



## Hunslet Carr Primary School Self-Evaluation 2019 – 2020

### The Context of the School

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.

The Key Contextual Factors are:

- Girls 50% / Boys 50% - a relatively stable trend
- Eligibility for Free School Meals 38.5% - well above the national average
- Children representing minority ethnic groups 27.3% - a rising trend
- Children with first language believed not to be English 22.3% - a rising trend
- Children on the SEND register 23% - well above the national average
- Children with EHC Plans 0.5% – a rising trend
- Children's mobility this academic year 20% - a stable trend
- Over 50% of all children live in the 3% most deprived households
- Multiple Deprivation factor is 0.4 – well above the national average

On entry to EYFS, the majority of children are operating below age appropriate levels in the different areas of learning, specifically, communication, language, literacy, problem-solving, reasoning and numeracy. Despite this, the school's vision and curriculum promote values in our children so that they have **High Expectations**, are **Caring**, have **Positive Attitudes** and are **Successful** and as a result, by the time they reach key points in Year 1 and Year 2 their attainment and progress is in line with the national average in the majority of subjects.

Our challenge is to transfer early success into KS2 where over the last three years progress and attainment have been consistently below national averages.

**Last Inspected: March 2018**

**Overall Grade: Requires Improvement**

Areas for Improvement:

- Improve pupils' attainment and progress in reading and writing, especially for boys in key stage 2
- Improve the quality of teaching and learning across the school, particularly in key stage 2
- 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	2016-17	2017-18	2018-19
% Whole School Attendance	94.6	95.1	94.5
% Persistent Absentees	12.8	11.8	16.5
% of PAs who are disadvantaged	TBC	62.0	61.0
% on roll with 1 or more FT exclusion	0	3.2	4.8
% of FT exclusions	0	0.13	0.18



### Overall Effectiveness: Requires Improvement

Personal development and welfare and the effectiveness of EYFS are both good. Outcomes for children, teaching, learning and assessment, behaviour and leadership and management all currently require improvement.

This is because most groups make good progress and attain well in EYFS and throughout KS1, including boys and those with SEND, however the progress and attainment of pupils at the end of KS2 for various groups of children is well below the national average and requires improvement.

The leadership team, governors and staff are intensely aspirational for the children and community we serve. Evidence from multiple sources shows that the core curriculum we teach for English and Maths is effective and is having an impact on outcomes for children in EYFS and KS1. While teaching in KS2 has improved, we have not yet seen a comparable increase in outcomes. We are confident that end of year results will begin to reflect this and once they do, judgements for Outcomes, Teaching and Leadership will be good.

Our ethos: [High Expectations](#), [Caring](#), [Positive Attitudes](#) and [Successful](#) can be seen in every area of school life. Relationships between children, staff and parents are strong and there is a real sense of pride and community spirit.

#### Areas for Improvement:

- Improve progress and attainment in Reading, Writing and Maths in KS2
- Improve the quality of teaching and learning, particularly in KS2
- Improve the behaviour of a small minority of children across the school
- 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

The Quality of Education: Grade Descriptors for Good	Judgement
<b>Intent – If not fully in place it is clear leaders are in the process of change</b>	
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.	T4W & Reading Skills MNP! & Fluent in 5 New Wider Curriculum QFT for SEND
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	Core and Wider Weeks Core - planned
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.	QFT for SEND working with LA to improve provision
Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects taught in key stage 2 throughout each and all of Years 3 to 6.	Previously had been 2019-20 broadening
<b>Implementation</b>	
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.	Teachers have good Core knowledge Wider Curric improving
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary.	Certainly in the Core
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.	A focus on memory in 2019-20



Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.	Move from DoL-Otrack Teachers use prior learning to plan lessons Recorded 3 times per year
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge/skills for future learning.	Display expectations and book expectations
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	For the majority of chd SEND and QFT is improving in 2019-20
Reading is prioritised to allow pupils access to full curriculum.	Definitely
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.	Sequential build up of skills each term and throughout school Mixture of whole class and guided. <b>Need consistent phonics</b>
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.	In 2016-17 and 17-18 In 2018-19 fall in % Plans to increase phonics in 2019-20
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	Developing Handwriting
<b>Impact</b>	
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	Children in KS1 achieve well and in line with expectations KS2 they do not
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.	Children in KS1 achieve well and in line with expectations KS2 they do not This includes outcomes for SEND Children
Pupils' work across the curriculum is of good quality.	Work in Core is good Wider is improving
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.	Children in KS1 – Yes Children in KS2 – No
<b>The Quality of Education: Evidence Base</b>	
<ul style="list-style-type: none"> <li>• Notes of Visit from Jackie Reid, Steve Dawson – LA Advisers</li> <li>• Teaching and Learning Overview – Nov 2018</li> <li>• T4W Review – Dec 2018 carried out on behalf of T4W</li> <li>• Lesson Observations carried out by SLT – Sep 17' / June 18' and supported by LA Advisers or other Local Leaders</li> <li>• Learning Walk recommendations made by SLT</li> <li>• Evidence from Book Scrutiny</li> <li>• Moderation comments from both EYFS and KS1 LA Advisers</li> </ul>	



## The Quality of Education: Requires Improvement

Since our last inspection, the profile of teaching and support staff has continued to evolve. Over the last 18 months we have; successfully supported four NQTs; effectively managed the restructure of the SEND department; managed the introduction of three new teachers.

