



## Hunslet Carr Primary School Self-Evaluation – 2021 - 2022

### The Context of the School

Our self-evaluation recognises the unique and challenging circumstance schools faced as they supported children and families during the COVID19 pandemic while ensuring that they receive the best possible education.

At the start of the academic year 2020-21, the majority of the children had not been in school since March 2020. During lockdown one (Mar20' – Jul20'), 20% - 30% of each class engaged with our online learning offer. Our experience was that typically it was HA/MA children who engaged so the attainment gap widened in these classes.

Following three separate lockdowns between Mar20' and Mar21', the school faces significant educational, mental health and wellbeing challenges due to the loss of classroom learning, routines, friendships, freedoms, space, exercise and safety.

Our evaluation of the school's current strengths and areas to develop takes account these difficulties, and recognises the difficulty in quantifying the impact of lockdown. We have made judgements that reflect long-term trends that have been quality assured over the last 3 years by advisors from Leeds City Council and Ofsted during their inspection in November 2021.

Hunslet Carr Primary 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. These issues were significantly exacerbated during the COVID19 pandemic, with families struggling with the effects this had on their home life.

The Key Contextual Factors are:

- **Girls 50% / Boys 50%** - a stable trend
- **Eligibility for Free School Meals 44%** - well above the national average
- **Children representing minority ethnic groups 27%** - a rising trend
- **Children with their first language believed not to be English 21%** - 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 28% and 26%**
- **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**

Before lockdown, typical entry to EYFS showed that the majority of children operate 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, which has not changed 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.

This year, as well as our challenge to ensure improved outcomes by the end of KS2, we are setting ourselves the challenge of ensuring that all children, regardless of which year group they are in, make good progress from their post lockdown starting point both academically, socially and emotionally.



**Last Inspected: March 2018**

**Overall Grade: Requires Improvement**

**Areas for Improvement:**

- Improve attainment/progress in reading & writing, especially for boys in KS2
- Improve the quality of teaching & learning across the school, particularly KS2
- Improve the quality of leadership, management and self-evaluation by ensuring that the monitoring of teaching and work sampling is rigorous and focuses sharply on the learning and progress of all pupils
- Improve the effectiveness of the early years

Absence	2017-18	2018-19	2019-20*	2020-21**
% Whole School Attendance	95.1	94.5	94.9	93.7
% Persistent Absentees	11.8	16.5	23.0	17.7
% of PAs who are disadvantaged	62.0	61.0	64.5	78.0
% with one or more FT exclusion	3.2	4.8	1.8	2.0
% of FT exclusions	0.13	0.18	0.8	0.07

\*2019-20 data between 4th September 2019 and 28th February 2020

\*\* 2020-21 date between 6<sup>th</sup> September 2020 and 5<sup>th</sup> January 2021 then 8<sup>th</sup> March 2021 and July 14<sup>th</sup> 2021

**Overall Effectiveness: Good**

Before lockdown, personal development and welfare and the effectiveness of EYFS were rated by the school leadership as good. As was the quality of education, behaviour and attitudes and leadership and management.

Strategies, introduced by leaders since 2018, have given the school a clear vision and intent for the curriculum. Through careful management, leaders have effectively implemented these strategies to secure improvements across the school.

Outcomes prior to lockdown required improvement. Despite most groups making good progress and attaining well in EYFS & KS1, including boys and those with SEND, the progress and attainment of children at the end of KS2 for various groups was well below the national average.

In their inspection report from November 2021, Ofsted noted “Leaders have designed a well-sequenced curriculum...are ambitious about the range of knowledge and skills they want children to develop”. In doing so, internal data for both 2019-20 and 20-21 showed we had reversed & must continue into 2021-22 & beyond.

The leadership team, governors and staff are intensely aspirational for the children and community we serve. Evidence from multiple external sources, including Ofsted, shows that teaching and learning in English, maths and science are effective and have a positive impact on outcomes for children across the school.

Internal Year 6 data for outcomes in 2020-21, demonstrate the progress the school has made over the last three academic years, particularly in the teaching of reading and writing. Progress data for this cohort in reading would indicate that the school is working within the 30% to 40% decile, a significant improvement from 2019.

