children, SEND children and children eligible for Pupil Premium

Despite this Achievement currently Needs Attention because:

- Although many pupils achieve well, a significant minority have gaps in their learning, which hinders their achievement
- Leaders have only recently started to take action to improve achievement. While their actions are appropriate, they are an early stage. This means it is too soon to determine the impact of this work
- Pupils' attainment and progress are inconsistent or not as good as they need to be over time
- Leaders are taking appropriate action to improve the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, currently, a significant minority of these pupils do not achieve well from their starting points

File attachments:

Results from SAT SRWM 2025 with RWM combined with disapplied removed.docx

Hunslet Carr Early Analysis Report 2025.docx

Internal Data Analysis.docx

Year 6 Pupil Progress Form.docx

Results from SAT SRWM 2025 with RWM combined with disapplied removed - Anon for Govs.docx

- Helping Factors:**
- 1.Part of the 2025-26 Performance Management Cycle
 - 2.Children's attitudes to learning are good
 - 3.The majority of teaching over time is at the expected standard
 - 4.Middle Prior Attainers have been identified and are being tracked
 - 5.The performance of the children eligible for Pupil Premium
 - 6.In class adaptations meet the needs of children with SEND

- Hindering Factors:**
- 1.Inconsistent tracking of RWM combined before 2025-26
 - 2.Attendance of the children not at ARE
 - 3.Most children not at ARE are PA/SEND/and or Pupil Premium
 - 4.Support from home is there but often not academic in nature
 - 5.There is not a sufficient number of GDS children to compensate for the number of PKS children to increase the schools average point score

Actions:

Factor	What?	Who?	Success Criteria?	When?
Inconsistent tracking of RWM combined before 2025-26	<p>Pupil Progress prior to 2025-26 focused on individual subjects.</p> <p>Pupil Progress from 2025-26 to focus on individual subjects and RWM combined</p>	<ul style="list-style-type: none"> •ML and the AHTs to meet all teachers by Oct 10th 25' to identify children who are WTS/WTS+ with no barriers to success, specifically identifying children who need 1 or 2 subjects to gain RWM combined •Action plans for rapid progress to be written detailing additional provisions to be put in place to ensure progress. •ML and the AHTs to meet all teachers for Pupil Progress Meetings at the end of each term to check on the progress of identified children and to update the tracking of RWM combined •Target Children Action plans to be adapted throughout the year 	<p>That the gap between %ES in individual subjects and %ES in RWM combined at the end of KS2 is reduced from >10% to <5% in 2026</p> <p>That the gap between %ES in individual subjects and %ES in RWM combined in all year groups is reduced to <10% in 2026 and then less than <5% in 2027</p>	Termly

		<p>following each termly pupil progress meeting, children who require 1 subject in Spring for RWM combined to be prioritised</p> <ul style="list-style-type: none"> •Children who require 3 subjects in Spring for RWM combined to have one subject prioritised so that by summer they require only one more 		
Progress 40%	<p>PPM have taken place and children with 1 or 2 gaps for RWM combined have been identified Teachers, AHTs and HT are now speaking about combined as a priority</p> <p>Update 02.02.26 PPMs have taken place at the end of autumn term - children have been identified and those with 1 or 2 gaps are being targeted for support</p> <p>Files: Year 6 Pupil Progress Form.docx</p>			
Middle Prior Attainers have been identified and are being tracked	Children who are not at identified as middle prior attainers are targeted and achieve ES by the end of KS2	<ul style="list-style-type: none"> •ML and the AHTs to meet all teachers by Oct 10th to identify children who are middle prior attainers and currently assessed at WTS/WTS+. •Action plans for rapid progress to be written detailing additional provisions to be put in place to ensure the progress of this group. •ML and the AHTs to meet all teachers for Pupil Progress Meetings at the end of each term to check on the progress of identified children. •Target Children Action plans to be adapted 	75% of identified middle prior attainers go on to achieve ARE by the end of the school year.	Termly

		throughout the year following each termly pupil progress meeting.		
Progress 40%	Update 02.02.26 PPMs have taken place at the end of autumn term - children have been identified and these children are being targeted for support			
There is not a sufficient number of GDS children to compensate for the number of PKS children to increase the schools average point score	Children with the potential to be GDS are tutored in Maths	<ul style="list-style-type: none"> •ML and the Yr6 teachers identify children with the potential to be GDS in Maths by the end of the year. •Children receive additional group tutoring weekly focusing on achieving the required levels to securely achieve GDS in 2026. •ML and the Yr6 teachers to receive weekly feedback from the tutor. 	<p>In 2024-25, 100% of children in this tutoring group achieved GDS.</p> <p>In 2025-26, 100% of children will achieve GDS.</p>	28/11/2025 Monthly
Progress 40%	Weekly tutoring and then progress notes sent by the children's tutor.			
Part of the 2025-26 Performance Management Cycle	The performance of the Target Children is part of the Performance Management Cycle for 2025-26	<p>ML and the AHT to meet with all teaching staff in Oct/Nov 25' to set targets for the 2025-26 performance management cycle.</p> <p>Staff are expected to be able to evidence all the actions that they have undertaken to move these children to ontrack by the end of 2025-26.</p> <p>ML and the AHT to meet with all teachers termly during the PPM and mid-year to review their performance management</p>	75% of identified middle prior attainers go on to achieve ARE by the end of the school year.	

		targets.		
Progress 33%	Files: CS PM forms 2025-26.docx			

Inclusion

Urgent improvement

Needs attention

Expected standard

Strong standard

Exceptional

Name: Martin Lumb (martin@hunsletcarr.co.uk)

