



# Hunslet St Mary's Church of England Primary School

## Inspection Report

**Unique Reference Number** 108053  
**LEA** Leeds  
**Inspection number** 277888  
**Inspection dates** 19 October 2005 to 20 October 2005  
**Reporting inspector** Mrs Sarah Drake CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Church Street
<b>School category</b>	Voluntary aided		Leeds
<b>Age range of pupils</b>	5 to 11		West Yorkshire LS10 2QY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 271 7204
<b>Number on roll</b>	193	<b>Fax number</b>	0113 270 5883
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Andrea Bottomley
<b>Date of previous inspection</b>	8 January 2001	<b>Headteacher</b>	Mr Mark Ford

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 19 October 2005 - 20 October 2005	<b>Inspection number</b> 277888
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Hunslet St Mary's is a smaller than average school, serving a deprived area to the south of Leeds city centre. The percentage of pupils eligible for a free school meal is almost twice the national average. The percentage of pupils from minority ethnic groups is increasing, but is still below the national average. There are around average numbers of pupils with additional learning needs. The school is part of South Leeds Education Action Zone. The headteacher has been in post since January 2003.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school in which pupils make good personal and academic progress and achieve average standards by the end of Year 6. Pupils greatly enjoy school and behave exceptionally well. Teaching is of consistently good quality because teachers plan interesting activities, explain them well and make good use of support staff. The curriculum is very relevant to pupils' lives. Links with parents are good. Underpinned by the strong Christian ethos, the care and support provided for pupils is outstanding. Staff's belief in each individual's value and potential enables pupils to grow in self-confidence and become determined to try hard. The Foundation Stage is of good quality and provides a very solid basis for pupils' education. From a baseline of limited attainment, the children quickly settle into routines and become eager learners as they grow used to cooperating, listening and concentrating. Although a smaller percentage than the national average achieve the expected levels by the end of Reception year.

Since the previous inspection the school has made good progress, although standards in writing for all pupils and standards achieved by boys and higher attainers are still not high enough. The school's close partnership with Education Action Zone staff has enriched the curriculum, improved behaviour and attendance and greatly enhanced the provision for reading and information and communication technology (ICT). The extra funds provided are used well.

By using considered self-evaluation the school has a very good knowledge of its strengths and weaknesses, and these match the inspection team's judgements. The considerable improvements over recent years are attributable to the exceptional leadership of the headteacher, the good management team and the commitment of all staff. Taking into account standards achieved by pupils, the school provides satisfactory value for money. It has good potential to continue its improvement.

### What the school should do to improve further

- Improve standards and progress, especially in Key Stage 1.
- Increase the level of challenge in lessons for the more able pupils.
- Develop the communication and social skills of children in the Foundation Stage so that more of them achieve the early learning goals.

## Achievement and standards

### Grade: 2

From a baseline of limited attainment, the children make good progress, however by the end of the Foundation Stage their attainment is still below the national expectation. Their communication and social skills are particularly weak and, despite good quality teaching, fewer than is nationally the case achieve the early learning goals by the time they enter Year 1. Overall, in Years 1 and 2, pupils make satisfactory progress. Standards at the end of Year 2 are slightly below the national average, mainly because only a few pupils reach the higher Level 3. By the end of Year 6 pupils reach standards that

are in line with the national average. Overall the pupils make good progress throughout the school. In English and mathematics in 2005, the number of pupils achieving the expected Level 4 increased significantly compared to 2004 and exceeded the targets. The targets for those achieving the higher Level 5 were narrowly missed. In science, standards improved on those of 2004, with one third of pupils achieving the higher Level 5. There is no difference between the standards and progress of pupils of different ethnic groups. Boys achieve lower standards overall than girls, although, between Year 2 and Year 6 they make slightly better progress. Those who have learning difficulties and/or disabilities make good progress in relation to their prior attainment.

## **Personal development and well-being**

### **Grade: 2**

The enjoyment that pupils experience in their life at school shines out in their smiles, friendliness and willingness to participate in activities. Their attendance is in line with national levels. When asked to explain why they think that it is a good school pupils say that their teachers are kind and make learning fun. This was certainly evident when Year 1 pupils giggled with glee as father Billy Goat butted the troll into the water; their delight meant that they remembered the sequence of events very well and put real characterisation into their voices.

Pupils' spiritual, moral, social and cultural development is good. Very good relationships abound with older pupils helping younger and pupils of all ages taking care of each other; they show respect for other people. The great majority behave exceptionally well so that the school operates as an orderly, learning community. Pupils collaborate well, understanding about fairness and taking turns. They act in a safe manner, know how to stay healthy and are happy to take on responsibility, for example, Year 6 team leaders putting younger pupils' views to the school managers. They make good progress in their personal skills and, by the time they leave, are well equipped for future life because they know how to cooperate and make a contribution to the community in which they live.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good throughout the school. Teachers have strong professional knowledge and plan their lessons in detail to ensure that pupils build on earlier learning and make good progress. Support assistants are well deployed and help all pupils where necessary. Teachers' willingness to adopt new strategies is having a positive impact on the quality of pupils' learning. Occasionally, the pace and the level of challenge are not great enough. This causes learning to slow, particularly for higher attainers and for those, many of whom are boys, whose concentration tends to wander. Far more frequently, the work set closely matches the needs of all groups of pupils and moves along at a brisk pace to sustain their interest and concentration.