Our ethos: **High Expectations, Caring, Positive Attitudes** and **Successful** can be seen in all areas of school life. Ofsted noted that, “This school lives out its motto that ‘impossible is Nothing’”. Relationships between children, staff and parents/carers were already strong, and there was a real sense of pride and community spirit both during the national lockdowns, and since that time. This spirit was amplified as the school worked closely with families to support them, where needed. It was noted by Ofsted that, “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.”



#### Areas for Improvement:

- Ensure that progress and attainment in reading, writing and maths in KS2 continues to demonstrate teaching in core subjects is effective
- Ensure that the teaching of English and maths is of a consistently high level across all classes
- Ensure that where in-class phonic interventions take place, they are consistently delivered by well-trained, knowledgeable staff
- Deliver the final step in the introduction of the wider curriculum by ensuring all subjects are assessed effectively.

### The Quality of Education: Good

Since 2018, we have successfully supported eight NQTs, managed the restructuring of the SEND department, and introduced experienced teachers into our team.

The staff profile in 2020-21 was stable, which allowed leaders to consolidate the improvements that were made to the quality of education pre-pandemic.

Lesson observations indicate that teaching is predominantly good overtime with any weaker practice rapidly addressed. Advisors from the LA or other external experts have supported school leaders to moderate and secure these judgements, which were validated in November 2021 during the school's Ofsted inspection.

Evidence shows children enjoy lessons and take pride in their work. Our ethos, **High Expectations, Caring, Positive Attitudes** and **Successful** is reflected in classrooms and commented on regularly within Notes of Visit or feedback from external reviews.

The wider curriculum is well planned and implemented in most subjects, with progression evident from children's starting points in EYFS to the ambitious end points needed in order to prepare children for secondary school. A member of the school's senior leadership team leads the development of the curriculum and works with all subject leaders to ensure there is clarity of intent and implementation in their subject.

**KS1** primarily focused on creating a safe, happy environment for the children post lockdown. Monitoring has shown children responded well to a consistent approach to classroom routines, high expectations and positive learning behaviours.

Weekly PSHE lessons, daily check-in's and weekly nurture groups supported children who required extra social and emotional support following lockdown.

Teachers delivered the expected curriculum for their year, while using low-stakes assessment to understand which aspects the children need additional support due to missed teaching during lockdown.

Over the last 18 months, the effective teaching of phonics has been the top priority in KS1 due to the fall in the school's screening check results in 2019. Our phonics leadership team has ensured a consistent approach to effective phonic teaching through staff meetings, peer observations and phonics training for TAs.

#### Our most recent KS1 assessments:

Phonics Screening	2017	2018	2019	2021*
<b>HCPS</b>	82.5	86.8	67.8	72%
<b>Leeds</b>	77.4	79.2	79.1	
<b>National</b>	81.2	82.5	82.0	
RWM >EXS	2017	2018	2019	2021*
<b>HCPS</b>	74.1	64.3	70.9	56%
<b>Leeds</b>	53.9	58.0	59.4	
<b>National</b>	61.7	65.5	65.0	

\*Assessed using the 2019 Year 2 SAT materials, taken in SAT conditions and moderated internally



Since lockdown, **LKS2** has focused on high expectations, positive environments and positive attitudes to learning as many children had returned with significant SEMH concerns and showed signs of poor physical and mental wellbeing.

Following low-stake assessments, catch-up plans were targeted at the children who had regressed the most in their learning during lockdown. Phonics catch-up is a priority in Yr 3 where daily lessons are taught using the same approach as KS1. TAs were trained in effective delivery of interventions for Years 3/4 with a member of the Phonics Team. Evidence from our recent inspections shows there is work to be done to ensuring consistency of delivery in this area.

**UKS2** returned from lockdown with the common goal of enabling the children to achieve their full potential. As in LKS2, many children returned with signs of poor physical and mental wellbeing. To help address this, staff across the phase had high expectations and monitoring showed effective learning environments and positive attitudes to learning. Staff worked hard to re-establish routines with the children and made them feel safe and happy at school.

Monitoring showed the focus on presentation and pride in children's books had a positive impact in. Children enjoy their lessons and teachers work hard to identify gaps to enable them to progress and reach their potential, with interventions put in place where required to address gaps due to lockdown.