Date: 13/10/2025

Evidence: Identifying Pupil's Needs Quickly

- The school has an experienced pastoral team that works closely with teachers, families and outside agencies to quickly identify any emerging needs
- The level of knowledge and experience within the team is excellent
- This team meets with class teachers in Sept to identify and discuss the SEND children in their class and how best to support them to thrive, and then in a separate meeting class teachers discuss children known to social care and those with other barriers to learning
- This team meets fortnightly to discuss any emerging needs in school and as part of our Graduated Approach, review actions to meet needs that have already been put in place
- Where the Local Authority SEND services agree to support a STAR family, we have excellent links with wider services
 - Virtual School
 - CSWS
 - Cluster Team
 - SALT provision through the school's SLA with the NHS
 - SEMH provision through the school's SLA with Impact North Therapy
 - Other local charities like MARAK that are able to provide beds and bedding, and the Leeds Children's Charity that are able to provide clothes and Christmas presents.
- The progress of these children, both academically and socially, is then tracked, with the school having the highest expectations for their progress

Provision in Place to meet the Needs of our most Vulnerable Children

- Playgroup - The school's parent support worker runs a play group, which is often attended by Nursery staff, so that links can be made with families and needs understood before they join our school
- Stay and Play - The nursery staff and SENCo invite children and families to stay and play sessions when they join our Nursery or Reception to identify needs at the earliest opportunity, so provision will be in place from day 1
- Speech and Language - the largest barrier on entry is speech and language. School employs a SALT for 2 days a week to work with children, families and staff to successfully address these needs
- SEMH - School provides specialist SEMH through the daily use of CREW. As outlined in the DfE Behaviour Guidance, CREW is an integral part of the school's 'Early Preventative Action'. CREW is researched and evidence backed (See web links below) and has had a

- demonstrable impact on behaviour and culture in school
- School supports families with referrals to Mindmate or through the right to choose GP pathway, as well as making referrals to BARCA for therapy through the cluster. For children with urgent needs the school employs a Therapist for 2 days a week to work with children and parents
- SEND - Children's strengths and needs are identified on their IPMs and these are then met in class through a mixture of wave one adaptations within the classroom and specific interventions
- Rainbow Room - Created in 2021-22 as a short-term solution to the school meeting the needs of 4 children with EHC Plans that named specialist SEND provision, while they waited for a place. Since that time the provision has met the needs of 14 children who are in the EHC process - Provision is bespoke to each individual child, provided by highly trained and skilled staff
- The Nurture Nest - Created in 2022-23 to support children with SEMH needs that meant it was not possible to be in the mainstream classroom full-time - Provision is a mixture of emotional regulation teaching, social skills and adapted lesson that their peers are learning
- Pupil Premium Children - Their needs are met through a mixture of general and targeted actions - such as the employment of a full-time pastoral team, SLAs with NHS and Therapy, the provision of free for all residential trips in Year 5 and 6, subsidised experiences and trips to make up for their lack of cultural capital, and then individual or small group tutoring
- Children known (or previously known) to Children's Social Care - our safeguarding lead, supported by the school's DSLs and Inclusion Team have an excellent understanding of these children's needs, providing support through a graduated response with either Cluster or Early Help. Early Help provided by the school might include family training, support with attendance, housing or clubs such as the Tea Time club
- EAL Children - we successfully meet the needs of our growing and diverse EAL population. Most EAL pupils are high attaining and make strong progress, reflecting both their personal drive and the school's inclusive culture. We recognise that we can go further and with additional teacher training, strengthened tracking, and more structured early-stage interventions, we have the capacity to secure even greater consistency and long-term impact for all EAL learners

Impact

- While recognising that there is still more to do to close the in-school gap between our Pupil Premium children and Non-PP, as well as the gap to the National Average for PP and Non-PP, we are pleased to report that in 2024/25, we achieved the following results:
 - Year 6 children, in 2024/25, were close to National PP in: Reading, Writing and Maths % ES
 - Year 6 children, in 2024/25, closed the attainment gap to National Non-PP: in Reading, Writing and Maths % ES
- The early work that is undertaken in EYFS means that the gap between the school's PP EGPS and the national average PP EGPS is close to average.
- Behaviour in school continues to improve, with year-on-year reductions in incidents due to the promotion of our culture and the support children receive through CREW

File attachments:

MR Timetable 2025-2026 (Nurture).docx

Pupil Premium Statement 2025-26.pdf

SEND Pupil voice overview.docx

2025-2026 SEND INFORMATION REPORT.docx
 EAL report 2026.docx
 LIVE EHCP tracker 2025-2026.pdf
 Fixed-Term Exclusion Tracking.docx
 Part-Time Timetable Summary Sheet JAN 26.docx
 Behaviour Report - Spring.pptx
 Nest Behaviours - Analysis Feb 2026.docx

Links:

<https://www.education.org/news-and-events/in-the-news/ron-berger-discusses-crew-culture-with-getting-smart/>
<https://www.youtube.com/watch?v=sRXiDTi83N4>

- Helping Factors:**
1. Effective systems in place to identify need as quickly as possible
 2. Parent Support Adviser is highly skilled at support and signposting
 3. Safeguarding Lead is excellent at working with others to keep children safe
 4. Parent Hub and all the outside agencies who are using it
 5. Every teacher/TA understands they're a teacher of their whole class
 6. Our Learning Environments enable all children to succeed
 7. School employs a SALT Therapist 2 days a week
 8. School employs a Child Therapist 2 days a week
 9. The SENDCo has a detailed knowledge and understanding of the needs of SEND children
 10. The school listens to Pupil Voice with regards to Support Plans and SEND support
 11. Children in the Nest have their learning and SEMH needs met
 12. Children in the Rainbow Room have individualised programmes