The staff profile for Sep 2019 is very stable which will allow leaders to consolidate improvements made to the quality of education over the last 12 months.

Lesson observations indicate that teaching is predominantly good overtime with some weaker practice that is being rapidly addressed. Advisors from the LA or leaders from local schools have joined the school's leaders to secure judgements.

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 reviews.

Starting in 2018-19 and moving forward in to 2019-20, the school is focused on providing all children with the broadest curriculum possible during their primary years. Improvements to the coverage of National Curriculum subjects were made in 2018-19 and the focus is now on ensuring the children have age related skills in these subjects to match their knowledge. A senior leader was appointed to lead the development of the curriculum in Sept 19' and is working with all subject leaders to ensure that there is clarity in the school's intent and implementation of their subject.

**KS1:** Monitoring of experienced teachers in KS1 consistently demonstrated good teaching throughout 2019 allowing the team to effectively support an NQT within the phase, who made good progress in her NQT targets.

Regular feedback from children indicates that the majority of them enjoy learning and the school's positive ethos of resilience is embedded within the phase leading to children who have pride in their work and who strive to be the best they can be. There are interventions in place to address groups of children in Year 2 who struggle with confidence and resilience.

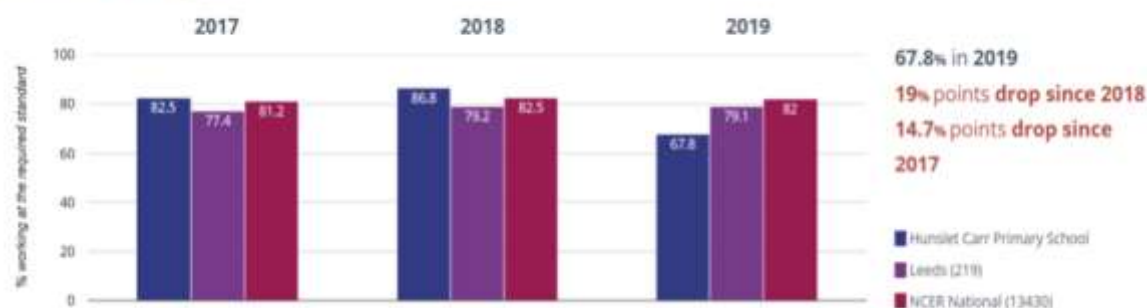
Book trawls carried out in 2019, with the LA improvement advisor secured the judgments of the leader in KS1 and were agreed upon during LA moderation of KS1 results. There have been improvements in presentation and of basic skills but this is still to be improved. Pupil progress meetings, mini pupil progress meetings and assessment moderations in 2018-19 showed that pupils made good progress in Year 2 and results were in line with national average.

Phonics in KS1 remained a priority, however learning walks highlighted inconsistencies in teaching, which ultimately impacted on the end of Year 1 Phonics Screen Check. This will continue to be addressed with more rigorous monitoring. Recent lesson observations have shown consistent teaching across KS1 in Phonics.

As a result, the children's outcomes over the last three years are:

### Phonic Screen Check

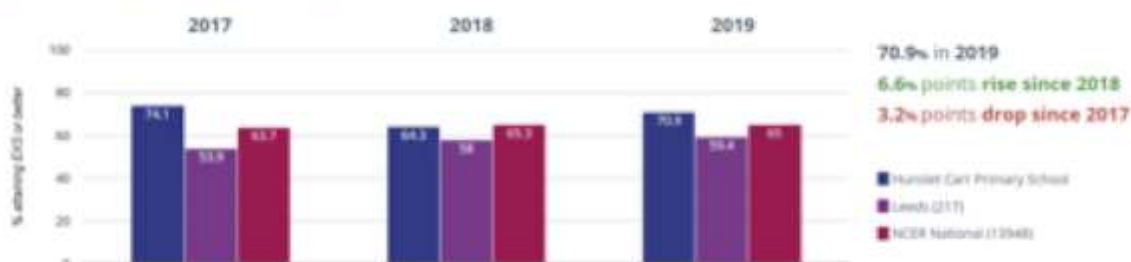
#### Year 1: Working At





### KS1 RWM Assessment

RWM - attaining EXS or better



Data Source: Perspective Lite July 2019

**LKS2:** Monitoring of teaching and learning across Year 3/4 shows standards to have improved with changes in teaching staff since the last academic year. The staff work as a team to set high expectations of the pupils as they transition from KS1 to KS2. Across the phase there are high expectations and recent monitoring shows engaging learning environments. As a result, children across the phase take pride in their work and have positive behaviours to learning.