Pupils successfully rise to the challenge to think for themselves and to work independently, even beyond the confines of the classroom. They pay full attention to the guidance of their teacher, behave very well, work hard, enjoy lessons, and learn well. The quality of teaching is good for pupils of average ability and those who have learning difficulties and/or disabilities, but higher ability pupils could be challenged more.

Assessment arrangements are clear and accurate. Records are detailed and are used to track the progress that pupils make. The needs of those with additional learning needs are carefully diagnosed and well catered for. As a result, they make good progress. Teachers know the levels at which pupils are working, and their detailed marking provides clear guidance for pupils on what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum for pupils of all ages is of good quality and meets national requirements. Activities are adapted well to meet the needs of all pupils, including those with gifts and talents and those with additional learning needs. There is good provision for literacy and numeracy and the school makes effective use of its purpose built ICT suite. All pupils have at least two ICT lessons a week, one taught directly, and one in which ICT is used to support their learning in other subjects. Good attention is paid to ensuring that pupils learn about safety and healthy lifestyles.

Pupils make many visits to outside locations and events and share the experiences of visitors. Unusually, all Year 6 pupils have a work placement in the summer term, which increases their understanding of the world of work. Pupils benefit from a range of initiatives supported by the local Education Action Zone, for example, the circus theme currently running through lessons in Years 5 and 6.

Through rigorous analysis of results over the past three years the school has correctly identified the need to concentrate in particular on raising standards in writing across the school and overall standards for boys and the few higher attaining pupils. Its actions, ranging from introducing different styles of teaching, to greater use of ICT, to increasing the opportunities for writing across the curriculum, are beginning to bear fruit in the classroom, but have yet to translate into test results. The introduction of, for instance, a reading group and weekend mathematics sessions for higher attainers, and additional use of ICT in lessons specifically to engage boys' attention, is having a beneficial effect on these pupils' learning. The school monitors very closely the effectiveness of the activities it undertakes, and is not afraid to change that which it considers less helpful.

## **Care, guidance and support**

### **Grade: 1**

All staff work well together to provide exceptionally good care, support and guidance for pupils. Very good attention is paid to health and safety and there are secure procedures to ensure child protection. The Breakfast Club is well run, very popular

and has helped to improve punctuality and attendance. Staff value children as individuals and nurture them very well. They take time to listen to pupils and are highly skilled at helping those who find self-discipline difficult to achieve. When asked what was special about the school, Year 6 pupils freely gave as examples the very good help provided to deal with past bullying and also to minimise some pupils' temper tantrums.

The school carefully tracks individual pupils' progress and adapts its provision accordingly. Clear guidance in the classroom means that pupils know what is expected of them and good adult support, particularly for those who have learning difficulties and/or disabilities, ensures that they know how to go about their learning. Pupils know their personal targets and work hard to achieve them. The school was modest in its evaluation of its support for pupils; it is of high quality and underpins the good progress that pupils make.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The exceptional and visionary headteacher brings out the best in his staff and pupils and knows very well the strengths and weaknesses of his school. Since his arrival, he has coped well with relatively high staff turnover and some long-term absence. He has built a new and dynamic leadership team with a clear focus on raising achievement for all pupils. This is working effectively.

The regular, well structured monitoring and evaluation of teaching and learning is shared between the well informed leadership team, and has the support of all teachers and other staff. Information on how well pupils are making progress is up to date and valid. It is used effectively to bring about improvements in the curriculum and teachers' planning, which are beginning to help higher attaining pupils make good progress.

The school runs smoothly on a day-to-day basis and provides a fully inclusive, peaceful and pleasant learning environment for pupils. Its strong moral and social ethos shines throughout its work. The school is justifiably proud of the regard in which it is held by parents and it involves them well in their children's learning. Resources for learning are used effectively. The accommodation is clean and well maintained. The governing body is committed to the school, takes its responsibilities seriously, and supports the headteacher well.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We enjoyed our visit to your school and would like to thank you for your warm welcome and help. We realise that it is not always easy to have visitors asking you questions and watching what goes on in lessons and around school.

Here is a list of the things that we liked about your school:

- we agree with you that your teachers are kind and make learning fun
- we are pleased that you enjoy school and pay good attention in lessons
- we think that you behave very well and that you are most helpful
- you are lucky that all your teachers and support staff are good at helping you to learn new things
- you understand how to keep safe and healthy
- staff look after you really well and help you to grow more confident
- your headteacher is very clever at bringing out the best in people and he knows how to improve things.

This is what we have asked your school to do now, to make it even better:

- help you to improve the quality of your writing
- make sure that everyone makes as much progress as they should.