- Hindering Factors:**
1. Lack of support from LA regarding SEND / EHCPs
 2. Lack of support from CSWS regarding attendance and school
 3. Continue to provide CPD for classroom staff to increase the understanding of in-class adaptations
 4. The ever increasing demand for provision and support, with the same or fewer resources

Actions:

Factor	What?	Who?	Success Criteria?	When?
Continue to provide CPD for classroom staff to increase the understanding of in-class adaptations	Increase staff knowledge of a wide range of SEND needs (e.g. autism, ADHD, speech & language, SEMH, sensory processing).	•DB to deliver a rolling programme of CPD on priority SEND areas (autism, ADHD, SEMH, communication needs) through out the academic year.	•Staff confidence (measured via baseline and end-of-year surveys) increases by at least 25% in key areas of SEND. •A more inclusive learning environment where pupils	28/11/2025 Monthly

		<ul style="list-style-type: none"> •DB to create and share a SEND staff handbook with key strategies, visual supports, and case studies by Jan 2026 and in the meantime have dedicated SEND slides on the weekly staff briefing. •DB to introduce Half-termly SEND forums & drop-ins for staff to share challenges and solutions. •DB to monitor impact through learning walks, book looks, pupil voice interviews, and staff surveys on a termly basis. 	with SEND are better able to access the curriculum and thrive socially and emotionally as measured by reports from outside agencies such as STARs and SENSAP.	
Progress 50%	<p>SENDCo DB continues to deliver a rolling programme of CPD for classroom staff on how to support SEND through adaptations</p> <p>HT3 staff meetings include 3 sessions on SEND adaptations in Reading, Writing and Maths lessons</p> <p>SEND Slides are shared on the weekly staff briefing notes</p> <p>SENDCo was present in all whole school monitoring activities to gain an over view and reinforce the message that every teacher is a teacher of every child in their class</p> <p>SENDCo and SENDCo Assistant review end of year, and termly SEND assessments</p> <p>Files: Week Beg 01.12.25.pptx Internal Data Analysis SEND.docx</p>			
The school listens to Pupil Voice with regards to Support Plans and SEND support	Ensure pupil voice is consistently embedded across EYFS, KS1, and KS2 in both mainstream and specialist provisions.	<ul style="list-style-type: none"> •DB to arrange training in Talking Mats, restorative resources, pupil voice tools. Develop coaching/peer support, with SEND champions in each year group by February 26. •DB and JR to ensure that through training in the Autumn Term that pupil voice opportunities are part of the school's daily routines (check-ins, Zones of Regulation, restorative 	<ul style="list-style-type: none"> •A culture where every child, including those with SEND, feels heard, valued, and empowered as demonstrated in pupil interviews and surveys. •Stronger evidence that pupil voice shapes provision and decision-making across the school. 	28/11/2025 Monthly

		<p>conversations).</p> <ul style="list-style-type: none"> •DB and JuR to ensure opportunities for pupil voice in class councils, SEND review meetings, and curriculum planning feedback. •DB to share good practice across phases — staff showcase examples of how pupil voice has shaped learning or support. <p>Monitoring shows pupil voice tools (visuals, talking mats, restorative resources) being used consistently in at least 85% of classrooms.</p>		
Progress 50%	<p>An SEND child from each class is now part of the School Council to increase representation SENCo DB has ensured that, where appropriate, the child's voice is always captured in SEND plans, SEMH Support Plans Curriculum leaders have ensured that there is a wide range of representation when undertaking Pupil Interviews</p>			
Every teacher/TA understands they're a teacher of their whole class	<p>Improve collaboration between mainstream teachers, support staff, and specialist provisions (Blossom Class and The Nurture Nest).</p>	<ul style="list-style-type: none"> •ML and DB establish clear systems for sharing SEND information (e.g. staff briefing, Drop-ins, Staff Meetings). •DB to deliver joint CPD and team training sessions in Jan 26', bringing together mainstream and provision staff (PP/PS) so that children with ASD/ADHD thrive in the Nursery Provision. •DB and EB to introduce peer observations in the Spring Term, where teachers/TAs visit provision and mainstream classrooms 	<ul style="list-style-type: none"> •Stronger collaboration and shared ownership of SEND support between mainstream and provision staff, as evidence in staff interviews and surveys. •Improved outcomes for pupils with SEND, both academically and socially, due to a joined-up and predictable approach. 	<p>28/11/2025 Monthly</p>

		to see SEND strategies in action.		
Progress 50%	Clear communication channels are in place SENCo is planning on delivering joint training in HT3 with peer-observations taking place in HT4			
Our Learning Environments enable all children to succeed	Ensure learning environments across school are inclusive, accessible, and supportive of pupils with a wide range of SEND needs. (Embed the principles of the Leeds Ordinarily Available Inclusive Provision (OAP) so staff understand what can and should be provided within mainstream budgets.)	<ul style="list-style-type: none"> •ML and DB help teachers to create a classroom environment before Sept 29th 25' that matches the school's classroom expectation document (aligned to OAP expectations and SEND best practice). •DB to deliver CPD on creating enabling environments and making best use of low-cost / no-cost resources in Staff Meeting in the Autumn, and in slides on the staff briefing. •DB to model enabling environments through working with teachers in the provision classrooms (Blossom, The Nurture Nest) to share best practice across school in a Staff Meeting in Spring 26'. 	<ul style="list-style-type: none"> •A consistent, inclusive learning environment across EYFS, KS1, and KS2 where barriers to learning are reduced. •Recognition that the school delivers high-quality inclusive practice within its mainstream offer, as demonstrated by QA reports from SENIT and SENSAP. 	28/11/2025 Monthly
Progress 50%	Environment Check List was created and completed Staff Meeting in HT1 delivered by SENDCo looking at enabling environments Consistent approach to the environment in all classrooms in school Update 02.02.26 School was awarded the Leeds Communication Friendly Standard in Dec 2025.			