The appointment of a new Assistant Head since Mar 19' has had a positive impact upon the phase as evidenced through both external monitoring and staff surveys.

Pupil progress meetings, mini pupil progress meetings and assessment moderations in 2018-19, showed that pupils made good progress towards reaching their expected attainment levels.

**UKS2:** Teaching and learning across Years 5 and 6 became increasingly consistent throughout the last academic year. The three experienced teachers demonstrated consistently good practice, providing effective support for the NQT.

Monitoring and LA reviews highlighted the effective Year 6 practice, particularly in Reading, resulting in the key skills and strategies outlined in the school's Clarity Documents becoming embedded, in turn giving children the best chance to reach their expected attainment levels and to make good progress. Despite consistently good teaching, there was a decline in the results at the end of KS2.

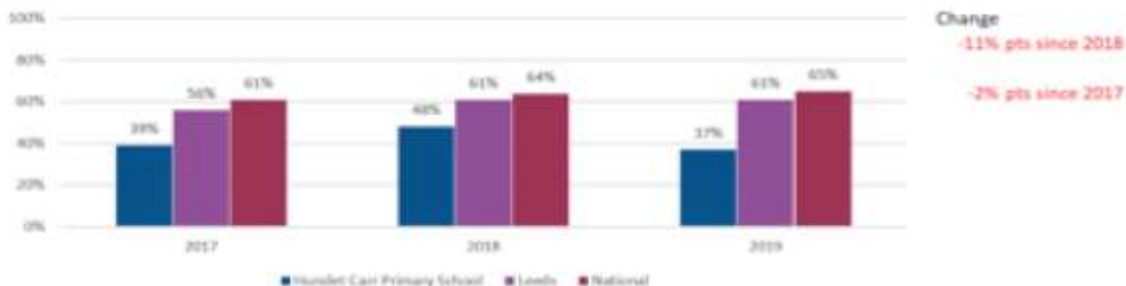
Currently working alongside the Assistant Head in Year 5 are 2 experienced teachers and an RQT, all of whom have previously demonstrated consistently good practice. In Year 6 there are 2 experienced teachers, 1 has demonstrated consistently good practice and the other was new both to the school and to Year 6 in September.

Across the phase there are high expectations and recent monitoring shows effective learning environments and positive attitudes to learning. All members of staff are working hard to ensure new initiatives are implemented and are having the desired impact on learning and progress.

As a result, the children's outcomes over the last three years are:

### Attainment

RWM - achieved standard



Data Source: DfE Performance Tables and Perspective Lite July 2019

N.B. 2018-19 data will increase to 39% after 3 children are removed from the figures.



## Progress

Hunslet Carr Primary School	Reading 2017	Reading 2018	Reading 2019	Writing 2017	Writing 2018	Writing 2019	Maths 2017	Maths 2018	Maths 2019
Progress Score	-3.4	-3.1	-4.1	-2.3	-3.1	-2.5	-1.1	-1.5	-5.1
Lower Confidence Interval	-5.0	-4.9	-5.8	-3.9	-4.8	-4.1	-2.6	-3.1	-6.6
Upper Confidence Interval	-1.8	-1.3	-2.5	-0.7	-1.4	-1.0	0.4	0.1	-3.7
Significance	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	-	-	Sig.

Data Source: DfE Performance Tables (2017 & 2018) Perspective Lite (2019)

**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 pupils, 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 pupils have the opportunity to practise mental and written arithmetic methods so that they become fluent, confident and able to apply them to reasoning and problem solving situations.

To prepare our children for the Year 4 Multiplication Test, all pupils have a log-in to Times Tables Rockstars. Every Friday, children are given a TT Rockstars sheet as part of their homelearning, focusing on a times table that their class needs to work on. There is a greater emphasis on times tables and TT Rockstars in Year 3 & 4 in preparation for the Multiplication Test.

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

As a result, the children's outcomes in Maths over the last three years are:

### KS1

#### Maths - attaining EXS or better

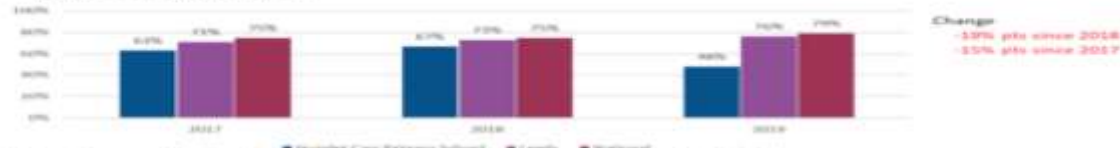


Data Source: Perspective Lite July 2019

Attainment in Maths has been very stable over the last three years. 76% of the year group achieved the expected standard, just above the national figure and 5%pts above Leeds.

