

Hunslet St Mary's Church of England Primary School

Church Street, Leeds, West Yorkshire, LS10 2QY

Inspection dates 20–21 November 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils are polite, well behaved and welcoming. They feel safe and are a credit to the school, which works relentlessly to ensure a happy, thriving community.
- Pupils achieve well. They make good progress from often very low starting points and by the end of Year 6 reach broadly average standards in English and mathematics.
- Disabled pupils and those with special educational needs are effectively supported and achieve well at individual levels.
- Teaching is good and sometimes outstanding because all adults are skilled in planning interesting and appropriate learning activities for most pupils.
- All leaders have a drive to improve the school even further, working successfully together to continually reshape plans to meet the changing needs of the school, and to enhance the quality of teaching and pupils' achievement.
- Parents value the school because of its caring, nurturing ethos.

It is not yet an outstanding school because

- The most-able pupils are not always given sufficient challenge in some lessons.
- In Reception and Key Stage 1, the speed of boys' learning is yet to match that of the girls.
- Marking is not always as helpful in some classes as in others.
- Governors, many of them new to post, have yet to deepen their understanding of pupils' performance data.

Information about this inspection

- Inspectors observed teaching in 19 lessons including some part lessons and two joint observations with the headteacher. They listened to a number of pupils from Years 1 and 2 read. They also looked at a range of samples of pupils' work from across the school and held discussions with pupils.
- Inspectors considered a wide variety of documents including those linked with pupils' progress, safeguarding and school policies. They also looked at how the school evaluates its effectiveness, the minutes of governing body meetings and records of lesson observations.
- Inspectors held meetings with several members of the governing body and a representative of the local authority.
- They took account of 33 parents' views through informal discussions, a school survey and 33 responses from the online questionnaire (Parent View).
- The responses from nine questionnaires from staff were also examined.

Inspection team

Rosemary Batty, Lead inspector

Additional Inspector

Fiona Dixon

Additional Inspector

Full report

Information about this school

- St Mary's is a smaller than average size voluntary aided Church of England primary school in the Diocese of Ripon and Leeds.
- The Reception class shares the same site as the nursery of the local children's centre, which is under separate management.
- The proportion of pupils eligible for pupil premium funding is well above average. The pupil premium is additional funding for those pupils who are known to be eligible to free school meals, those children who are looked after by the local authority and children from service families.
- The proportion of pupils supported by school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The large majority of pupils are of White British heritage.
- The proportion of pupils that speak English as an additional language is below average.
- The proportion of pupils who remain at the school from Reception to Year 6 is above average.
- There is a well-attended breakfast club provided by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further increase the pace of progress for pupils, particularly the most able and some boys in the Reception Year and Key Stage 1 by:
 - focusing more closely upon the development of basic skills in literacy and numeracy
 - sharing the best practice in marking and feedback so that pupils know precisely how to improve their work
 - providing greater opportunities for pupils to apply mathematical skills to problem solving and higher order comprehension skills.
- Ensure that governors are given opportunities to further develop their understanding of the data relating to pupils' attainment and progress by undertaking appropriate training that will help them to question the progress of all groups of pupils more sharply.