Attendance and behaviour

Urgent improvement

Needs attention

Expected standard

Strong standard

Exceptional



Name: Martin Lumb (martin@hunsletcarr.co.uk)

Date: 13/10/2025

Evidence: Attendance

- We have a dedicated team who support the wider staff team to tackle absence and persistent absence robustly
- 2024-25 saw attendance increase by 1% (from 90.6% to 91.6%) and PA fall by 12% (from 32.3% to 20.7%)
- Currently, our attendance for 2025-26 stands at 91.5% and 23.7% (as of Feb 6th 2026)
- We have a Graduated Response document for children falling below different thresholds
 - First day protocols
 - Attendance Interventions
 - Attendance Scripts for supporting/challenging parents/carers
 - Attendance Email and Letter templates
 - Using A* Attendance Tracking software
- Attendance is a whole school priority and as such is part of everyone's performance management targets
- The school joined a regional Behaviour and Attendance Hub and has accessed all available training so far
- Attendance is a priority for the Governing Board, and as such is discussed at Pupil Support Committees and Full Governing Board Meetings
- A dedicated Governor has the responsibility of supporting and challenging the school's leadership team
- The dedicated attendance team meet weekly to discuss children who have fallen below the

- school's attendance targets and to take action at the earliest opportunities
- The SLT, Inclusion and dedicated attendance team meet monthly to discuss groups of children and specific actions the school is taking to improve attendance and reduce PA/SA
 - The school is working with the LA Attendance team to support 4 families with long-term entrenched non-attendance
 - The school follows best practice advice when trying to support children with ESBA return to school

Direct work with Children to increase Attendance

- Children are made aware of the school's attendance expectations through:
 - Signage around the school that is also communicated via letters and social media
 - Weekly discussions in CREW - Thoughtful Thursday, where children's attendance and attitudes over the last 5 days are discussed
 - Class and Individual Competitions - 5-day streaks, Attend-opoly, 100% attendance prizes, and Pop Up shops
 - Signage in school showing last week's class attendance
 - Discussed in Parents' Evenings
 - Attendance Newsletters

Continuing Attendance Challenges

- Several children and families continue not to attend despite the school following our protocols and involving other services
- This includes where families have CSWS, but where the school is receiving no support from the social worker to improve attendance
- Several children and families continue not to attend, and it has taken over 12 months to secure support from the LA attendance team

Behaviour

- Behaviour is managed consistently, and visitors to the school comment on the calm and purposeful atmosphere
- Since 2021-22, the school have been on a journey to improve behaviour by following strategies and training as set out in the book "When the adults change" by Paul Dix
- All staff members were given the book, "When the adults change", and took part in training, which is

- often used in staff meetings
- Children consistently show they understand the school's three rules: Be Ready, Be Respectful and Be Safe
 - Staff have consistently high expectations of children's behaviour; consequently, the significant majority of children behave well at all times (94% of all children are RRS at all times)
 - Where children are behaving well, this is recognised by the teachers through postcards sent to their home and phone calls each week
 - Movement throughout the school is respectful, and children are encouraged to take broader responsibilities, like being part of the School Council
 - Children take pride in their work and are encouraged to be their best self understanding that when they are not, they have been hijacked by their chimp (The Chimp Paradox, Prof Steve Peters)
 - They are proud of their school, attentive in lessons, and they judge the behaviour of the other children in their class to be good or very good
 - They hold other children to account during CREW sessions, where poor behaviour that has impacted on other children can be discussed
 - Relentless Routines, consistently modelled and applied throughout the whole school, help all members of the school community understand our High Expectations around Behaviour
 - Weekly monitoring of behaviour shows that 94% of all children in school are always Ready, Respectful and Safe
 - There is a clearly defined understanding of bullying, understood by the children, parents and staff in school
 - The school has clear protocols for recording and managing suspected acts of bullying, with clear and consistent follow-up actions where bullying has taken place
 - When necessary, the school uses fixed-term exclusions appropriately to tackle behaviour that doesn't reflect our high expectations
 - There are always reintegration plans for children returning from FTE, with the aim of repairing the relationship and ensuring that a cycle is not created

SEMH and Behavioural Needs

- There are a small number of children with complex needs, including those with SEMH or behavioural needs
- We meet these through a personalised approach, using expertise within our staff team
- Support plans and Individual Risk Assessments are adapted to ensure safe outcomes for them and the other children in their class
- Where children have SEMH needs, we work with families to support them to refer to CAMHs, we can refer to BARCA therapy through the local Cluster, and we can refer to our own therapist from Impact North
- This means that the majority of children are able to be successful in the mainstream classroom alongside their peers

Bespoke Provision

- Where needed, some children have a personalised timetable within the school's bespoke provision
- In 2025-26, this includes a small number of Year 2 and 3 children accessing our Nurture Nest
- Between 2022 and 2025, the school provided a Restorative Learning (RL) group. Using a range of restorative and nurturing strategies alongside curriculum instruction, children who struggled to access mainstream classrooms in Years 4, 5 & 6 attended RL. Where possible, children were reintegrated
- Where necessary, the school works with the local Area Inclusion Partnership to support children and families with significant needs
- Where necessary, the school seeks Educational and Health Care Plans (EHCPs) for children
- One issue facing the school is the lack of specialist provision within the LA. This means the majority of children whose needs can't be met in a mainstream setting continue to attend our school for between one and two years after their plan is finalised, despite a specialist provision being named on the plan