### KS2

#### Maths - achieved standard



Data Source: DfE Performance Tables and Perspective Lite July 2019

Attainment in Maths has been stronger and more consistent than the other subjects in previous years, but has seen the biggest fall in the percentage of children achieving the expected standard in 2019. Only 48% of the year group passed the test this year, 19%pts below the 2018 figure. Moreover, the Leeds and national figures have improved this year (by 3%pts and 4%pts) and the gap between them and the school figure now stands at 28%pts and 31%pts respectively.



**Reading:** Over the last 12 months, we have considered the intent behind our Reading teaching and made changes to its implementation so that a greater percentage of children might achieve ARE in each year group. All staff have received training and support from the English leads.

Through internal and LA monitoring, it is clear that the teaching of reading is consistently good throughout the school and that there is a positive impact on outcomes for children. The classrooms provide engaging and purposeful environments that 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.

Discussions with staff highlighted their increased confidence in teaching and assessing reading; discussions with children highlighted an increase in their confidence to discuss texts, as well as, an increase in their enjoyment.

KS1 results remained in line with national average, where despite the teaching and monitoring described above, KS2 results declined and are well below national average.

**Phonics:** The % of children working at the expected standard in Phonics by the end of Year 1 is lower than in previous years which has been in line with or above national.

As a result, the children's outcomes in Reading over the last three years are:

**KS1**

Reading - attaining EXS or better

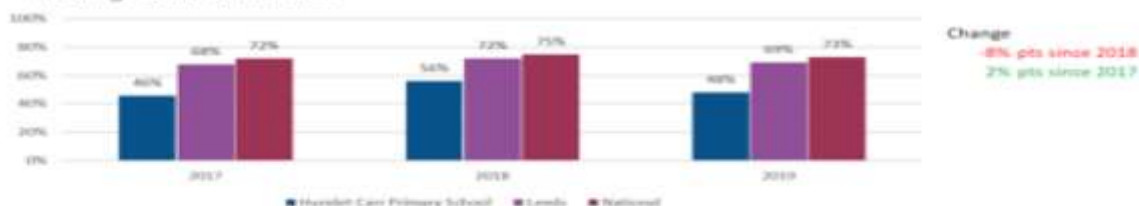


Data Source: Perspective Lite July 2019

The proportion of children who achieved at least the expected standard in Reading has improved by 3%pts compared to last year, but is still a long way from matching the exceptional performance achieved in 2017. The 2019 result is 3%pts above the Leeds figure and only 2%pts below national.

**KS2**

Reading - achieved standard



Data Source: DfE Performance Tables and Perspective Lite July 2019

The 'pass-rate' in the Reading test follows a similar pattern to the combined indicator, it was following an improving trend until 2018 but has dropped by 8%pts this year, to 48%. The Leeds figure is 21%pts higher and even though the national figure has also fallen, it remains 25%pts higher than the school's, at 73%. There is currently a lot of discussion at a national level about whether the increased word-count in this year's Reading test made it more challenging. It might be useful to look at Question Level Analysis of the Reading test to see if children struggled to finish this test, or struggled with particular questions.

**Writing:** Over the last 3 years we have implemented the Talk 4 Writing approach and through careful monitoring and support, writing is now taught at a consistently effective level on a daily basis throughout the school.

Through internal, LA and T4W monitoring, it is clear that the teaching of writing is consistent across the school 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 their wider topic; children are familiar with the 3-step writing process and are able to build upon skills taught in previous years to ensure that more of our children are now achieving the end of year expectations in writing.

KS1 results have remained in line with national average. Despite an improvement in teaching, KS2 results declined and are well below national average.

Presentation and a focus on basic skills has improved through initiatives such as the Golden Ticket and The Rocket. However, we are aware that there are still improvements to be made in these areas. New handwriting and spelling schemes have been introduced this year - rigorous monitoring will ensure its consistency and effectiveness.

As a result, the children's outcomes in Writing over the last three years are:

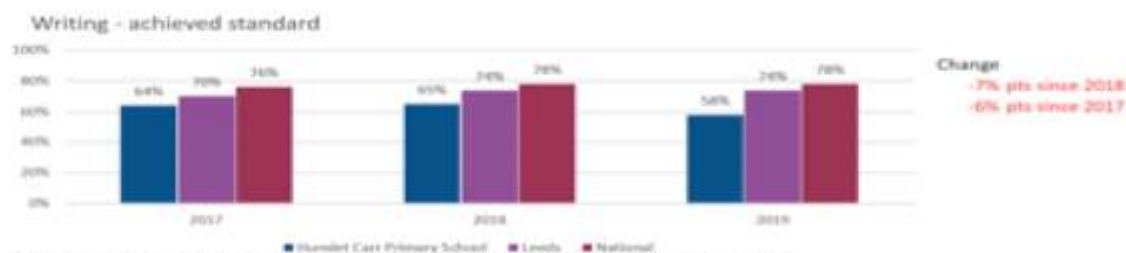
### KS1



Data Source: Perspective Lite July 2019

The biggest improvement at KS1 this year has been in Writing, where the proportion of children who achieved the expected standard has risen by 7%pts compared to 2018. Again, attainment isn't as high as that of the exceptional cohort of 2017, but this year's result is just above national and 7%pts higher than the overall Leeds figure.