Inspection judgements

The achievement of pupils is good

- Most children start the Reception Year with skills well below that expected for their age. When they leave at the end of Year 6 they reach broadly average standards in mathematics and even better in writing.
- Reception children are given a wide range of activities and opportunities both indoors and in the outside environment. Some boys have language and numeracy skills well below those expected for their age but are supported well. They are sometimes amongst the youngest pupils in the year group. In 2013, for example, most pupils with birthdays in the autumn term are girls.
- As they enter Key Stage 1, while some pupils have good levels of development, the majority are still below what is typical for their age in language and numeracy. However, their social skills are well developed and they are curious to learn new things.
- In Year 1, in 2013, the proportion of pupils reaching the expected standards in the phonics (how letters and sounds link) screening check was much better than in 2012. Throughout school, pupils read frequently from new ranges of books chosen to capture their interest. They increasingly use improved reading skills in many subject areas, although rates of progress are uneven.
- Progress in Key Stage 1 is broadly at expected levels for girls in reading, writing and mathematics. Boys overall, achieve less well and are almost one year behind their peers nationally. However, by the end of Year 6 in 2013, this gap closed as more boys attained better than girls in mathematics and reading and attained broadly similar standards as girls in writing.
- Standards overall in Key Stage 2 have improved over the last two years, with most pupils making good progress from well-below expected starting points. In Key Stage 2, in 2013, all pupils were broadly in line with national levels in reading and mathematics, but exceeded national levels in writing. The proportion of pupils attaining the highest levels in reading and mathematics, however, is below average because the most-able pupils do not always make the best possible progress.
- Overall, pupils whose learning is supported by the pupil premium make good progress. The attainment of those known to be eligible for free school meals is broadly in line with similar pupils nationally. They attain less well than other pupils in the school in reading, mathematics and writing, but these gaps are closing over time.
- The progress of disabled pupils and those with special educational needs, many of whom are boys, is good relative to their individual starting points. This, and the narrowing of any gaps between the attainment of boys and girls and that of those pupils known to be eligible for free school meals and others in the school, demonstrate the school's commitment to ensuring equality of opportunity for all pupils.

The quality of teaching is good

- Teaching is now good throughout the school, with some examples of outstanding practice. Lessons are interesting and varied, and good use is made of a range of resources to encourage pupils to learn well.
- Teachers are skilled, knowledgeable and plan carefully for most pupils' different needs. They are assisted by committed and well trained teaching assistants who make a positive impact upon pupils' learning throughout the school.
- In the Early Years Foundation Stage, both the indoor and outdoor environments are used creatively to provide a range of stimulating, interesting activities. A particular emphasis upon speaking, listening and questioning helps children to make rapid gains in self-confidence and language and independence. Wider opportunities to accelerate the learning of some boys, especially in numeracy and literacy, are now evident. Some of the most-able pupils are making better progress than in previous years and as a result several attained levels above what is

typical for their age in 2013.

- In Key Stage 1, teachers plan exciting well-structured lessons to motivate learners, making sure that the best practice evidenced in the Early Years Foundation Stage is used to support those pupils who have yet to reach levels typical for their age. They do this by constantly checking pupils' progress and by making more effective use of assessment information. Consequently, small group activity aimed at developing reading, writing and mathematical skills more rapidly was evident during the inspection.
- In Key Stage 2, particularly in Years 3 and 4, pupils continue to be nurtured in small groups, to make sure that the pace of learning is quicker in reading, writing and mathematics for those pupils who did not attain national averages in Key Stage 1. Consequently, pupils are so involved and interested in lessons that little learning time is wasted.
- Teachers plan in great detail to meet the needs of most learners, adjusting it when necessary so that pupils understand what to do next. Sometimes, however, work is insufficiently challenging for some of the most-able pupils in some lessons, particularly in problem solving and inferring meaning from what they read.
- Teachers' marking is commendable most of the time. They praise success and effort constantly. Where good and better practice is evident, pupils know exactly what they need to do next and often demonstrate how to improve work. However, not all marking is as helpful. Basic errors in spelling, punctuation and grammar are sometimes unchecked in written work in some classes. In others, there are too few opportunities for pupils to act upon the advice and guidance given to improve their work further.

The behaviour and safety of pupils are good

- Pupils have very positive attitudes towards learning, showing respect and courtesy towards everyone. They welcome visitors, demonstrate excellent manners and talk enthusiastically about school life and what they are learning. This contributes well to the overall good academic progress they make.
- Pupils genuinely care about others in the school. They work and play together amicably. Older pupils act as 'buddies' for the younger ones, for example, by helping them in the dining hall. Pupils value one another, appreciating the richness of their differing backgrounds, cultures and varying abilities, embracing all in a harmonious, happy school. This typifies the positive, supportive ethos that prevails throughout the school.
- This care extends to the wider community because pupils are involved in charity work for Children in Need, the Leeds' Children's Heart Unit, Red Nose Day and Harvest Gifts. The 'copper' collection is a weekly event. Recently pupils decided for themselves to raise funds for a major international 'typhoon disaster'.
- Pupils have a clear understanding of good behaviour because leaders and teachers provide positive guidance. They told inspectors that they feel safe in school because they know what to do if there is a problem and that it will be dealt with effectively and quickly. They are aware of e-safety and the dangers of the internet. They also understand what constitutes bullying and say that it does not occur.
- Pupils are very punctual and attend school regularly.