#### **Our most recent KS2 assessments:**

RWM = EXS	2017	2018	2019	2021*
<b>HCPS</b>	39	48	39	56
<b>Leeds</b>	56	61	61	
<b>National</b>	61	64	65	
Progress Score	2017	2018	2019	2021*
<b>Reading</b>	-3.4	-3.1	-4.1	+0.9
<b>Writing</b>	-2.3	-3.1	-2.5	/
<b>Maths</b>	-1.1	-1.5	-5.1	-2.3

\*Assessed using the 2019 Year 2 SAT materials, taken in SAT conditions and moderated internally

**Reading:** Since 2018, HCPS's intention for reading has been clear - For children to read more often, more widely and more effectively. We have made changes to how we teach reading in order to achieve these aims.

Through internal and LA monitoring during this time, it is clear that the teaching of reading is consistently good throughout the school and there is a positive impact on outcomes for children. Classrooms environments engage and support learning; teachers select high quality, challenging texts and use them effectively to increase the complexity of vocabulary, quality and depth surrounding text-based discussions.

Internal data from Year 1 to Year 5 shows the significant impact of COVID19 both on the percentage of children reaching ARE and on their reading age. Our data shows the progress the children made during the academic year 2020-21, but highlights the fact that on average most children ended 2020-21 with a scale score below what they achieved in the last assessment they took before COVID19.

The exception to this rule was Year 6, who achieved both in-year and between-year progress in reading due to consistently good QFT teaching and targeted COVID catch-up tutoring by teachers and HLTA's.

**Phonics:** Monitoring internally, by the LA and by Ofsted, show that the teaching of phonics is consistently good and strategies are consistently applied throughout the school. The SENIT Intervention programme, led by our phonics specialist, successfully targeted children requiring extra support and, has been a crucial component of our COVID recovery program.



A phonics team, consisting of the English lead, KS1 AHT and phonics specialist is now in place and will be addressing the areas raised in our latest Ofsted inspection.

#### **Our most recent KS1 Reading assessments:**

<b>R = EXS or better</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021*</b>
<b>HCPS</b>	82.8	69.6	72.7	65
<b>Leeds</b>	64.2	79.3	70.9	
<b>National</b>	75.8	75.4	75.1	

#### **Our most recent KS2 Reading assessments:**

<b>R = EXS or better</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021*</b>
<b>HCPS</b>	46	56	48	76
<b>Leeds</b>	68	72	69	
<b>National</b>	72	75	73	

**Writing:** We use the Talk 4 Writing approach to teach writing, with all staff trained in the approach, including teaching assistants and staff new to the school. Through careful monitoring and support, children are taught to write using this model on a daily basis throughout the school. Monitoring showed that the teaching of writing is consistent and this has had a positive impact on children's outcomes.

Classrooms provide engaging and purposeful environments that support learning; teachers select high quality model texts, which link directly to the wider topic; children are familiar with the writing process and able to build upon skills taught in previous years to ensure more of children are achieving ARE in writing.

Presentation and a focus on basic skills has improved through initiatives such as the Golden Ticket, The Rocket and the launch of a new intensive approach to the teaching of handwriting at the start of each academic year. Despite lockdown, English leaders have continued to focus on improving spelling skills using the Spelling Shed scheme.

Internal data from Year 1 to Year 5 again showed the impact of COVID19 on children's writing attainment and on their SPaG scale scores. Our data for writing mirrored that of reading, showing in-year progress but a drop from pre-COVID levels.

The exception to this rule was Year 6, who achieved both in-year and between-year progress in writing and SPaG due to consistently good QFT teaching and targeted COVID catch-up tutoring by teachers and HLTA. However, it must be noted that many of the children who were tutored and who attained the expected level, did so at a level below what they would have been expected to achieve prior to COVID19.