### KS2



Data Source: DfE Performance Tables and Perspective Lite July 2019

Attainment in Writing has also fallen, by 7%pts, to 58%. The Leeds and national figures are unchanged at 74% and 78% respectively.

**Assessment:** LA moderation of EYFS and KS1 in 2019 of assessment confirmed the impact of good teaching and accurate judgements and children's outcomes.

Recognising the flaws in the assessment system that was adopted in 2014, (Depth of Learning) the school now tracks formative assessment termly using OTrack.

**SEND:** The school's most complex children with SEND have been assessed using B<sup>2</sup> which provides accurate information about the progress of these pupils. These children are often supported by specially trained staff and where possible take part in the wider curriculum (through QFT) as much as possible.

The school's interim SENCo has worked closely with the LA's SEND team and other agencies to ensure that the provision for the most complex pupils is appropriate and meets pupil's academic and wider needs.

The interim SENCo supports families with children with SEND, through diagnosis and assessment, through the EHC Plan process and with transition to secondary, and signposts to other agencies for additional support.





As a result, outcomes for children with SEND last year were:

**KS1**

% achieving the expected standard: SEN	Reading	Writing	Maths	RWM	Pupils
Hunslet Carr Primary School SEN	11.1%	11.1%	22.2%	11.1%	9
Hunslet Carr Primary School non-SEN	84.8%	82.6%	87.0%	82.6%	46
Leeds SEN	25.3%	19.1%	28.7%	16.9%	
Leeds non-SEN	79.0%	72.7%	79.0%	68.0%	
Early National SEN	29.7%	21.6%	32.6%	18.6%	
Early National non-SEN	83.2%	77.9%	83.5%	73.3%	

*Data Source: Perspective Lite August 2019*

As with the reception and Year 1 cohorts, the key to understanding the attainment figures for different groups and for the cohort as a whole, is to look at the figures for SEN children. There were 9 children identified as having SEN in this cohort, only 1 of them achieved the expected standards in all three subjects, and 7 of them didn't achieve the standard in any of the subjects. Most of these children were Disadvantaged boys.

**KS2**

% achieving the expected standard: SEN	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Hunslet Carr Primary School SEN	7.7%	15.4%	7.7%	7.7%	7.7%	13
Hunslet Carr Primary School Non-SEN	58.7%	71.7%	58.7%	71.7%	45.7%	46
Leeds SEN	34.5%	35.4%	38.4%	30.5%	21.5%	
Leeds Non-SEN	77.2%	84.7%	84.4%	83.7%	69.8%	
National SEN	35.9%	36.3%	40.4%	33.8%	22.0%	
National Non-SEN	81.4%	87.3%	87.2%	88.3%	74.3%	

*Data Source: Perspective Lite August 2019*

**Areas for Improvement:**

- Improve the teaching and learning of phonics so that children have the required skills to read at the expected level at the of Year 1 and KS1
- Maintain the improvements to the quality of teaching and learning of the core curriculum across the school, particularly in key stage 2
- While maintaining the improvements to Reading and Writing across school, improve the teaching of Spelling and Handwriting
- 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: Grade Descriptors for Good	Judgement
The school has high expectations for pupils' behaviour conduct. These expectations are commonly understood applied consistently and fairly. This is reflected in pupils' positive behaviour. Low-level disruption isn't tolerated and pupils' behaviour doesn't disrupt lessons or the life of the school. Leaders support staff well managing pupil behaviour. Staff make sure that pupils follow routines.	Vast majority of chd Low Level is not tolerated Restorative Learning
Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination & derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.	Very few examples of bullying Very quickly dealt with
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	Attendance is below Restorative Learning
Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks & take pride in their work.	Vast majority are SLANT Impossible is Nothing
Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	Attendance is below 96% Taking swifter action
Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.	Used appropriately Managed integrations
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	Very good
Behaviour and Attitudes: Evidence Base	
<ul style="list-style-type: none"> <li>• Notes of Visit from Jackie Reid, Steve Dawson – LA Advisers</li> <li>• Teaching and Learning Overview – Nov 2018</li> <li>• T4W Review – Dec 2018 carried out on behalf of T4W</li> <li>• Lesson Observations carried out by SLT – Sep 17' / June 18'</li> <li>• Learning Walk recommendations made by SLT</li> <li>• Health School's Visit by Steven Body</li> <li>• Parent / Children surveys</li> </ul>	
Behaviour and Attitudes: Requires Improvement	
<p><b>Behaviour:</b> Behaviour is managed consistently well and visitors to the school, including those from the LA comment on the calm and purposeful atmosphere. Children show respect for each other and adults in school as they greet each other around the school and through actions like holding the door open.</p> <p>Our ethos of <a href="#">High Expectations</a>, are <a href="#">Caring</a>, have <a href="#">Positive Attitudes</a> and are <a href="#">Successful</a> extends to all that we do to improve the personal development and welfare of the children. Movements throughout the school are respectful and the pupils are encouraged to take wider responsibilities such as School Council, Food Ambassadors and Head boy/ girl.</p> <p>Children take pride in their work and try their best. They are proud of their school, attentive in lessons and judge the behaviour of the majority of children as good. The school's behaviour and rewards initiative continues to have a positive impact with over 98% of all interactions being to receive Trackit points which go towards rewards for them, their class and their house team.</p> <p>There are a small number of children with very complex needs, including those with SEMH needs that are displayed through behavioural issues. We meet these needs through a personalised approach, using expertise within our staff team. Following the plan, assess, do, review process, IBPs are adapted in order to ensure the best possible outcomes for them and the other children in their class.</p>	