The leadership and management are good

- The headteacher has enthused all teachers and adults with a sense of determination to drive ahead school improvement.
- Since the previous inspection, subject and middle leaders now take a more active role in checking the quality of teaching and pupils' progress. Their plans to make sure that pupils learn more rapidly are carefully tailored to most pupils' needs. One project, linked to reading, has been commended by the local authority. Other initiatives linked to mathematics and basic skills are

already making a difference in the quality of work seen in classrooms. However, more time is needed for their full impact to be seen upon raising pupils' attainment further.

- Leaders make accurate, realistic judgements about how the school is performing. Regular and careful checks are made to make sure that the changing needs of the school are met and plans are adjusted quickly as a result.
- Assessment information is being used more accurately to inform planning for the needs of most pupils. The most-able pupils, however, are not always provided with sufficient challenge in some lessons, although in those that are outstanding, excellent teaching and learning is evident.
- Leaders have made sure that all adults are increasingly skilled to help pupils make better progress. Careful monitoring and rigorous performance management is central to this. Teachers and teaching assistants make a good contribution to teaching and learning because they are encouraged to continually learn new skills to make sure pupils are well taught.
- The curriculum provides pupils with a range of interesting themes to explore which are often linked to visits and visitors. All pupils in Years 5 and 6 are given the opportunity to go on residential visits. Together with the broad Christian ethos that permeates the school, these opportunities help to promote strong spiritual, moral, social and cultural development.
- Parents are both supportive and happy about how the school is led and managed. They value the information they receive and the outreach work that the school offers to help them understand how to support their children's learning better. They appreciate how adults nurture all children regardless of ability, faith or heritage. This inclusivity underpins the Christian ethos and values that permeate the whole of school life. Consequently, pupils are made to feel special, valued and are well prepared socially, morally, spiritually and culturally for the next stages of their education and as citizens within the wider global community.
- Working in partnership with other faith schools, local sports clubs, the children's centre, health services and other educational professionals adds strength to providing additional resources and expertise to support pupils' development.
- The new primary school sport funding is used to improve and develop pupils' physical well-being and performance levels through street dancing, additional swimming lessons, multi-skills, rugby and football coaching from professional coaches. This all helps to make a good contribution towards developing healthy lifestyles.
- The local authority has supported the school well, expressing the view that the school is now good.
- **The governance of the school:**
 - The governing body supports the school well by regularly attending meetings, paying visits and checking on the progress the school has made in addressing the issues highlighted in the last inspection report. Governors are well informed and know how to hold leaders to account. They understand pupils' assessment data but say that by improving their own skills in analysing such data they will be able to make more rigorous checks on the progress of different groups of pupils. Governors have a well-planned and effective approach towards the use of the pupil premium funding and check the impact of this spending on the progress and attainment of pupils known to be eligible for free school meals. The primary sport funding is also carefully monitored to ensure that is wisely used. Financial management is prudent allowing for strategic priorities to take place, such as resource allocation and building refurbishment. They make sure that the performance management of the headteacher and other teachers is undertaken, with targets linked to salary awards. The governing body fulfils statutory requirements, including those for safeguarding.

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	108053
Local authority	Leeds
Inspection number	425775

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	203
Appropriate authority	The governing body
Chair	Joyce Horsbrough
Headteacher	Mark Ford
Date of previous school inspection	8 November 2011
Telephone number	0113 2717204
Fax number	0113 2705883
Email address	fordm01@leedslearning.net

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