

Hunslet St Mary's Church of England Primary School

Inspection report

Unique Reference Number	108053
Local authority	Leeds
Inspection number	377690
Inspection dates	8–9 November 2011
Reporting inspector	Nigel Cromey-Hawke

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Stephen Thompson
Headteacher	Mark Ford
Date of previous school inspection	08 December 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 11 lessons, observing eight teachers and all classes. They also held meetings with members of the governing body, staff, pupils, parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 37 parents and carers, 104 pupils and 11 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the school is doing to raise attainment and achievement and to improve attendance.
- How challenging teaching is, especially for the more-able pupils.
- How well-informed, cohesive and focused staff are in driving improvement forward, following the recent staffing changes.

Information about the school

Most pupils in this smaller-than-average-sized primary school are White British with a few speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The number of pupils known to be eligible for free school meals is well above average. The school has Healthy School status and Investors in Pupils. The school has suffered significant staffing upheaval over the last year, as well as bereavement connected with members of the school community. The school operates its own breakfast club and there is an independently managed children's centre on site, whose children combine with the school's Reception class for their learning. The children's centre is subject to a separate inspection report that can be viewed on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some good features and makes a considerable difference to the personal development of its pupils through its good care, guidance and support. The vast majority of parents and carers who returned the inspection survey are highly supportive of its work.

Following a period of considerable staffing change and trauma associated with bereavement, the school is moving forward under the leadership of the headteacher and staff. Children get a good start to their learning within the Early Years Foundation Stage. They enter Reception with basic skills that are below those typical for their age. They make good progress in this Key Stage because of the good teaching, curriculum and leadership and management. School data and inspection evidence show that pupils' progress and achievement throughout the rest of the school is satisfactory, but improving steadily. Attainment has risen and in the majority of classes is now broadly average, although weaknesses remain in the proportion of higher National Curriculum levels gained.

Pupils enjoy their time in school and feel safe and highly valued. Attendance is average but improving rapidly. The quality of teaching is satisfactory. In some lessons it is good but the majority of lessons lacks sufficient pace and challenge, notably for the more-able pupils. In some lessons pupils' speaking and listening skills are underdeveloped, there is too much teacher talk, limited opportunities for pupils to work independently and inconsistent use of target-setting. The good curriculum has strengths in the arts, sport, in the use of information and communication technology (ICT) and in developing pupils' understanding of the wider world. Pupils' strong sense of community, engendered by the school's effective promotion of community cohesion, and their sensible behaviour, contribute well to their good spiritual, moral, social and cultural development.

The school has a clear understanding of its strengths and where it needs to improve. It has recently restructured staffing and introduced new ways of working to better target underachievement. Some of these practices have yet to impact, however, and aspects of subject leadership, planning and the evaluation of pupils' progress have still to be fully developed. Consequently, the schools' capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons, by:
 - ensuring that lessons have sufficient pace and challenge, especially for the more-able pupils
 - developing pupils' speaking and listening skills so that they learn more effectively from each other and adults in lessons
 - further developing the use of individual learning targets for English and mathematics, to help raise the expectations of both pupils and staff about learning
 - limiting the amount of teacher talk in lessons and helping pupils to learn more independently of adult support.

- Improve leadership and management by:
 - securely implementing the new practices for the more frequent monitoring of pupil progress, so that more timely action can be taken to respond to pupils' learning needs
 - develop the role of subject leaders so that they can more effectively contribute to the monitoring of teaching and learning
 - bring a sharper focus to development planning so that improvement actions can be more effectively evaluated.

Outcomes for individuals and groups of pupils

3

In lessons, most pupils acquire knowledge, develop understanding and learn and practise skills satisfactorily. They are keen to succeed, mostly apply themselves well in lessons, work at a good pace and enjoy their learning when provided with appropriate tasks and guidance. Achievement is satisfactory across the school. Pupils' attainment on leaving in Year 6 has in the past been consistently low and progress, especially in English and science, has sometimes been inadequate. The school has responded to this robustly and, following a review of its provision and the introduction of additional support programmes, attainment on leaving the school has now risen to broadly average. The proportion of pupils gaining the higher levels remains below average. However, inspection evidence and school data show that the majority of pupils make at least satisfactory progress from their starting points. The progress of pupils with special educational needs and/or disabilities, and those whose first language is not English is also satisfactory, as a result of the additional support they receive.