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

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.

**Attendance:** Attendance requires improvement as it has fallen below the target we have set ourselves of 96%, the average of the local family of schools. While we are aware of circumstances that adversely impact on attendance, we need to do more to ensure children are in school regularly. Our Attendance Officer, supported by an Assistant Headteacher is working closely with the Local Authority Attendance Team to take swift and effective action to support and challenge parents with low and persistent absence.

Areas for Improvement:

- To improve the level of attendance and punctuality so that they are in line with the average of the local family of schools 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
- To introduce a new PSHCE curriculum which is more personalised to pupils' needs and helps improve well-being outcomes.



Personal Development: Grade Descriptors for Good	Judgement
The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.	Wider curriculum Allotment/Library Trips to Places Worship
The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	Growth Mindset Impossible is Nothing School Council
The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.	Developing School intro PSHE scheme and Mindmate lessons
The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.	Sainsburys Gold Mark Art and DT 2019-20 Dance and Drama
The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance & respect.	Wider curriculum Assemblies Culture Day
The school promotes equality of opportunity & diversity effectively. As a result, pupils understand, appreciate and respect difference in the world & its people, celebrating the things we share in common across cultural, religious, ethnic & socio-economic communities.	Wider curriculum Assemblies Culture Day MLK day
Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.	Children interact well across the school – Racially motivated bullying is rare
The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.	Wider curriculum Assemblies Culture Day Allotment / Carols

**Personal Development: Evidence Base**

- Notes of Visit from Jackie Reid and Steven Body – LA Advisers
- Teaching and Learning Overview – Nov 2018
- T4W Review – Dec 2018 carried out on behalf of T4W
- Lesson Observations carried out by SLT – Sep 17' / June 18' and supported by LA Advisers or other Local Leaders
- Learning Walk recommendations made by SLT
- Parent / Children surveys

**Personal Development: Good**

**Safety and safeguarding:** The school curriculum gives children a strong understanding of how to keep themselves safe in the real and on-line worlds, and what to do when they don't feel safe.

Through theme weeks at the start of each term children are taught about bullying, drugs and sex and relationship education. These weeks are where such topics are the focus of lessons, but children are reminded of these themes through our SEAL questions and assemblies throughout the year such as those from the NSPCC.

Vulnerable children are made to feel welcome at our school. Over 95% feel as though their teachers treat all children the same.

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 training in June 2016.

**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 morals and 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, such as family dining. 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 our annual Culture and Faith day.

The school uses the REAL PE scheme of work, which not only develops children's fundamental movement skills but ensures children work together to develop social skills through cooperation, offering support and encouragement and giving and receiving feedback. These skills extend into the school's extra-curricular activities.

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.

**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.

Areas for Improvement:

- To improve the level of attendance and punctuality so that they are in line with the average of the local family of schools
- 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
- To introduce a new PSHCE curriculum which is more personalised to pupils' needs and helps improve well-being outcomes



The Quality of Early Years Education: Grade Descriptors	Judgement
<b>Intent</b>	
Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief & cultural capital they need to succeed.	Child-led learning Growth mindset
The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.	Assessment f learning Planned targeted observations
There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, they have foundations for future learning, preparing them to become confident/fluent readers.	CLL screening Daily discrete phonics 1-2-1/guided reading '5 a day'
The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.	Daily phonics sessions on letters and sounds
The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious & meet their needs.	Development journals for SEND children Half termly target meetings held with SENIT/STARS & SENCo
<b>Implementation</b>	
Children benefit from meaningful learning across the curriculum.	Planning is thematic & relevant to real life
Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.	Variety of obs with next steps ½ termly phonics assessments Reading banded according to phase
Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions & provide clear explanations to improve their learning. In so doing, they respond/adapt their teaching as needed.	Lots of opportunities to talk and ask questions during every lesson/misconceptions addressed
Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.	Maths Mastery applied throughout the early years CPA – used throughout learning Depth rather than breadth coverage of the curriculum
Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet children's needs/promote learning.	Areas of learning set up and adapted for needs of the children Weekly continuous provision planning with challenges
The curriculum and care practices promote and support children's emotional security and development of their character. Leaders & staff are particularly attentive to the youngest children's needs.	Key worker ECAT sessions / Assessments inform provision
Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach	UW/PD planning covers how to stay healthy