File attachments:

Attendance Team Agenda 11.11.25.docx
 CS PM forms 2025-26.docx
 Attendance Newsletter 2025 Autumn 2.pdf
 HCPS Bullying Log.docx
 HC Attendance Graduated Response.docx
 HC Attendance Scripts.docx

Behaviour - Gov Report Autumn.pptx
 Attendance Info for children under 90.docx
 Fixed-Term Exclusion Tracking.docx
 Nest Behaviours - Analysis Feb 2026.docx

Links:

<https://programme.whentheadultschange.com/>
<https://chimpmanagement.com/books-by-professor-steve-peters/the-chimp-paradox/>

- Helping Factors:**
- 1.Attendance Team in school, AHT, AO and Safeguarding Lead inc Attendance Governor
 - 2.Part of all staff Perf Man cycle in 2025-26
 - 3.Prominence of signage and messaging from the school
 - 4.Clear procedures to tackle poor attendance
 - 5.CREW and Behaviour Strategies based on Paul Dix
 - 6.Staff Training to help support with Attendance and Behaviour
 - 7.Behaviour Expectations are understood and consistent
 - 8.School therapist available to support SEMH
 - 9.Clear routines and scripts to support consistent expectations around behaviour
 - 10.Relentless application of the school's Routines

- Hindering Factors:**
- 1.High numbers of children requiring support for SEMH
 - 2.Lack of LA support for improving attendance
 - 3.Lack of CSWS support for improving attendance
 - 4.Lack of LA/NHS support for children's SEMH

Actions:

Factor	What?	Who?	Success Criteria?	When?
Clear routines and scripts to support consistent expectations around behaviour	All staff and children follow the routines, the Script & expectations set out in the Relationship Policy.	<ul style="list-style-type: none"> •JR to interview children/staff half termly to identify any areas of the RP to focus on with CPD and CREW. •JR to set up a whole class reward system for behaviour and routines – WW & PP. •JR ensure teachers make weekly Positive Calls & send weekly Positive 	A reduction of behaviour incidents year on year over the last 4 years.	12/12/2025 Half-Termly

		<p>Postcards.</p> <ul style="list-style-type: none"> •Half-termly focus on Wonderful Walking, Calm Dining Room, Safe Playground. <p>Postcards.</p> <ul style="list-style-type: none"> •JR to track behaviour weekly, and half-termly to check for patterns and to support early intervention when needed. 		
Progress 30%	<p>Joanna has collected weekly behaviour data and reviewed it for patterns and identified children. Special weeks in school where the whole school is focused on Walking, Dining Room or the Playground took place in HT1 and HT2</p> <p>Positive postcards and phone calls are being sent home every week.</p> <p>Files: Behaviour Tracker - Autumn 2 Wk 1.docx Behaviour Report - Autumn.pptx</p>			
High numbers of children requiring support for SEMH	Children on Support Plans show a reduction of incidents over time.	<ul style="list-style-type: none"> •JR monitor Support Plans for impact. •JR to create a guide for teachers on identifying behaviours and strategies to support different needs. •JR to ensure a pathway for early intervention with children not on Support Plans with recurring behaviour incidents. •JR and MR discuss children with multiple behaviour incidents, review Support Plans and identify actions/interventions. •JR to update HCPS Support Plan format to a PBSP in line with LCC BIPRA. •JR to attend BIPRA 	A reduction of incidents per term for children on Support Plans, with clear procedures in place for those children whose incidents are increasing.	12/12/2025 Half-termly

		<p>training.</p> <ul style="list-style-type: none"> •JR/DB to develop the Nurture Nest, outlining a clear process for next steps. 		
Progress 33%	<p>Where necessary children have a support plan or BIPRA Support Plans are reviewed following the assess, plan, do, review approach Where possible, children's views are included in their support plans/BIPRA</p> <p>Files: Charlie Robinson - Support Plan 2.docx</p>			
Lack of LA/NHS support for children's SEMH	<p>SEMH interventions are developed to ensure children are given the tools to manage their social, emotional and mental health needs.</p>	<ul style="list-style-type: none"> •By Sep 25, MR to create a specialist CREW to support children's SEMH. •JR and MR to use the SEMH pathway to support children in class and through interventions. •By Autumn 2, JR and MR to have set up SEMH interventions such as Nurture, Chimp and Zones. 	<p>Children accessing SEMH interventions show impact through improved pre & post assessment outcomes.</p>	<p>12/12/2025 Termly</p>
Progress 33%	<p>MR is working with several groups of children to support their SEMH needs</p> <p>Files: MR Timetable 2025-2026 (Nurture).docx HCPS Provision Map 2025 - 2026.pdf</p>			
CREW and Behaviour Strategies based on Paul Dix	<p>CREW to become a fundamental part of school improving attendance, behaviour and children's wellbeing</p>	<ul style="list-style-type: none"> •JR to invite Andy Sprakes in to review implementation of CREW and next steps. •JR to lead TA Staff CREW to support staff wellbeing. •JR to plan half termly Staff CREW to support whole school wellbeing. •JR to interview children/staff half termly to identify any areas of CREW to focus on with CPD and CREW. •JR to monitor and 	<p>Pupil and Staff questionnaires rate CREW as having a positive impact.</p>	<p>12/12/2025 Termly</p>

