

# Hunslet St Mary's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	108053
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324694
<b>Inspection dates</b>	8–9 December 2008
<b>Reporting inspector</b>	Sarah Hicks

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	197
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Thompson
<b>Headteacher</b>	Mr Mark Ford
<b>Date of previous school inspection</b>	19 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Street Leeds West Yorkshire LS10 2QY
<b>Telephone number</b>	0113 271 7204

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<b>Age group</b>	5–11
<b>Inspection dates</b>	8–9 December 2008
<b>Inspection number</b>	324694

**Fax number**

0113 270 5883

<b>Age group</b>	5-11
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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 with Early Years Foundation Stage (EYFS) provision in the form of a Reception class. It works in close partnership with Hunslet Children's Centre, sharing a EYFS base, serving an area of considerable social and economic disadvantage to the south of Leeds City Centre. The percentage of pupils eligible for a free school meal is over twice the national average. The percentage identified as having learning difficulties and/or disabilities is about average. Pupils are mainly of White British heritage, but an increasing number are from minority ethnic groups. Most of these newer arrivals have English as an additional language.

## 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. The strong leadership of the headteacher and his commitment to the local community ensure a climate in school where 'the family of St Mary's' feel valued, respect each other and achieve well. The school has particular strengths in its excellent partnerships with others and the outstanding provision in the EYFS. This ensures that children are given every opportunity to succeed in a warm, very caring and effective learning environment.

Pupils enjoy coming to school and benefit from a good curriculum, enriched by trips and visitors. A strong emphasis on supporting pupils' good spiritual, moral and social development contributes significantly to their good personal development and well-being. Positive attitudes to learning and good behaviour are skilfully nurtured by adults, who provide effective examples of good relationships. As a result, pupils behave well, are thoughtful and care about each other. Pupils say they feel completely safe in school, know how to eat healthily and enjoy many opportunities to exercise. The good quality teaching, underpinned by high quality pastoral care, is appreciated by parents, who know their children grow in confidence and achieve well in a 'calm and caring' school. The good care and support is a significant factor in the good progress pupils make.

The outstanding partnership with the local children's centre is now beginning to impact on achievement and standards further up the school, as children are leaving Reception with a keen interest in learning and improving skills in all areas of learning. This is as a result of the outstanding care and the fact that children's welfare and learning are both promoted as of equally high importance.

Children start Reception with skills well below those that are typical for their age. They make rapid progress and generally start Year 1 with below average standards. They make good progress across Years 1 to 6 and generally leave Year 6 with standards that are broadly average. This represents good progress for pupils considering their low starting points when they enter school. Pupils' performance has dipped in recent years at the end of Year 6. However, the school's records and inspection evidence show that pupils are currently making good progress and that leaders have taken effective steps to ensure standards and achievement are rising. This has included a full review of the science curriculum in 2008, which has resulted in rapid gains in pupils' understanding and rising standards in this subject.

Pupils thoroughly enjoy their learning as the large majority of lessons interest, challenge and help them develop their skills and connect their learning. For example, pupils in Year 2 used their colourful artwork to create poems about their feelings. Where teaching is strongest, teachers use questions very effectively to extend pupils' thinking and pupils are very clear about what they are learning. Where teaching is less successful, pupils' work is sometimes over-directed and opportunities to work independently or with other pupils are too limited. Assessment of pupils' work is not yet used consistently throughout the school to ensure all are clear about the next steps in their learning.

Good leadership and management are successfully driving improvement. Leaders and managers, including governors, share the same vision and sense of purpose. Strong links with local groups such as Hunslet Gala and the local parish church strengthen further the school's role at the heart of the community. However, leaders have rightly identified that pupils' understanding of communities and cultures other than their own, both locally and globally, is not yet as strong as it should be. The improvements made since the last inspection, along with its other strengths, ensure the school is well placed to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

The EYFS makes outstanding provision to meet the needs of children and is highly effective in securing very high achievement. Most children join the Reception class having attended the local children's centre. When children start Reception, their skills are well below the levels expected for their age. By the time they leave, they generally reach levels below those expected nationally. However children's achievement by the end of the EYFS in 2008 was outstanding as they reached levels broadly in line with those expected. This rapid progress, a result of the innovative working partnership between the children's centre and the school, was consistent across all areas of learning, but particularly marked in children's personal and social development and in their communication and language skills.