children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.	Snack area targets healthy eating/drinks
Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.	Termly parents meetings Newsletters Social media Story sack course led by PSA Half termly parent workshops Tapestry to communicate parents
<b>Impact</b>	
Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.	ECAT friendly environment Traded SLT and HLTA provide CLL training for staff and interventions for children 63% achieved GLD
Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.	Over 90% children made good or better progress and the GLD trend has been on the rise over the past three years
By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.	PSED woven into the curriculum 63% achieved GLD
Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.	Children have at least '5 a day' (stories, songs and rhymes) ECAT promoted in all areas of learning
Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently & respond positively to adults & each other. Children develop their resilience & take pride in their achievements.	The Characteristics of learning are integrated into the indoor and outdoor learning environments
Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.	Early play and social groups Key worker and family time planned for each week

**The Quality of Early Years Education: Evidence Base**

- Notes of Visit from Jackie Reid and Steven Body – LA Advisers
- Teaching and Learning Overview – Nov 2018
- T4W Review – Dec 2018 carried out on behalf of T4W
- Lesson Observations carried out by SLT – Sep 17' / June 18' and supported by LA Advisers or other Local Leaders
- Learning Walk recommendations made by SLT
- Internal/external moderations
- Parent / Children surveys



## The Quality of Early Years Education: Good

Evidence: Nursery offer 15 hours per child each week. The children's experience is of a calm, purposeful learning environment where they are split into three key worker groups, supported by an excellent Early Years teacher.

In Reception, there are currently 60 children who are split into 2 classes, with two Early Years teachers, EYFS specialist Teaching Assistants and SEND support staff providing excellent adult direction within provision that is planned to meet their needs and develop them as independent learners.

**Teaching and Learning:** Throughout the current academic year, the quality of teaching in the Early Years has been consistently good and since Spring 2018, there has also been elements of outstanding teaching and learning. Judgements have been arrived from both internal and external moderation by the LA.

The Early Years team have developed a very structured timetable in Reception and Nursery with daily discrete English, Maths, phonics and reading lessons which are based on the children's interests and curriculum needs. This has led to children making more than expected progress across the prime and specific areas literacy and Maths (based on Spring 2 data).

Following a number of visits to local settlements to look at the indoor and outdoor learning environments a number of transformations have started to take place. A Reggio Emilia approach to learning environments has been introduced so that natural, calm, open-ended spaces would aid concentration & inspire our children.

**Outcomes:** Most children enter the EYFS with levels of attainment that are significantly below ARE particularly in Communication and Language, Literacy, Shape Space and Measure and Understanding the world. Our internal tracking shows that most children make good or better progress in the EYFS and that this has been evident for the past three years.

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 results show that the percentage of children reaching a GLD has risen from 49% (July 17), 56% (July 18), to 63% (July 19) over the past three years; that is an increase of 14%. In 2019, the school diminished the difference between the achievement of girls in comparison to boys. The gap between boys and girls achieving GLD this year is: Girls: 64% (LA 73% 2018), Boys: 61% (LA 59% 2018) which is a gap of 3%, compared to the gap of 16% in July 2018. The pupil premium children attained the same or above all children in the cohort across all areas of learning. There was significant increases in the % of children exceeding in the ELG most notably in Communication and Language, Personal Social and Emotional development, Reading and Maths. On average, 96% of all children made good or better progress across all areas of learning.

**Staff development:** The Early Years leader (appointed Sept 2018) delivered a number of training and coaching sessions for staff to ensure that next steps are always promoted and that the children are being challenged. Training has included, assessments, phonics, enabling environments and sustained shared thinking. The Early Years staff are also part of the Maths Hub and this is already having a marked impact on the depth of understanding for SSM and Numbers.

**Parents:** We continue to promote 'Parents as partners' throughout the child's learning journey. Parents are invited to stay and play sessions and half termly learning workshops such as phonics and maths. We involve parents in home





learning with our #30 homework which encourages interactions at home such as, nature walks and baking.

The parents can access the children's online learning journeys and upload their own learning from home.

We understand that partnerships with parents are still an ongoing area for development and in January 2019 we employed a full-time parent support advisor. The PSA has helped parents to find housing, jobs and the relevant support from external agencies. The PSA delivers weekly 'mums and tots' groups and has enrolled two of our parents as 'parent champions.'

**Transition:** Entry to and from Early Years is effective. We carry out home visits, nursery visits and a staggered entry into Nursery and Reception. We ask the parents to contribute to all baselines and regular discussions take place about the children's interests to ensure that we can weave these ideas into the curriculum.

Careful consideration is given to how children move to Year 1 and staff from both year groups work together to plan activities that will aid transition in the autumn term. Provision is in place for those children who did not achieve GLD in EYFS.

**Governance:** Links with the Early Years governor are effective, they have attended termly update meetings and regular visits to school have taken place.

