

Hunslet Moor Primary School

Inspection report

Unique Reference Number	107951
Local Authority	Leeds
Inspection number	287971
Inspection dates	27–28 June 2007
Reporting inspector	Ross Parker

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 on roll	
School	371
Appropriate authority	The governing body
Chair	Mr G Birch
Headteacher	Mrs Narinder Gill
Date of previous school inspection	11 November 2002
School address	Fairford Avenue Leeds West Yorkshire LS11 5EL
Telephone number	0113 2717257
Fax number	0113 2704916

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school is situated in the centre of Leeds in an area that suffers from higher than average unemployment. There has been a recent steady increase in the proportion of pupils from minority ethnic families to more than half of all pupils. An increasing number of these pupils have difficulty communicating in English when they start school. The proportion entitled to free school meals is high, as is the number who join or leave the school during each academic year. The proportion of pupils with learning difficulties and/or disabilities is high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The way that pupils from such a wide range of backgrounds get on so well together is a striking feature of Hunslet Moor Primary. The school currently provides a satisfactory education, and gives satisfactory value for money. However, there are some significant good features. Pupils behave well and show good attitudes to learning. They feel very safe and they get huge enjoyment out of their time in school. This is partly because they know that they are valued and well cared for. It is also because the curriculum is well designed to meet their needs and gives them a good understanding of how to develop a healthy lifestyle. One group of pupils described it as 'a really friendly, caring, healthy school'.

Achievement is satisfactory. Standards are very low when children first come into the Nursery. A significant number of pupils join the school later on and many of these have initial difficulty speaking English. The level of challenge is inconsistent for children in the Foundation Stage, though the quality and standards are satisfactory overall. They are being maintained despite the school being without a coordinator for this stage. Across the rest of the school the quality of teaching and learning is satisfactory but improving. There are still too many lessons where the pace of learning slows at times because the level of challenge is not high enough. Standards by the end of Year 6 are well below the national average. They are improving because of an intensive focus on reading, though writing and science are still weaker areas. The rate of pupils' progress is improving rapidly in Years 1 and 2. Pupils who need intensive support to develop their English skills make good progress. Those with learning difficulties and/or disabilities make satisfactory progress.

Pupils make a good contribution to school life through the school council and by supporting others at playtimes, and to local community projects and charity activities. They are developing good collaborative skills, and are competent with information and communication technology. Their preparation for success in the workplace is satisfactory overall because their basic skills are still lagging behind the national average. Their attendance is also poor, and this undermines a lot of the good work that the school is doing. However, this is not the children's fault. Despite the school's efforts to engage parents in the value of supporting their children's learning there has been a steep rise in the number of parents who take their children out of school for extended periods.

A new governing body is being assembled. Some members are still learning their roles, but those with experience have a realistic view of the school and provide good support and challenge. The headteacher and the senior management team monitor the work across the school very carefully. They have a good understanding of the school's strengths and weaknesses. They have set a very clear direction for improvement, and motivated all of the staff to share their aspirations. They are making good use of an outstanding range of external organisations to bring about the developments that they know are needed. The improvements in pupils' behaviour, the curriculum and assessment systems, combined with pockets of rapid improvement of pupils' progress, demonstrate that the school has a good capacity to improve.

What the school should do to improve further

- Raise standards, particularly in writing and science.
- Improve attendance to give pupils a better chance of developing the skills they need to succeed in adult life.

- Improve the consistency of teaching and learning so that all teachers make full use of tracking data to adjust the level of challenge to meet individual pupils' needs.
- Improve the way adults prompt and question children in the Foundation Stage to make their experience more challenging.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Overall standards are well below average, though achievement is satisfactory. Children settle into school life well and make satisfactory progress in the Foundation Stage, entering Key Stage 1 with skills which are lower than expected for their age. Standards have rapidly improved over the last three years in Key Stage 1. Although below average overall in 2006, standards in mathematics were broadly average. At the end of Key Stage 2 in 2006, test results continued the steady decline seen over recent years. This was because children had been coming to the school with lower standards year-after-year as the nature of the school's cohort changed. Achievement was satisfactory though the school slightly missed its targets. Indications are that pupils now in Year 6 will exceed their targets in English and mathematics. The school has begun to address pupils' weak reading skills through guided reading, which is working well. However, writing, speaking and listening skills are still a priority for improvement, as is learning in science. Pupils new to the school and new to the English language are making good progress in their literacy and are settling in well. As a result, alongside pupils with learning difficulties and/or disabilities, they make similar progress to their peers.