Children's personal development and well-being are outstanding. They are very happy, make independent choices and show sustained interest in their chosen activities. Children from Reception and the children's centre work very well together. For example, Reception children share stories or lead play in the sand. The quality of care is outstanding. Adults are highly sensitive to children's needs and provide emotional comfort, guidance on routines or challenging questions as appropriate. Children are encouraged to be responsible for tidying away by adults, who say, for example, 'Good, now that's really nice for others to play in.'

The classroom provides a wide variety of interesting activities to stimulate and sustain children's involvement across all areas of learning, both indoors and outside. Adults join in children's play to extend and challenge thinking and learning. Their observations are accurate and detailed and used effectively to secure the next steps in learning. These elements secure the outstanding progress children make. Leadership and management of the EYFS are outstanding and reflect the headteacher's strong commitment and the excellent partnerships and teamwork between school and children's centre staff.

### What the school should do to improve further

- Ensure there are opportunities in all lessons for pupils to work independently and to discuss their learning together.
- Ensure assessment is used consistently well to plan the next steps in learning, securing good progress for all pupils.
- Extend pupils' understanding of communities and cultures other than their own.

## Achievement and standards

### Grade: 2

Pupils start Year 1 with below average standards. They make good progress across Years 1 to 6 and generally leave with standards that are broadly average. However, the last two years saw a dip in standards at the end of Year 6. The school's analysis of the reasons for this dip were thorough and accurate. Whilst it recognised the significant impact of changes to the profiles of individual year groups in Key Stage 2, it also recognised that aspects of the science curriculum needed improving. As a result, effective steps have been taken to identify gaps in pupils' understanding and use this to raise achievement in this subject. The action taken following the school's review of its science curriculum led to twice as many pupils achieving higher levels in 2008 as indicated in the provisional results at the end of Year 6. Pupils' work in lessons and in their books, together with the school's own assessment information shows that all groups of pupils, including those with learning difficulties and/or disabilities and the increasing numbers

who speak English as an additional language, now make equally good progress in relation to their starting points. Achievement is strongest in reading, as a result of effective strategies to engage all pupils' interest in books.

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

### **Grade: 2**

Pupils' spiritual, moral and social development is good. Pupils are thoughtful and reflective about the needs of others. They recognise that the social and emotional aspects of their learning programme has made a difference and stopped 'upsets and falling out'. Whilst their knowledge of their local community is good, their understanding of cultures and communities other than their own is more limited. Pupils have a good understanding of a healthy lifestyle. They are keen to eat healthy meals and the uptake of sporting opportunities is high. Pupils know about keeping themselves safe. They move around the school sensibly and feel free from bullying and intimidation. Pupils enjoy their education and are highly positive about the school. However, they are occasionally over-reliant on the teacher, rather than showing independence in their learning. Attendance at around the national average is satisfactory. Behaviour in lessons and around the school is good. Pupils show concern for one another and listen to their teachers and other pupils courteously. Many pupils are eager to make a positive contribution to the school and the wider community. The Year 6 team captains are particularly proud of the difference they have made to litter collection and playtime equipment. Pupils are eager to apply for the monitors' jobs in school and enjoy being part of the choir, which participates in wider community events. Pupils' good progress in the basic skills of literacy and numeracy and their good social skills equip them well for adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