		<p>complete half termly Positive Walks on CREW.</p> <ul style="list-style-type: none"> •JR to advertise CREW on social media/website. •JR/DB to create a specialist SEND CREW. 		
Progress 33%	<p>Andy Sprakes from XP School has returned several times to see how CREW is being embedded Staff CREWs take place half-termly JR has undertaken pupil voice interviews re CREW and found that the children are very positive about their impact</p> <p>Files: Email - Martin - Outlook.pdf Crew Positivity Walk Overview.docx</p>			
Part of all staff Perf Man cycle in 2025-26	A whole school approach to improving attendance.	<ul style="list-style-type: none"> •Embed Milkshake Friday and rewards in assembly. Increase profile by advertising winners and sharing on social media. •Parents who have made positive improvements to be congratulated. •Staff meeting to share expectations, introduce scripts and remind staff how to access attendance figures on Arbor. •Staff to discuss attendance in pupil progress meetings. •Attendance figures for this year and last added to all SEND paperwork and IEPs. •Clear workflow procedures and vision/ priorities so that all staff aware of their role improving attendance. •Graduated response shared with staff. •Staff to discuss attendance at parent consultations with a clear script. 	<p>An increase in the number of children who have attendance greater than 95%.</p> <p>Staff can talk about the attendance of children in their class.</p> <p>Good routines for attendance established from Nursery.</p>	12/12/2025 Monthly

		<ul style="list-style-type: none"> •Discuss attendance at all Nur/Rec new Starter and meet your teacher meetings and outline the clear expectations. •Embed attendance in Crew sessions. 		
Progress 34%	Attendance is now part of everyone's PM targets Staff meetings have taken place focused on classroom strategies to improve attendance All teachers discussed attendance at Parents/Carers Meetings All teachers and TA discuss attendance weekly in CREW			
Clear procedures to tackle poor attendance	Take swift action when a child's attendance falls into the 91 – 95% category to prevent them becoming persistent absentees.	<ul style="list-style-type: none"> •Create a graduated response doc that details the action taken for each attendance band, including informing parents and the next steps. •Through weekly meetings, monitor the children who have fallen below 95% and discuss action for any further decline. •Create a document outlining the new procedures and expectations. •Set up attendance meetings with EW, MB and AH to identify children who have fallen below 95% and take action according to the graduated response. •Embed the new procedures or each band on the graduated response. •Create and follow a First Day Response Protocol. 	Fewer children who are classed as persistent absentees. An increase in the number of children who have attendance greater than 95%.	11/11/2025 Monthly
Progress 33%	Documents created and meetings led by EW weekly Files: 24.11.25 Attendance Meeting Agenda.docx HC First Day Protocol 2025.docx Hunslet Carr Attendance Workflow			

Procedures.docx				
Attendance Team in school, AHT, AO and Safeguarding Lead inc Attendance Governor	To continue to reduce Persistent Absenteeism	<ul style="list-style-type: none"> •By the end of Sept 24' Monique B (MB) to write to: <ul style="list-style-type: none"> o last year's PA families to say they are being monitored o children with 3 days off in Sept o children with a term-time holiday o all children with newsletter. •MB to call P&Cs on the 1st morning of absence if they are on the 90% list, explaining that without a doctor's app the absence will be unauthorised. •MB to follow First Day Response Protocol for all PAs. •MB to process fast-track meeting with families below 90% attendance. •MB to target children below 90% with the attendance bus. Monitor for 9 weeks to see if it is making a difference. •SLT, Inclusion and MB to meet half-termly to discuss attendance and how to improve it. 	The Persistent Absentee % is in line with the national average for PA in the 20% of schools with the highest levels of FSM.	11/11/2025 Monthly
Progress 50%	MB has completed all of the actions expected of her to this point in the school year.			

Personal development and well-being

Urgent improvement

Needs attention

Expected standard

Strong standard

Exceptional

Name: Martin Lumb (martin@hunsletcarr.co.uk)

Date: 13/10/2025

Evidence: **How we have built a Culture of Personal Development and Well-Being**

- Our ethos of High Expectations, Caring, Positive Attitudes and Successful can be seen across all areas of the school
- Staff and children believe that, "Impossible is Nothing!"
- Relationships, which were already strong, have been enhanced since our last inspection with the introduction of our Relationship Policy alongside daily Crew sessions where the majority of our Personal Development Programme is delivered
- Within CREW, children are able to reflect on their own attitudes, behaviours and attendance, and learn vital information such as RSE and Online Safety
- A clear culture of anti-bullying where all children are able to discuss what bullying is and what they should do if they experience or witness it
- We build the cultural capital of all the children who attend our school through a range of guaranteed experiences, many of which are free with the other experiences heavily subsidised
- Our curriculum provides an understanding of how to stay safe in both the real and online worlds, as well as what to do when they don't feel safe. These skills are vitally important given the community in which the children live
- The teaching of RE and a commitment to visiting places of worship challenge local stereotypes and facilitate open discussions about faith. Staff feel confident challenging children's views following Prevent and Child Protection training
- Children are taught to be tolerant and respectful of all faiths, cultures and lifestyles, both in school and in the wider community.
- Staff teach and model morals and values so that children are able to learn what will enable them to participate in and enjoy adult life
- The curriculum develops children's social skills. They are encouraged to share ideas and opinions confidently, as well as having responsibilities in class and other areas of school life
- We have developed a Community Garden on a disused allotment space close to the school. All children visit for a fortnightly lesson where they learn about wildlife, growing plants and the environment