#### **Our most recent KS1 Writing assessments:**

<b>W = EXS or better</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021*</b>
<b>HCPS</b>	82.8	64.3	70.9	63
<b>Leeds</b>	54.5	62.8	64.5	
<b>National</b>	64.2	69.9	69.3	

#### **Our most recent KS2 Writing assessments:**

<b>W = EXS or better</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021*</b>
<b>HCPS</b>	64	65	58	73
<b>Leeds</b>	70	74	74	
<b>National</b>	76	78	78	

**Maths:** To challenge our mathematicians, lessons use a mastery approach through Maths No Problem!. Responding to findings from our last inspection, we have ensured that all teaching and learning is consistent and follows the MNP! approach; children have opportunities to reason and problem solve within their journals every lesson.



To improve the mathematical fluency of our children, there are daily Fluent In Five lessons before the start of each MNP! Lesson. This was introduced after analysis of our KS2 Maths QLA, to ensure that children have the opportunity to practise mental and written arithmetic methods so they become fluent, confident and able to reason.

While maths learning during the first lockdown focused on consolidating previous material and was only accessed by between 20%-30% of the children, the focus of during the third lockdown was on delivering Fluent in Five and Maths No Problem! as intended to children in school and home. Over 80% of all children accessed learning.

To prepare children for the Yr 4 Multiplication Test, there was an emphasis on times tables and TT Rockstars in Years 3/4. Due to the cancellation of the 2020 and 2021 checks, the children at HCPS have taken part in an unofficial check organised by TT Rockstars. On both occasions, children at HCPS achieved higher scores than both Leeds and National averages and more children scored full marks than either too.

Internal matsh data from Year 1 to Year 5 again showed the impact of COVID19 on the % of children attaining ARE and on their MNP! scale scores. Our data showed that while children improved on their maths score within the year 2020-21, the average child scored lower in June 21' than they had done in Feb 20'.

The exception to this rule was Year 6, who achieved both in-year and between-year progress in maths due to consistently good QFT teaching and targeted COVID catch-up tutoring by teachers and HLTA. However, like writing and SPaG, many of the children who attained the expected level, did so at a level below what they would have been expected to achieve prior to COVID19. Impacting on the school's progress measures.

EYFS use a mastery approach, following training as part of a teacher research group which enables children to leave Reception and enter Yr 1 ready for MNP!. The impacts of which can be seen on the GLD data gains, in both Number and SSM. 67% of children achieved expected or above, and there were significant gains in those children achieving exceeding, 14% in Number and 12% in SSM.

#### **Our most recent KS1 Maths assessments:**

<b>M = EXS/GDS</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021*</b>
<b>HCPS</b>	77.8	75.0	76.4	63
<b>Leeds</b>	67.3	73.6	73.5	
<b>National</b>	75.1	76.0	75.7	

#### **Our most recent KS2 Maths assessments:**

<b>M = EXS/GDS</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021*</b>
<b>HCPS</b>	63	67	48	73
<b>Leeds</b>	71	73	76	
<b>National</b>	75	75	79	

**SEND:** Beginning in 2019 and supported by the SEND team from the local authority, the school has adapted its approach to SEND to match models of best practice. This has involved the recruitment of a new SENCo, the restructuring of the teaching assistants and an approach that sees children with SEND taught alongside their peers within the broadest curriculum for the longest possible time.

Most children on the SEND register are assessed using B<sup>2</sup>, which provides accurate information about their attainment and progress. They are supported by specially trained staff in the classroom to allow them to experience the curriculum fully.

The SENCo has worked closely with the LA to ensure that the provision for our most complex children is appropriate and meets their needs, and where the school can't meet their needs we help families to access the specialist provision they require.



Ofsted noted that, "The SENCo ensures staff have a detailed understanding of each child's needs. As a result, children with SEND are very well supported."

The SENCo has supported families with children with SEND, through diagnosis and assessment, through the EHC Plan process and with transition to specialist or secondary education, and signposts to other agencies for additional support.

