

Inspection of a good school: Hunslet Moor Primary School

Fairford Avenue, Leeds, West Yorkshire LS11 5EL

Inspection dates:

23 and 24 April 2024

Outcome

Hunslet Moor Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend Hunslet Moor Primary School. They say that adults are kind and keep them safe. Pupils enjoy their lessons and the wider opportunities the school creates, such as clubs, trips to the farm and special events like pyjama day. They appreciate the opportunity to have a free breakfast every day.

Staff have created a caring and nurturing environment for all pupils. They provide effective support for pupils with special educational needs and/or disabilities (SEND). Pupils talk positively about the help that they get from adults.

Leaders have established high expectations of pupils' behaviour. These are commonly understood by pupils and staff. Pupils behave well in class and around school. The school has developed effective systems to secure good behaviour. Bullying is rare and is dealt with effectively by adults. Pupils are highly motivated to collect 'dream points' as a reward for positive behaviour.

The school is ambitious to provide a high-quality education, but this is not fully realised across the wider curriculum. The school knows what needs to improve and this work has begun. Some areas of the curriculum lack depth and are not precisely sequenced. This means in these subjects pupils do not build upon their learning as well. This limits how well they can deepen their understanding over time.

What does the school do well and what does it need to do better?

School leaders have prioritised the development of English and mathematics. They have focused on ensuring that pupils remember the content that they are learning. Activities to support pupils to recall prior knowledge are embedded into lessons. Pupils discuss what they know, use quizzes and complete memory grids to review previous learning. Staff regularly check what pupils know and use targeted assessment to identify pupils who may need additional support, including those pupils arriving new to school. This supports pupils to remember what they have learned.

The teaching of early reading is effective. Pupils make a strong start in the early years, quickly becoming confident and fluent readers. Trained adults teach daily phonics lessons with skill and enthusiasm. Pupils take books home that match their phonics knowledge. Pupils who need extra help are supported through individual reading time and daily intervention sessions.

Published assessment data indicates that the proportion of pupils leaving school meeting age-related expectations is low. The school has faced significant challenges since the last inspection. These include assessing and addressing the needs of a large influx of pupils with complex needs. There have also been significant changes in staffing and school leadership. Leaders have worked tirelessly to overcome these challenges. The school's focused work on the core curriculum is having a positive impact. Pupils' work in their books and lessons shows that pupils are making good progress and achieving well.

In some foundation subjects there is still work to do. Leaders have identified what pupils will learn. However, the important knowledge that they want pupils to remember is not clearly defined. For example, in geography, learning is limited to remembering similar facts for a greater number of regions. In some subjects the curriculum does not have the precise detail to enable pupils to deepen their understanding over time through making links and comparisons. Pupils do not have the opportunity to apply what they have learned.

Right from the start in early years, children show positive attitudes towards their learning. Children learn to make friends, share and take turns. They respond well to clear routines and expectations and are ready to meet to challenge of key stage 1. Children are taught to be independent in the learning environment, to ask questions and to listen attentively to adults.

The school quickly identifies pupils who have SEND. Staff adapt their teaching to ensure that pupils with SEND achieve well. For a small number of pupils with SEND a highly personalised curriculum is in place. This helps to meet their very specific needs. Staff work closely with specialists to ensure pupils and families receive the support they need. The school prioritises regular attendance and leaders act quickly when pupils' attendance causes concern. Despite an exhaustive range of strategies employed by leaders, some pupils are not in school often enough.

Pupils benefit from the school's personal development programme. They are taught about healthy lifestyles and how to keep themselves safe, including when they are online. Pupils understand the importance of equality and they celebrate the diversity of the school population. One pupil summed it up by saying 'We all look very different on the outside, but we are just the same on the inside.'

Leaders, including governors, have an accurate understanding of what the school does well. They also know where it needs to improve. The school holds events to engage parents, such as weekly coffee mornings. Parents appreciate the support they receive.

The vast majority of staff value the support provided by leaders. They welcomed the review of the marking policy to reduce workload. Staff are proud to be part of the Hunslet Moor team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school's curriculum does not identify the precise knowledge and concepts that leaders intend pupils to learn. Learning is limited to the recall of simple knowledge. In these subjects, pupils do not make links between learning over time. They do not apply what they already know to support them to draw conclusions. The school must ensure that the curriculum in foundation subjects builds on prior learning, so that pupils go beyond recalling facts and develop a deep body of knowledge in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107951
Local authority	Leeds
Inspection number	10313213
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	469
Appropriate authority	The governing body
Chair of governing body	Emma Marshall
Headteacher	Hannah Darley
Website	http://www.hunsletmoor.co.uk
Dates of previous inspection	28 and 29 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school does not have a breakfast club but offers breakfast for all pupils on their arrival in school at the start of the school day.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken this into account in their evaluation of the school.
- The inspector held meetings with the headteacher and senior leaders. The inspector also held meetings with subject leaders, the special educational needs and disabilities coordinator, representatives of the governing body, a representative from the local authority and a school improvement professional currently working with the school.

- The inspector visited lessons, looked at pupils' work and listened to pupils reading to familiar adults in school. She also observed pupils' behaviour in lessons, around school and during lunchtime.
- The inspector carried out deep dives in reading, mathematics and geography and reviewed curriculum plans for a range of other subjects.
- The inspector examined safeguarding records, including the single central record.
- The inspector considered the views of parents by reviewing the three responses to Ofsted's online survey, Ofsted Parent View. She also spoke with parents at the end of the school day.
- Alongside the responses to the online surveys for staff, the inspector also considered views by meeting with groups of staff.
- The inspector also considered the views of pupils, speaking with different groups of pupils alongside responses to the online pupil survey.

Inspection team

Tracy Duffy, lead inspector

His Majesty's Inspector

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