

Hunslet Moor Primary School

Fairford Avenue, Leeds, West Yorkshire, LS11 5EL

Inspection dates

3–4 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Instability in staffing has led to inconsistencies in the quality of teaching and slowed the planned improvements in teaching and in pupils' achievement.
- Pupils with limited spoken and written English do not always have access to specialist language support to enable them to make good progress.
- Adults who work with teachers in lessons have not all had enough training in how to develop pupils' language skills.
- The roles and responsibilities of senior leaders are not clear enough to ensure that they contribute effectively to improving key areas such as teaching.
- Not all teachers use accurate assessment information to plan work that is demanding enough so learning is sometimes too slow.

The school has the following strengths

- Behaviour is good. There is a culture of mutual respect and calm across the school because the clear and inclusive values are understood and applied by all.
- The school's distinctive approach to nurturing its most vulnerable children strongly promotes pupils' good behaviour, improved attendance and enjoyment of school.
- Pupils contribute much to and benefit greatly from the cohesive and diverse school community.
- Good provision in the Early Years Foundation Stage ensures that the youngest children make good progress.

Information about this inspection

- The inspectors observed 15 lessons, three of which were joint observations with the headteacher and the deputy headteacher. In addition, the inspectors made a number of other short visits to lessons and looked at work completed by pupils during the previous school year.
- Discussions were held with two groups of pupils, the Chair of the Governing Body, one other governor, the three phase managers, the coordinator of support for disabled pupils and those who have special educational needs, and a professional adviser for Leeds schools.
- The inspectors took account of the six responses to the on-line questionnaire (Parent View), the responses to parental questionnaires provided by the school, school planning and monitoring documentation, and the data relating to pupils' current progress.

Inspection team

Cathy Morgan, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Stefan Lord	Additional Inspector

Full report

Information about this school

- Hunslet Moor Primary School is a larger than average-sized primary school.
- The number of pupils who join or leave the school at different times during the year is higher than that seen nationally.
- The proportion of pupils known to be eligible for the pupil premium (about 37%) is higher than the national average.
- The large majority of pupils are from minority ethnic groups and are at an early stage of learning to speak English as an additional language.
- The proportion of pupils supported through school action is similar to that found nationally. The proportion supported at school action plus or with a statement of special educational needs is higher than average.
- The school's 2012 results met the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to consistently good or better by:
 - ensuring that teachers use data effectively to plan lessons that are tailored to meet the different needs and abilities of all pupils, to ensure they are appropriately challenged, can learn independently and attain the highest standards
 - ensuring consistency in the quality of written feedback to pupils enabling them to more clearly understand their targets and recognise how to improve their work.
- Improve the specialist support provided for pupils learning English as an additional language by:
 - providing more opportunities for pupils in Key Stage 2 to increase their understanding of and ability to use phonics (the sounds that letters make) to help them accurately decode words when reading and writing
 - providing training for support staff to further enhance and extend the specialist language provision.
- Improve leadership and management by:
 - ensuring that senior leaders understand their roles, responsibilities and accountability in order to strengthen the robustness of their performance management of staff
 - enhancing the transition for pupils into Year 1 by replicating aspects of the effective provision in the Early Years Foundation Stage
 - ensuring the suitability, deployment and positive impact of teaching and specialist support assistants.

Inspection judgements

The achievement of pupils

requires improvement

- Children in the Early Years Foundation Stage make good progress, particularly those who join the school in the Nursery class. Children start school with skills and aptitudes which are typically well below expected levels. Careful nurturing, effective teaching and rigorous assessment enable them to increase in confidence and make good progress in their personal, social and emotional development. Comprehensive records of children's progress are carefully written and are particularly informative for parents.
- Whilst attainment at the end of Year 2 and Year 6 is below national averages, it is improving and the majority of pupils make the progress expected given their low starting points. Their achievement requires improvement because learning in lessons is not consistently strong which slows pupils' overall rate of progress.
- Pupils known to be eligible for the pupil premium, disabled pupils and those who have special educational needs typically make similar progress to their peers in English and mathematics.
- Many pupils, including those who join the school at different times through the year, have limited skills in spoken and/or written English. They receive effective intervention and make good use of computer-based language support to enable them to progress their learning in English and mathematics. This intervention promotes equal opportunities particularly well.
- There are few opportunities for pupils learning English as an additional language to receive specialist language support within whole-class lessons. Most teaching assistants have yet to receive training to enable them to develop the relevant expertise to provide language support. This often slows the progress made by pupils in lessons.
- Reading is given a high priority across the school and parents are increasingly involved in listening to and reporting on their children's reading using well designed 'learning logs'. An effective programme in the Early Years Foundation Stage, guided reading sessions and the use of 'talking partners' are successful and have contributed to the improved standards in reading in Key Stages 1 and 2.
- Although the teaching of phonics (the sounds that letters make) is widely implemented, this is not sufficiently effective in strengthening pupils' ability to develop successful strategies to blend, segment and decode words to improve their writing. This is particularly so for Key Stage 2 pupils learning English as an additional language.
- Achievement in mathematics is improving. Pupils usually enjoy mathematics, particularly when they are challenged to solve interesting problems. In one Year 5 lesson, pupils developed a clear understanding of the properties of three-dimensional shapes and accurately used specialist terminology to predict the shapes made by a range of pre-prepared nets.