#### **Our most recent KS1 SEND assessments 2018-19:**

<b>EXS or better</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>HCPS SEND</b>	11.1	11.1	22.2
<b>Leeds SEND</b>	25.3	19.1	28.7
<b>National SEND</b>	29.7	21.6	32.6

#### **Our most recent KS2 SEND assessments 2018-19:**

<b>RWM = EXS or better</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>HCPS SEND</b>	7.7	7.7	7.7
<b>Leeds SEND</b>	34.5	30.5	38.4
<b>National SEND</b>	35.9	33.8	40.4

#### **Areas for Improvement:**

- Improve the quality and effectiveness of in-class phonics intervention so that all children remain at the expected pace of the phonics programme
- Ensure that the teaching of English and maths is of a consistently high level across all classes
- Deliver the final step in the introduction of the wider curriculum by ensuring all subjects are assessed effectively
- Improve the quality of teaching and learning for SEND children within QFT so that all practice mirrors the best practice seen in school,

#### **Behaviour and Attitudes: Good**

**Behaviour:** Behaviour, before, during and after lockdown has been managed consistently and visitors to the school, including those from the LA and Ofsted, comment on the calm and purposeful atmosphere. Staff have high expectations of children's behaviour and consequently, children behave well at all times.

Children show respect for each other and adults in school as they greet each other and through actions like holding the door open. Children coped well to additional safety measures due to COVID, and were rewarded for doing so.

Our ethos of having **High Expectations**, being **Caring**, having **Positive Attitudes** and being **Successful** extends to all that we do to improve the personal development and welfare of the children. Movement throughout the school is respectful, and children are encouraged to take broader responsibilities such as School Council, and Head boy/ girl. This resilient attitude helped the majority of children return to school and cope well with changes in routines since March 2020.

Children take pride in their work and are encouraged to be their best self. They are proud of their school, attentive in lessons and in surveys, they judge the behaviour of the other children in their class as good or very good. The school's behaviour tracking shows over 98% of all interactions between teacher and child are positive.

There are a small number of children in KS2 with very complex needs, including those with SEMH or behavioural needs. We meet these through a personalised approach, using expertise within our staff team. IBPs are adapted to ensure the best possible outcomes for them and the other children in their class.

Where needed, some children have a personalised timetable within the school's onsite bespoke provision, Restorative Learning. Using a range of restorative and nurturing strategies, behaviour specialists support our most vulnerable children with the aim of reintegration back into mainstream classes after three months.



On occasions over the last two years, the school has had to refer children to specialist off-site behaviour provision and worked closely with the local authority to ensure that these decisions are always appropriate for the child.

Where necessary, the school seeks Educational and Health Care Plans for these children, and the majority of these children go on to attend alternative specialist behaviour provision.

**Attendance:** During the pandemic our Attendance Officer made great efforts to maintain and improve attendance, these efforts continued when children returned to school. Monitoring of attendance over the last two years has shown that the school has supported families to attend in line with the National Average.

Where attendance has fallen below 90%, leaders are taking robust measures to improve the situation, including fast-track and legal proceedings. The school is also working hard to support families to attend school on time as learning is disrupted for a small minority of children on a daily basis.

#### Areas for Improvement:

- To improve the level of attendance and punctuality so that they are in line with the national average by taking swift action against parents with children with low and persistent absenteeism.
- To continue to assess how we meet the needs of a small number of children in school who have significant SEMH needs that result in behavioural issues

#### **Personal Development: Outstanding**

Following the school's Ofsted inspection in November 2021, the school now judges Personal Development to be Outstanding. We were able to demonstrate to the inspectors that, "Children are nurtured from the moment they step into our community," and that we, "are passionate about raising aspirations for the children in their care." This, combined with the emphasis placed on safeguarding, demonstrated how leaders had cultivated an outstanding approach to Personal Development.

**Safety and safeguarding:** Following the children's experiences during lockdown, emotional wellbeing and coping strategies have been a focus of PSHE. Mindmate lessons have been introduced and focus on emotional development. Through weekly PSHE lessons children are also taught about bullying, drugs and sex and relationship education. Children are also reminded of these themes through our daily check-ins and assemblies throughout the year such as those resourced from the NSPCC. The curriculum continues to provide an understanding of how to keep safe in the real and online worlds, and what to do when they don't feel safe. These skills are vitally important given the community context in which the children live.

Vulnerable children are made to feel welcome at our school. In our most recent survey, over 95% feel as though their teachers treat all children the same.]#

Ofsted found that, "Leaders established a strong culture of safeguarding," and that they are, "tenacious in following any concerns."

Our emphasis on British values keeps the children safe as they follow the rules, and learn to be tolerant towards each other. The teaching of RE and a commitment to visiting six different places of worship during their time with us challenges local stereotypes and allows for the open discussion of faith. Staff feel confident challenging children's views following Prevent and Child Protection training.