- The pastoral team adopts an 'open door' approach, offering support, a friendly ear, and signposting to other agency support and services as needed. Parents speak highly of the support they received, and frequently tell Leaders of the impact the support has on their daily lives

- Vulnerable children and families are made to feel welcome and safe at our school
- A range of after-school clubs that are heavily subsidised to provide opportunities for our children to develop and nurture their interests and talents

Impact on the children's Personal Development and Well-Being

- Children have a secure and detailed understanding of the PSHE, RSE and Citizenship curricula we teach, as evidenced in the children's survey taken in July 2025, where children understood about the dangers they face both in the real world where they live and online
- Despite the majority of children entering the school below age-related expectations, over 70% receiving pupil premium, and for many children a lack of cultural capital, by the end of Year 6, our children leave school ready for the next stage of their education as confident, resilient and caring young adults. This is evidenced by their behaviour on educational visits, their participation in events such as Leeds Youth Government, and our alumni wall, which shows children what they can be when they grow up
- Because leaders and teachers have excellent relationships with all of the children in school, the children's needs are very well understood, and whatever is needed can be provided to break down any barriers to their success and development
- Leaders at all levels within the school understand the context in which our families live. They are passionate about celebrating what makes the community special while raising aspirations for the children. This allows us to tailor our curriculum to focus on local issues such as knife crime and gangs, while also celebrating the community through litter picking, carol singing at the light switch-on, and visits to local nursing homes

Since our last Inspection, we continue to be a school where:

- "Staff know the community well, and work with a wide variety of organisations and agencies to support families and their children"
- "Children are nurtured from the moment they step into our community"
- "Leaders are passionate about raising aspirations for the children"
- "Leaders establish a strong culture of safeguarding," and be "tenacious in following any concerns."
- "Children are quick to offer support to one another if they are worried,"

File attachments:

Agreed Experiences 2025-26.docx
 Childrens Survery Jun 2025.pdf
 Year5 6 Childrens Survey July 2025.docx
 P&C Survey Results 2025.pdf
 HCPS CREW Handbook.pptx
 Library-Allotment Timetable Spring Term 2026.docx
 After School Clubs Spring 2026.docx

Links:

<https://x.com/hcpsleeds>
<https://southleedslife.com/hunslet-carr-primary-launches-new-parents-hub/>

- Helping Factors:**
- 1.CREW and Paul Dix based behaviour strategies**
 - 2.Offer children a range of Additional Experiences**
 - 3.Impossible is Nothing Ethos**
 - 4.Excellent protective wider curriculum**
 - 5.Effective School Council that engage in school and local activities**
 - 6.Safeguarding Lead works with PSHE leads to tackle issues**
 - 7.High Expectations and modelled behaviour in social situations**

- 8.Support Families not just their children
- 9.The introduction of the Parent Hub - Sept 25'
- 10.Children are able to see past pupils who have been successful

- Hindering Factors:**
- 1.Money to continue to afford to subsidise Experiences
 - 2.Rise in use of Mobile Phones and Social Media from Year 3 onwards
 - 3.The high levels of crime, violence and anti-social behaviour in the local community

Early years

Urgent improvement

Needs attention

Expected standard

Strong standard

Exceptional

Name: Martin Lumb (martin@hunsletcarr.co.uk)

Date: 13/10/2025

Evidence: **Intent**

Meet the children where they are at, and close as many gaps as possible so that they are ready for the next stage of their learning

Implementation

Nursery

- Children come in well-below ARE, particularly in PSED, Speech and Language and Listening and Attention
- Nursery = 68% identified with an SEND need that requires funding or EHCP
- An increasing number of children present with complex needs and qualify for SENDIF funding
- In light of this, leaders and practitioners have developed a curriculum that meets the children where they are at
- Children are baselined on entry, including SALT screening to identify areas for development and gaps for our curriculum to address
- The children experience a calm, purposeful learning environment where they are split into small key worker groups, supported by experienced EY teachers and TAs
- The curriculum and routines support children's access to learning
- Nursery prioritises interactions in provision to develop children's communication, language and foundational skill, so that they are ready to learn when they move to Reception
- Children are assessed half-termly with provision then adapted in order to meet the highest priorities as shown on the gap analysis
- We have several children who have autism diagnoses together with an EHCP and are now waiting for placements in specialist schools. These children have a bespoke curriculum designed to meet their individual needs
- A NPQSend trained practitioner in Nursery to support the quick and accurate identification of children who face barriers to learning or well-being

Reception

- Children come in well-below ARE, particularly in PSED, Speech and Language and Listening and Attention
- Reception = 76% identified with a Speech and Language need (55% were identified with a Significant SALT concern)
- Children experience a strong start, with phonics teaching beginning in week 1 of the autumn term
- Children are split into small groups in order to make rapid progress in phonics (Read Write Inc)
- Handwriting, Phonics, Talk 4 Writing and Maths (White Rose Maths) sessions happen daily alongside provision where high-quality interactions, particularly with children whose language is less well developed, are planned following the same assessment and gap analysis that takes place in Nursery

- SALT-trained HLTA supports children in provision and runs SALT interventions such as NELI
- Children have multiple opportunities to develop their oral and vocabulary skills, in addition to their transcription skills
- The timetable is adapted to the needs of the children, with a strong curriculum that focuses on the areas of need, such as communication and PSED
- To address the cultural capital deficit that the majority of children have, many trips and experiences are planned to enable children to have the opportunities to discuss these and use them in their play and writing
- Children are assessed using Development Matters, and where necessary, staff use Development Journals for SEND children
- CREW is used from Reception, allowing children the soft landing that many children with SEMH need in order to be ready to learn, as well as a sense of belonging

Impact

- Monitoring has shown that teaching and learning are effective over time
- Children are engaged in lessons and provision
- Where there are barriers to learning or progress, this is quickly identified, and adaptations or interventions are put in place
- Interventions such as NELI and phonics tutoring are closing gaps quickly
- Most children enter EY with levels of attainment that are significantly below ARE, particularly in Communication & Language, Literacy, PSED and Understanding the world
- Tracking shows that most children make good or better progress
 - RWI Sound Knowledge: Sept 27% on track - Feb 80% are now on track
 - RWI Story Book: Sept 27% of track - Feb 60%
- Children are making excellent progress in Phonics, with many children in the bottom 20% catching up with their peers.