Pupils across the school clearly enjoy the majority of their learning and their behaviour is good. The school is a harmonious and happy community in which pupils say they feel safe and from which they benefit enormously. They respond by taking on many responsibilities, for example, as team captains, as buddies to support each

other and by helping around the school. Pupils' involvement in the local community is also good, helped by the strong links with the parish church and through the Hunslet Gala programme. The school places a high priority upon raising pupils' awareness of what it means to lead a healthy lifestyle. Their understanding of this is good, reflecting the school's award. Together with the effective promotion of key skills in literacy and numeracy, and good skills in ICT, this means that pupils are prepared satisfactorily for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is predominantly satisfactory. There is some that is good. In the best lessons, assessment data on pupils' progress are used well to match activities to pupils' needs and interests. These lessons are challenging and pupils make good progress as a result; for example, in a mathematics lesson that featured practical activities using string to understand number sequences. Satisfactory lessons, however, lack sufficient pace and challenge, especially for the more-able. Pupils' speaking and listening skills are not as well-developed as in the best lessons, with the result that pupils do not learn as effectively from each other or from adults as they should. In some satisfactory lessons, teachers talk too much and there are limited opportunities for pupils to explain their own learning or work independently of adult support. The quality of marking is good throughout the school. Individual learning targets have been introduced in English and mathematics, in some but not all classes, and their use by teachers is inconsistent across the school. This means that expectations of performance are sometimes too low and some pupils are not clear about their long-term learning targets.

The good curriculum provides many exciting and rich experiences for all groups of pupils. It is beginning to support pupils' key skills in literacy and numeracy more effectively, but its impact upon pupils' wider learning, personal development and well-being is considerable. Music, sport and the use of ICT are strengths of the school and there is extensive use made of visits and visitors to extend pupils'

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

experiences. French is taught and good thematic units combine subjects to give pupils a good understanding of the wider world. Heritage education is very good. Pupils whose first language is not English have a weekly communication programme in which they meet similar pupils from other schools and work on their English skills. Many pupils also gain experience of the world of work through a national careers programme. Enrichment opportunities through after-school clubs and activities are very good and enthusiastically supported by pupils.

The school helps to bring about significant improvements in attitudes, behaviour and relationships for many of its pupils. Transition arrangements into the school are excellent because of the very close and effective working with the children’s centre. Many pupils get a good start to their day in the welcoming breakfast club setting. The school works particularly well with outside agencies to support the often considerable needs of some of its pupils. Individual education plans reflect clear and appropriate strategies for supporting these pupils’ needs. Teaching assistants are often highly effective in their support for pupils’ personal needs. The work of the learning mentor is especially valued by pupils, staff and parents and carers. The school has worked energetically over the last two years to improve attendance from previously low levels and has been particularly successful in reducing previously high levels of persistent absence to the current low levels over the last year. The school has managed the grief associated with deaths of staff and other adults close to the school extremely well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, staff and the governing body are driving improvement forward with determination. Staffing has been largely stabilised, new ways of working have been introduced and expectations have been raised. This vision is shared by the staff, many of whom are in restructured roles. Self-evaluation practices are satisfactory, with some not yet fully embedded, such as the monitoring role of subject leaders. The school knows its strengths and weakness, however, and appropriate plans are in place to bring about further improvement. Some aspects of these plans lack a sharpness of focus, however, making the evaluation of improvement actions less effective. Senior leaders and managers have not evaluated the on-going progress of groups of pupils with sufficient regularity in the past. This meant that actions to target underachievement were not always as timely as they could be. The school has new strategies in place to address this, but they have yet to be fully embedded and their impact has yet to be proven.