**SMSC development:** The school's ethos means that children's SMSC development is strong. Children are taught to be tolerant and respectful of all faiths, cultures and lifestyles, both in school and in the wider community. Children develop morals and values which enable them to take part and enjoy adult life. They study topics that look at British values such as, truth, fairness and justice. They develop a sense of citizenship, raising money and giving to local charities.



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. Children have the chance to understand what it means to be British and how this encompasses different cultures. The school's work in developing positive and tolerant attitudes towards each other is built upon through PSHE and RE topics. Ofsted noted that, "children are quick to offer support to one another if they are worried."

The school uses the REAL PE scheme of work, which develops children's fundamental movement skills and social skills through cooperation, offering encouragement and giving/receiving feedback. These skills extend into the school's extra-curricular clubs.

We worked collaboratively with the local community to develop a Community Garden on a disused allotment space. All children have a dedicated lesson every two weeks, where they learn about wildlife, growing plants and their environment. Since the first lockdown, all children have at least one outdoor learning session a week linked to English, maths or one of the foundation subjects.

**Parent Support:** The pastoral team has an 'open door' approach and offers support, a friendly ear and signposting to other agency support and services as and when requested. The Pastoral Team builds positive relationships with families and utilises JESS Cluster support such as parenting and therapeutic support. When speaking to Ofsted, parents spoke highly of the support they receive and they told inspectors they would recommend the school to other parents and carers.

#### Areas for Improvement:

- To continue to meet the needs of a small number of children in school who have significant SEMH conditions that result in behavioural issues
- To ensure that all of our children have the skills and knowledge to stay safe online.

### The Quality of Early Years Education: Good

Nursery offer 30 hours per week to parents who qualify or in some case, families whose children would benefit from full-time Nursery provision due to social care involvement. This is in addition to the 15 hours per child each week. The children experience a calm, purposeful learning environment where they are split into small key worker groups, supported by two experienced excellent EY teachers and HLTAAs.

In Reception 40 children were split into 2 classes, with two EY teachers, EY specialist TAs and SEND support staff providing excellent adult direction within provision that is planned to meet their needs and develop them as independent, resilient learners.

Monitoring this year, by the school, the LA and by Ofsted, has shown that teaching and learning is good. Children are engaged in lessons and provision. The EY team have developed a structured timetable in Reception and Nursery with daily discrete English, maths, phonics and reading lessons, based on the children's needs.

Most children enter EY with levels of attainment that are significantly below ARE particularly in Communication & Language, Literacy, Shape Space & Measure and Understanding the world. Our tracking shows that most children make good or better progress. This has been evident for the past three years, including 2020-21.

In order to identify any speech and language/SEND needs, we employ a full time HTLA speech and language/autism specialist who screens the children on entry and two SEND specialists who work with our children with additional needs.

The Early Years leader, who previously led our KS1 phase, has set up observations between peers to develop good practice within the setting.

We are continually developing safe ways to involve parents/carers during the pandemic. We communicate regularly through newsletters, virtual workshops in areas such as phonics and parents/carers can also access their children's online learning journeys and upload activities from home.



We understand that the partnership with parents/carers is vital and is an ongoing area for development. This has been especially true during the pandemic with the school's parent support advisor working closely to help parents/carers to find housing, jobs & relevant support from external agencies.

Despite COVID-19 the delivery of the EYFS curriculum has been successful. Before the summer, Reception staff hand-delivered new starter packs, giving them the opportunity to meet the parents and children. These packs included detailed information about what school would be like when children returned and a social story to prepare them for the new school year.

During the third lockdown, when it became clear that young children were struggling to learn through a screen, EYFS staff created resource boxes and hand-delivered them to the homes of the children, demonstrating how to play with the children, practising phonics and counting and reading with the children. The impact of this was children returned in March 2021, ready to continue their learning journey.

Links with the Early Years governor are effective, they have attended termly update meetings and regular visits to school took place before the lockdown.