A strength in teaching and learning is the good relationships between adults and pupils. This underpins the good progress pupils make in lessons. Teachers work together to plan activities which are interesting and this is valued by pupils, who say their teachers 'make work fun to do'. As a result, pupils behave well and are keen to be involved in lessons. Effective teamwork, between teaching assistants and teachers, supports different groups of learners and contributes significantly to the good progress of pupils with learning difficulties and/or disabilities. Adults are very skilful at using questions to challenge their pupils' thinking and to extend their learning. Occasionally, teaching is less effective because pupils spend too much time listening to teachers rather than discussing their learning together. Information and communication technology (ICT) is used well by teachers to enhance learning in the classroom and pupils say they enjoy using computers to support their learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets pupils' needs well and secures their good enjoyment. Carefully planned activities ensure pupils' good progress in literacy, numeracy and ICT. The achievement of all pupils is checked and effective additional help secures the good progress of anyone at risk of falling behind. The recently introduced programme for the social and emotional aspects of learning is contributing to pupils' moral and social development to good effect as they gain in

their understanding of how to get on with others. A suitable emphasis on being healthy and staying safe ensures pupils' good development and understanding in these areas. Visits and visitors enliven pupils' learning, for example, bringing the Victorian age to life and the popular extra-curricular activities provide good opportunities in a range of sports, as well as literacy and ICT. Pupils are well prepared for the next stage in their education.

## **Care, guidance and support**

### **Grade: 2**

This is an inclusive and very caring school at the heart of the community it serves. Visitors speak of a 'happy family atmosphere' and parents overwhelmingly agree that their children are safe and well cared for. They value 'the calm, caring environment' and say that staff help their children grow in confidence and achieve well. The quality of the pastoral care team is a real strength. For example, a dedicated learning mentor works very closely with pupils and their families. She works particularly well with pupils who are not making the expected progress to give them the support they need to overcome any barriers to learning. The small number of pupils who speak English as an additional language are well supported and benefit from receiving specialist weekly support. Procedures for keeping children safe meet current government requirements. Pupils trust the adults who work with them and know who to turn to if they need help. However, assessment of pupils' work is not yet used consistently to help them identify the next steps in their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher is held in high regard by staff and parents, sets the tone for the school and has a strong commitment to the community. His vision and sense of purpose is shared by an equally committed team of staff. His drive to create a partnership with the local children's centre is now giving children an outstanding start to their school life. There is a clear, shared understanding about what the school does well and what it needs to improve. For example, senior leaders are well aware that although the school works extremely well with its own community, through many strong and successful partnerships, pupils' understanding of communities and cultures other than their own is not yet as strong. Leaders ensure all pupils are treated equally and clear systems to assess pupils' progress and to plan their next steps are now in place. These are used well to identify any action needed to ensure all pupils achieve well. Leaders have taken swift and successful action, for example, to raise achievement in science following a dip in standards. A successful initiative to develop writing skills for younger pupils is now impacting on older pupils, as leaders and managers drive change forward through the school. This ensures that capacity to improve is good. The governing body plays an effective role in shaping the school's direction and has a good understanding of its strengths and areas for improvement.



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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

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

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Hunslet St Mary's Church of England Primary School, Leeds, LS10 2QY

Thank you so much for giving us such a warm welcome when we inspected your school recently during your exciting Christmas Show Week. We really enjoyed chatting to you in lessons and at playtimes. The discussion with your team captains and other pupils helped us learn a lot about the school. Thank you for helping us to do so. We are writing to let you know the judgements we reached about your school during our time with you all.

Firstly, and most importantly, we would like you to know that you go to a good school. It is such a friendly and safe place to learn. We can see why you enjoy coming to school every day. We were really pleased to see how well you help each other in lessons and around school. It was lovely to listen to your buddies talking about how they enjoyed helping younger children settle into school. Your Reception class is very lucky to have such kind and responsible helpers. We loved watching the Reception class, too, as they learned such a lot and had such fun playing happily with other children.

Your headteacher and all the staff work very hard to make your school as good as it can be and we are sure it will continue to improve. To help this happen, I have asked that you have lots of opportunities to discuss your work together in lessons and also to work on your own at times. This will help you learn more quickly. Teachers should also use the information about how well you are doing to plan your next steps of learning carefully to help you make even better progress in your work. I have also asked your school to help you learn more about different communities and cultures in our interesting world. You can help your teachers by continuing to try your best in everything you do.

Thank you all once again for being so kind and helpful and for working so hard in lessons. I am sure you will continue to enjoy your learning in your good school.

I wish you the very best for the future.