Safeguarding practices are satisfactory and meet requirements, with some aspects of risk assessment and quality assurance being underdeveloped, but the school has this in hand and revised practices are being put in place. Partnership working is good,

especially with the local cluster of schools and community organisations. The promotion of equal opportunities is satisfactory, reflecting the variable teaching provision. However, gaps in pupils' performance, for example boys' performance last year, are being reduced. Discrimination is extremely rare and when encountered is dealt with well. Engagement with parents and carers is good, especially through the children's centre. There is a good programme of family learning and an Internet 'blogging' site for parental use, set up with the help of the pupils. Pupils have a well-developed sense of the varied aspects of their local community and the wider world through good links with schools of different types across the region and with schools in other countries through the Flat Stanley and Flags of the World projects. As a result, community cohesion is good. The governing body knows the strengths and weaknesses of the school and is increasingly supporting and challenging its drive for improvement.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The vast majority of children continue into the Reception class from the children's centre, with the result that their needs and interests are very well known. At this point, their basic skills are below those typical of children of their age. They make good progress throughout Reception, so that by the time they leave the Early Years Foundation Stage they are working at broadly expected levels across all areas of learning because of good teaching. There is an appropriate balance of activities that are teacher-led and those that children choose for themselves. There is a strong focus upon developing children's literacy and numeracy skills. Progress in personal development is often very good because of the attention given to establishing good routines and practices. As a result, children work and play together well and behaviour is good. Children with special educational needs and/or disabilities and those in the first stages of learning English, also make good progress because of the additional support they receive. There is a good programme of visits and the outdoor learning area is also used well to extend the range of children's experiences. Its use in supporting language work is, however, not as well-developed as it could be. Assessment of children's learning is frequent and accurate and the results of this are communicated well to parents and carers. The levels of care provided are good,

reflecting those in the rest of the school. Leadership and management are good, with staff training up to date and suitable plans in place for driving forward improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

A small number of parents and carers returned the inspection questionnaire but the vast majority of them are very happy with most aspects of the school. They consider it provides a safe and caring environment for their children and that it is led and managed well. A few parents and carers have concerns over how effectively the school deals with unacceptable behaviour. Inspection evidence shows that behaviour in the school is good and that any misbehaviour is dealt with effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hunslet St Mary's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	51	17	46	1	3	0	0
The school keeps my child safe	24	65	13	35	0	0	0	0
The school informs me about my child's progress	21	57	14	38	2	5	0	0
My child is making enough progress at this school	18	49	16	43	3	8	0	0
The teaching is good at this school	22	59	13	35	1	3	0	0
The school helps me to support my child's learning	20	54	16	43	1	3	0	0
The school helps my child to have a healthy lifestyle	15	41	22	59	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	43	21	57	0	0	0	0
The school meets my child's particular needs	18	49	18	49	1	3	0	0
The school deals effectively with unacceptable behaviour	18	49	13	35	5	14	0	0
The school takes account of my suggestions and concerns	18	49	15	41	2	5	1	3
The school is led and managed effectively	23	62	11	30	2	5	0	0
Overall, I am happy with my child's experience at this school	24	65	11	30	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 November 2011

Dear Pupils

Inspection of Hunslet St Mary's Church of England Primary School, Leeds, LS10 2QY

Thank you for the warm welcome you gave the inspectors when we inspected your school recently. You were very friendly and polite, and enthusiastic about what you do.

Hunslett St Mary's is a satisfactory school. It has some good features and is improving after a dip in performance recently. You get a good start to your learning in the Reception class because of the effective and interesting teaching, and the good care and leadership and management there. Your progress within the rest of the school is satisfactory. In the past, your attainment on leaving the school has sometimes been low, but it has now risen to broadly average levels. Teaching is satisfactory, with some that is better. The varied programme of activities provided by the school helps your personal development. Your behaviour is good. Your attendance is average but improving fast. Well done! The care provided by the school is good. As a result, you say you feel safe and well looked after. You have a well-developed sense of what it means to lead a healthy lifestyle, helped by the wide range of sporting and other activities provided by the school. We have asked the school to consider the following points that will help it improve further.

- Make sure that all your lessons are at least good.
- Check what is going on in lessons and the progress you are making more frequently to be clear about how things should improve.

You can help by telling your teachers how best you learn, letting them know if you have any problems, and for some of you to attend school more often. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke
Lead inspector

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