Areas for improvement:

- To continue to develop 'parents as partners' and build strong relationships with parents
- To continue to create Reggio Emilia inspired indoor and outdoor 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: Grade Descriptors	Judgement
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.	Clear understanding of the 3Is across the diff areas of school
Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.	CPD and staff mtg time all designed to inc subject knowlge Lesson Study and coaching approach
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.	Implementation is becoming more effective & impact SEND are included
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.	Cluster/Schools & Allotment; Need to inc Parental links
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.	OfficeVibe and approachable
Leaders protect staff from bullying and harassment.	OfficeVibe
Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	Changes to Gov Board need to have a more in school presences
Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and for example in relation to the 'Prevent' duty and safeguarding.	Gov's do ensure that all statutory items are done
The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help; who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce the risk of harm by securing the support they need, or referring them to those who have the expertise to help; manage safe recruitment & allegations of adults who may be a risk to pupils.	The school culture is safe Where there have been incidents the school quickly acts to ensure no repeat

**Leadership and Management: Evidence Base**

- Notes of Visit from Jackie Reid, Steve Dawson – LA Advisers
- Teaching and Learning Overview – Nov 2018
- T4W Review – Dec 2018 carried out on behalf of T4W
- Lesson Observations carried out by SLT – Sep 17' / June 18' and supported by LA Advisers or other Local Leaders
- Learning Walk recommendations made by SLT
- Evidence from Book Scrutiny
- Moderation comments from both EYFS and KS1 LA Advisers
- Staff meeting notes for the last 24 months
- OfficeVibe results since March 2019
- Minutes of Governing Board meetings
- Safeguarding Review Sept 2018
- Health and Safety Audit including a Fire Risk Assesment leading to a Fire Management Plan to be implemented Summer 2020



## Leadership and Management: Requires Improvement

The school's new 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 the strongest it has been for five years.

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

Outcomes are scrutinised termly to ensure any children falling behind receive 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.

A rigorous performance management process is place for teaching staff and over the next 12 months, working alongside the LA's SEND team and improvement advisor, a more rigorous system will be in place for the school's support staff.

Joint monitoring of learning and teaching alongside the local LA and leaders from other local schools shows that teaching over time is predominantly good or better with outcomes in books reflecting a high quality of learning in core subjects.

All teachers have subject leadership responsibility and we have ambitious plans to focus on a broad and balanced curriculum in 2019-20. We have appointed a school leader to develop a robust professional development programme for subject leadership so that the intent, implementation and impact of our wider curriculum matches the quality we provide within the core.

The school uses sports funding effectively to provide children with opportunities that they otherwise would not be able to access. Links with our feeder High School has allowed a significant proportion of children in KS2 the opportunity to experience a range of sports and to take part in local competitions. These opportunities allow our children to develop independence as well as teamwork. We are proud that several children who attend Hunslet Carr have represent their county or country in national and international competitions over the last 2 years.

Governors know the school and the community that it serves and are committed to providing the best for its children. Our chair of governors is an NLG who has worked with the existing governors to ensure that the monitoring of progress towards the improvement plan targets is robust. Key data analysis 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 particularly well managed. The school budget remains healthy and the three year forecast is positive. The use of pupil premium funding is discussed regularly at meetings and governors are fully committed to ensuring equality of opportunity for all pupils, especially the disadvantaged. Funding for Inclusion (FFI) is used to support effective SEND provision for our most complex children.

Our most recent safeguarding audit (17<sup>th</sup> September 2018) demonstrated effective leadership and that we meet all safeguarding legislation.



The school has a strong Pastoral Team who work closely with families and outside agencies, such as the JESS cluster, to ensure children and their families are well supported. The knowledge and experience within this team is 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 and the school continues to work with the LA's SEND team to ensure that all children with SEND are effectively supported. The review did make a number of recommendations to further improve SEND provision and leaders have adapted the school's improvement plan to reflect this. The school is in the process of changing assessment systems. Previously the school used Depth of Learning across all curriculum areas. From September 2019 the school will use OTrack to record on-going assessments against the National Curriculum and to provide accurate analysis of individuals and year groups' progress. This will provide leaders with data that can effectively guide intervention strategies and improve our teaching and learning.

**Areas for Improvement:**

- 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, including SEND
- Improve the leadership of all curriculum areas through the training and development of subject leadership so that our curriculum intent, implementation and impact is effective in the wider curriculum
- Improve the leadership of SEND and deliver the outcomes and actions agreed during our SEND Review
- Improve the governorship of the school; fill all vacant positions and ensure that governors continue to lead an active role within the school, challenging and supporting leaders
- Introduce a new assessment system so that all teachers and staff are able to simply track and review data on their pupils, groups, class, phase or school.

<b>Ofsted Area of School Improvement</b>	<b>The school's current grading of itself</b>
<b>The Quality of Education</b>	<b>Requires Improvement</b>
<b>Behaviour and Attitudes</b>	<b>Requires Improvement</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>Requires Improvement</b>
<b>Overall Effectiveness</b>	<b>Requires Improvement</b>