The quality of teaching

requires improvement

- There are strong working relationships between staff and pupils. Teachers interact positively with pupils and they use praise effectively to build pupils' confidence and self-esteem. Verbal feedback to pupils is regular and informative. Written comments, however, are not always as clear or detailed enough to ensure that pupils know what they have done well and what their targets are to improve.
- Staff have high expectations for pupils' behaviour in lessons and the standard of presentation in workbooks. They lead by example by creating well organised and tidy classrooms and using high quality resources to support pupils' learning. This leading by example was evident in an outstanding Year 6 lesson where the teachers' own questioning enabled pupils to accurately understand six types of questions and successfully apply these in their effective questioning of one another.
- In the less successful lessons, teachers instruct the whole class for too long and although whole-class questioning and discussion often aids pupils' understanding, too often it involves few pupils

and limits opportunities for the majority to work independently. On such occasions, progress is slow and as a result, achievement in the lesson requires improvement.

- In the Early Years Foundation Stage, children are given an appropriate balance between teacher-led work and times when they learn through play. The indoor and outdoor learning areas are well designed to support child centred and independent learning and challenge children's imaginations. There are missed opportunities to replicate this environment for children when they move into Year 1. As a result, many pupils find it difficult to adapt quickly to the more formal approach to their learning.
- Teachers use data extensively to monitor and report on the progress of individual and groups of pupils. This information is used well to target specialist support for disabled pupils and those who have special educational needs but it is not always used effectively to plan challenging learning activities for pupils not in need of intensive support.
- Teaching assistants are not always effectively deployed nor sufficiently prepared to apply the instructions and requirements set by teachers to ensure that support for pupils is consistently effective and purposeful in lessons.

The behaviour and safety of pupils are good

- The schools' commitment to promoting tolerance of others within the school and the local communities is a strength. All pupils, regardless of background, ability, gender or disability, get on extremely well and play and work happily together.
- Pupils enjoy being part of a diverse community and the many opportunities they have to broaden their understanding of cultural differences. They benefit greatly from organising their annual community cohesion event, 'Inspiring Generations: Creating Aspirations'.
- Pupils show caring attitudes to each other and are polite and mature. Almost all pupils spoken to during the inspection say that they enjoy coming to school because it is a calm and friendly place to be. Pupils recognise what bullying is and they appreciate that it is not tolerated in school; consequently incidents of bullying are rare.
- There is a strong school ethos about keeping safe and pupils have a good understanding of how they do so. The risk assessments undertaken by staff and governors are rigorous and secure the safety of pupils and staff. Detailed records are kept of the few incidents of pupils' misbehaviour demonstrating effective liaison between the school, parents and specialist agencies.
- The care and welfare of the most vulnerable children, particularly those who have behavioural or emotional difficulties, is exceptional. Pupils with significant complex barriers to learning are identified early and receive a range of successful and intensive support. These intervention strategies are effective and help to accelerate the academic and personal progress of these pupils.
- Nearly all pupils work hard in lessons and show mature attitudes to their work, even when teaching is not of the highest quality. On the few occasions when pupils lose concentration, teachers respond quickly and effectively to bring pupils back on task.
- The effective role of parent support advisors has enabled the school and parents to work extremely hard together to promote the importance of punctuality and improve attendance, which is now around the national average.

The leadership and management requires improvement

- The clear vision and ambition of the headteacher and the deputy headteacher ensure that all staff have high aspirations for pupils' academic and personal development. The good leadership and management of the Early Years Foundation Stage, demonstrated by effective teamwork, bespoke curriculum design and high quality teaching, enables children to thrive and make good progress.

- A period of instability in staffing across the rest of the school has led to inconsistencies in the quality of teaching and so that some classes do not yet benefit from consistently good practice. The enthusiastic, new staff are receiving good support in consolidating the basic skills of teaching by being paired with more experienced teachers.
 - Effective intervention by the local authority has ensured that all leaders and managers, including governors, have an accurate understanding of the strengths and weaknesses of the school. The headteacher and her deputy have carried out an accurate evaluation of the quality of teaching and of pupils' learning in lessons and challenge teachers positively and effectively to improve.
 - The roles, responsibilities and lines of accountability of other senior leaders however, are not clearly understood and this has prevented them from providing robust performance management, particularly of learning support staff, which has slowed the rate of progress in implementing a range of strategies to improve the achievement of pupils.
 - Pupils benefit from a broad and balanced curriculum, which is well designed to provide them with a range of cultural experiences. The headteacher's shrewd use of funding and support from external partners provides pupils with valuable opportunities to participate in a range of enrichment activities.
 - Additional government funds are directed towards supporting pupils who need extra help. However, there has been insufficient training for staff who support pupils new to learning English.
 - Pupils' spiritual, moral, social and cultural development is a high priority and, through developing pupils' awareness of others, successfully underpins much of the work of the school.
 - The school works hard and successfully to inform and involve parents and carers in family learning activities and to enable them to support their children's learning at home.
 - The combined expertise and experience of the headteacher, the deputy headteacher, senior and middle leaders and governors demonstrate the schools' capacity to continue to improve outcomes for pupils.
 - All statutory requirements relating to safeguarding are met.
 - **The governance of the school:**
 - is supportive, and appropriately aware of the school's overall strengths and weaknesses
 - is effectively organised to ensure that governors can challenge leaders and managers to meet the school's targets for improvement.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107951
Local authority	Leeds
Inspection number	400953

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair	Mrs Emma Marshall
Headteacher	Mrs Narinder Gill
Date of previous school inspection	5 July 2010
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