File attachments:

Nursery Long Term Plan 2025-26.docx

Nursery N1 Termly Plan.docx

Nursery Yearly Planning Grid 2025-26.docx

Reception Long Term Plan 2025-26.docx

Reception Yearly Planning Grid 2025-26.docx

Cof_EL_Hunslet_Carr[1].docx

EYFS_Overview_-_Mindmap_(1)[1].odp

Phonics Data Reception.docx

Helping Factors:

1. Continuous Provision is in place and well-established
2. Jerry Clay English Hub supporting Phonics
3. Experienced and consistent EYFS Staff
4. Effective Leadership of EYFS - Clear Vision and Intent
5. SEND trained staff - NPQS Teacher, SALT HLTA, Autism HLTA
6. NHS Speech and Language Therapist 2 days a week
7. A strong RWI team in Reception

- 8.The curriculum design reflects the gaps that children have
- 9.The classroom and outdoor environments supports learning
- 10.Good Relationships with Parents/Carers - communicate with DoJo

- Hindering Factors:**
- 1.Children enter EYFS well below ARE
 - 2.Children's Communication and Language on entry to EYFS is well below ARE
 - 3.Nursery Attendance
 - 4.Lack of LA specialist places for children with EHCPs

Actions:

Factor	What?	Who?	Success Criteria?	When?
Continuous Provision is in place and well-established	To ensure that continuous provision improves the development of the whole child through creating differentiation of resources that improve the skills of all children.	<ul style="list-style-type: none"> •EW to introduce GAP Strength Analysis to plan provision effectively to address the gaps in children's learning during Staff Meetings in Sep/Oct 25'. •EW to audit the environments in Sept 25' and link to children's learning needs. To then monitor throughout the year ensuring the environment is always adapting to the needs of the children. •EW to support EYFS staff to include activities in continuous provision to support with executive functioning development throughout the year, including creating an environment document setting out expectations. •EW to audit resources during the Summer term 25' to see how they challenge children in Nur & Rec. •EW to train all teaching 	<p>Improved behaviour through children independently accessing challenge within provision.</p> <p>Resources will meet the needs of the children at their level and allow the progression of all groups of learners.</p>	28/11/2025 Monthly

		<p>assistants over the course of the Autumn term in play based learning to support development.</p> <ul style="list-style-type: none"> •EW and leaders to monitor effectiveness of the curriculum through Half-termly learning walks and observations of staff. 		
Progress 50%	<p>Gap analysis has taken place and provision has been adapted to reflect this Environments and Resources were audited and improvement made where necessary Training on play based learning and interactions have happened in HT1 and HT3</p>			
Children enter EYFS well below ARE	<p>Improve the foundations for children in EYFS in Literacy and Maths.</p>	<ul style="list-style-type: none"> •EW and HK to present a staff meeting to share the expectations around the new writing framework in October 2025. •EW to attend and engage in Jerry Clay support for phonics in Reception over the course of 2025-26'. •EW and NF, as part of leading RWI, set up 1:1 phonics tutoring for children in EYFS who need additional support, from October onwards. •EW and EYFS to carefully track the progress of fine motor skills in nursery and where children are not making progress they are encouraged to access activities designed to improve this movement. •EW and NF to create a clear progression plan for handwriting and letter 	<p>Children make good progress, so our GLD is closer to 75%.</p> <p>Children are entering Year 1 with the basic skills in number, letter formation and writing.</p>	

		formation in EYFS based on RWI by Nov 2025.		
Progress 40%	<p>Training provided to all staff on new writing framework in HT1</p> <p>Jerry Clay continue to support EYFS for phonics</p> <p>1:1 RWI tutoring set up and taking place</p> <p>Following the RWI handwriting documents</p>			
Children's Communication and Language on entry to EYFS is well below ARE	<p>Ensure that communication and language are the foundations of our Early Years provision.</p>	<ul style="list-style-type: none"> •EW to investigate and find a robust diagnostic screening tool that can be used to identify and address children with weaker language skills, including creating a baseline, by the end of the Autumn Term. •EW to meet with SENCo and Speech and Language therapist in Oct 25' to discuss language screening and how to ensure there is effective follow up actions from any identified needs. •EW and SALT therapist to train EYFS staff with using SHREC to supports quality interactions during November 25'. •EW to organise in the Spring Term peer observations to support with quality interactions. •EW and ST to implement the NELI intervention and consider whole class NELI over the course of the Autumn Term. 	<p>Weaker language skills are identified early and impact of actions evidenced.</p> <p>Children make excellent progress from starting points.</p> <p>GLD is in line with the Leeds Average.</p>	

Progress 50%

Diagnostic screening tool now in place and used when Nursery Children enter
Reception children screened using NELI in Sept 25' and those who needed it are receiving appropriate interventions
Staff have seen SHREC videos and training is planned for HT3/4
NELI is in place and children are progressing