Personal development and well-being

Grade: 2

Pupils behave well because the school provides extremely clear guidance, successfully requiring them to act with courtesy, cooperation, common sense and care. They show good attitudes to learning because lessons are well managed and teachers encourage them to contribute freely. A significant number of pupils come to the school with quite limited social skills. As they move through the school they develop the ability to collaborate well and to control their own moods and behaviour. Spiritual, moral, social and cultural development is good. Pupils understand right and wrong, and they get on well together. Assemblies support outstanding spiritual development with engaging themes and excellent opportunities for pupils to reflect on different ideas. The curriculum gives strong support for cultural development. The facilities for active play, the involvement in sports, and clear guidance on diet ensure that pupils develop a good understanding of healthy lifestyles.

Quality of provision

Teaching and learning

Grade: 3

In some lessons, teachers have high expectations and assess individual pupils' learning effectively. A strong rapport with their teachers makes pupils keen to volunteer their ideas. Good subject knowledge ensures that work is interesting. A good variety of activities includes opportunities for pupils to work independently and collaboratively to secure their learning.

However, this is not always the case. In too many lessons, pupils are not required to think for themselves enough and there is not enough challenge, especially for the most able pupils. Consequently, opportunities to stretch pupils and accelerate their progress are missed. In the Foundation Stage, staff do not all expect children to think hard and be independent learners. Teachers have access to good information on pupils' progress. However, some do not make enough use of this to meet pupils' needs in lessons and to ensure that classroom assistants give effective support. Similarly, their planning does not ensure that the pace of learning remains fast enough. Teachers are getting better at explaining what they expect pupils to achieve in lessons but feedback to pupils on how to improve is inconsistent.

Curriculum and other activities

Grade: 2

The curriculum is good. It has been redesigned to help pupils appreciate the world beyond their neighbourhood and planned to make the work enjoyable and relevant. Activities to develop basic skills are enhanced with a focus on self-confidence, collaboration and tolerance. The experiences for each year group are very carefully planned to ensure that they build on earlier learning. For example, Year 6 explored a form of Japanese poetry as part of 'International Week'. They relied heavily on their earlier knowledge of Haiku. A wide range of additional activities such as visits, residential opportunities and involvement in festivals and competitions broaden pupils' outlooks. An increased focus on speaking and listening throughout the curriculum is helping many more pupils to express what they understand. The school has identified the need to refine the way it assesses progress within these new activities.

Care, guidance and support

Grade: 2

This aspect is good overall but the quality of personal care is outstanding. Adults go to very great lengths so that pupils are secure and can benefit from every opportunity. Outstanding links with external organisations ensure that the school is very inclusive, and contribute strongly to pupils' enjoyment of school. Attendance is monitored extremely rigorously. Staff work very sensitively to show parents the link between good attendance and success in later life. The school also provides extensive support for parents who want to help their children's education with courses in supporting children's learning and creating healthy lifestyles, for example. There is very good support for pupils who have particular learning difficulties or have difficulty managing their behaviour, and for those who are new to using English. Pupils' academic progress is now carefully tracked and the reasons for any underachievement are fully explored. Teachers are beginning to set more challenging individual targets for pupils. As yet, pupils are not all clear enough about what they need to do next to improve their work.

Leadership and management

Grade: 3

Overall leadership and management are satisfactory because key management posts for the Foundation Stage and for science, both areas for development, are presently unfilled. However, there are many good features. In spite of challenging changes to the make-up of the school's population, the headteacher has built excellent links with a wide range of outside organisations. These have supported significant improvements to pupils' active play, the curriculum and community relationships, for example. New systems to monitor attainment show that pupils

are making better progress. The headteacher has worked hard to ensure that the school's budget has been steered away from a position of deficit. The senior management team knows its school well, though its written self-evaluation does not make this clear. The governing body has recently been revitalised with new members who have brought a wide range of skills, and has helped build cohesive links with the local community. Governors take their role seriously and are committed to supporting the school. Parents are also supportive, and the school is well regarded in the community.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Hunslet Moor Primary School, Leeds, LS11 5EL.

Thank you all for the very friendly welcome you gave the inspectors when we came to visit your school recently. We really enjoyed meeting you and having the chance to talk to you.

The school gives you a satisfactory education.

Here are some of the good things about your school.

We were impressed by your considerate behaviour and by the friendly atmosphere in the school. You made it clear that you really enjoy the way you are looked after and there are lots of interesting things to do. The International Week looked like a lot of fun. The teachers have developed fantastic links with parents and the local community. This is helping them to keep on improving things for you. You have good opportunities to help each other and you use them well. You make your views clear about how the school can be improved. You understand well how the right food and the right amount of exercise will keep you healthy, and you throw yourselves into both work and play with great enthusiasm.

I have asked the school to do some things which will make it even better.

The school now needs to make all the teaching as good as it is in the very best lessons. Teachers need to make sure that each one of you has really challenging work to do all of the time. This is so that you can make even faster progress and reach standards that are better than anyone expected when you first came to the school.

You can help by coming to school every day. Many pupils are missing too much learning, and this is making it hard for you to keep up with children in other schools. Attending school more regularly will give you a better chance of succeeding when you grow up.