#### Areas for improvement:

- To continue to develop continuous provision
- To continue to develop open-ended challenges to ensure that a higher proportion of children achieve exceeding in the prime and specific areas of learning (PSED, CL, PD, RWM)
- To continue to strategically plan CPD for all staff to sustain progress and attainment outcomes for all groups of children.
- Continue to develop a consistent approach to the teaching of early reading and writing so that children are prepared for KS1.

#### **Leadership and Management: Good**

The school's leadership team, supported by the LA improvement advisor, are acutely aware of the school's strengths and areas to develop and work closely together to put in place effective measures to address any issues. The shared vision of **High Expectations, Caring, Positive Attitudes**, and **Successful** and their collaborative approach mean leadership is a strength of the school.

Ofsted noted that, "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.

Supported by the local authority, leaders at Hunslet Carr have made significant changes to the teaching of core subjects over the last three years. Leaders' intentions for the core curriculum are clear, and following implementation, there is strong, robust evidence to show the impact changes have had on outcomes.

Outcomes are scrutinised termly to ensure any children falling behind receives support through action plans that may include same-day interventions, pre-teaching, targeted support from either specialists in our school or the LA's SEND or Educational Psychology Teams. Assistant Heads work alongside teachers they lead to ensure that plans are effective in helping children achieve their potential.

Prior to COVID19, a rigorous performance management process was in place for teaching staff and as we return to a more normal style of working, ambitious targets will be set for the year 2021-22 for both teachers and support staff.

All teachers have subject leadership responsibility, and our ambitious plans for a broad and balanced curriculum are well led by a member of the school's leadership team. Their professional development programme for subject leaders ensures that the intent, implementation and impact of our wider curriculum matches the quality we provide in English and maths.



The school uses sports funding effectively to provide children with opportunities that they otherwise would not be able to access. Prior to COVID19, links with one of our feeder High Schools allowed a significant number of children to experience a range of sports and to take part in competitions. These opportunities enabled our children to develop independence as well as teamwork. We are proud that several children have represented their county or country in national and international competitions over the last three years with great success.

Governors know the school and the community that it serves very well and are committed to providing the best for its children. The chair, an NLG, has worked with the governing board to add rigour to their support and challenge and to ensure that the monitoring of progress towards the improvement plan targets is robust. Reports are shared with a Joint Review Group, and leaders are questioned deeply about measures that have been put in place and their outcomes.

Finances are well managed. The school budget remains healthy, and the three-year forecast is positive. The use of pupil premium funding, and more recently COVID recovery funding, is discussed regularly at meetings and governors are fully committed to ensuring equality of opportunity for all, especially the disadvantaged. Funding for Inclusion (FFI) is used effectively to provide for our most complex children.

Our most recent safeguarding audit demonstrated effective leadership and that we meet all safeguarding legislation.

The school has a strong Pastoral Team that works closely with families and outside agencies, such as the South Leeds cluster, to ensure children and their families are well supported. The level of knowledge and experience within the team are excellent.

Our most recent SEND review, (28<sup>th</sup> February 2019) highlighted that the measures the school has taken over the last 12 months are moving the school towards recognised models of best practice. The school continues to work with the LA's SEND team to ensure that all children with SEND are effectively supported.

The school has an effective assessment system. From September 2019, the school has used OTrack to record ongoing assessments against the National Curriculum and to provide accurate analysis of individuals and year groups' progress. This has provided leaders with data that can effectively guide intervention strategies and improve our teaching and learning.

#### Areas for Improvement:

- Ensure that progress and attainment in reading, writing and maths in KS2 continues to demonstrate teaching in core subjects is effective
- Ensure that the teaching of English and maths is of a consistently high level across all classes
- Ensure that where in-class phonic interventions take place, they are consistently delivered by well-trained, knowledgeable staff
- Deliver the final step in the introduction of the wider curriculum by ensuring all subjects are assessed effectively.

<b>Ofsted Area of School Improvement</b>	<b>The school's current grading of itself</b>
<b>The Quality of Education</b>	<b>Good</b>
<b>Behaviour and Attitudes</b>	<b>Good</b>
<b>Personal Development</b>	<b>Good</b>
<b>The Quality of Early Years Education</b>	<b>Good</b>
<b>Leadership and Management</b>	<b>Good</b>
<b>Overall Effectiveness</b>	<b>Good</b>