

Hunslet Carr Primary School

Inspection report

Unique Reference Number	107950
Local Authority	Leeds
Inspection number	336987
Inspection dates	15–16 March 2010
Reporting inspector	Rosemary Eaton

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 of pupils on the school roll	361
Appropriate authority	The governing body
Chair	Mrs Pam Reed
Headteacher	Mr P Tyson
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons taught by 11 teachers, and held meetings with senior leaders, governors, staff, and groups of pupils. They observed the school's work, looked at a range of documents including records of behaviour and attendance, policies and the school development plan. Inspectors analysed the 21 questionnaires submitted by parents and those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's work to improve attendance and evidence of its impact
- the impact of leadership and management on outcomes and provision in the Early Years Foundation Stage
- the effectiveness of strategies to improve attainment and progress in reading and writing
- how well teaching meets the needs of all groups of pupils in order to secure good progress.

Information about the school

This is a larger than average-sized primary school. The proportion of pupils eligible for free school meals is over twice the national average. Most pupils are White British. More than one in three of the pupils have special educational needs and/or disabilities, although none of them has a statement of special educational needs. The school has gained a number of awards including the Stephen Lawrence Award, Inclusion Chartermark, Healthy Schools Award and Activemark. The deputy headteacher joined the school in January 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Since its previous inspection, the school has taken great strides forward in many aspects of its work. For example, pupils now make good progress overall and in the Early Years Foundation Stage because provision, including teaching, is good. All this improvement has come about because leaders' accurate view of the school's performance pinpoints exactly where efforts need to be focused and plans for agreed actions are thorough and effective. As a result, for instance, developments such as weekly opportunities for pupils to write at length are having a marked impact on the quality of their written work. All staff with leadership responsibilities contribute to moving the school forward, providing further evidence of its clear capacity to sustain improvement well. Despite its many strong features, the school's overall effectiveness is satisfactory rather than good because, taken as a whole, pupils' outcomes are satisfactory.

Teachers always explain what pupils are to achieve by the end of the lesson by sharing with them markers for judging their success. They are less consistent when it comes to making sure that the higher attaining pupils are extended sufficiently. Sometimes, these pupils are not given specific guidance as to which steps they are working towards.

Pupils report that they like 'lots of things' about the school, particularly their 'kind and helpful' teachers. They feel safe and appreciate that the school takes good care of them. All aspects of their personal development are promoted strongly. For example, close partnerships between school staff, notably learning mentors, and other professionals are helping to rapidly drive up rates of attendance. However, overall attendance remains low because of the impact of a minority of pupils with poor attendance. Many pupils are seldom absent. The lively curriculum promotes achievement and personal development well. Pupils learn about healthy lifestyles and have plenty of opportunities to put their knowledge into practice, for example, by taking part in varied physical activities at after-school clubs. They are happy to help others and readily take on jobs and responsibilities. Year 2 pupils eagerly donned special 'playground buddy' caps as they set out to look for anyone needing a friend to play with.

What does the school need to do to improve further?

- Ensure higher attaining pupils are challenged consistently to work at the levels of which they are capable.
- Improve levels of attendance by keeping pupils involved in deciding how good attendance is promoted.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5

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inspection.

Outcomes for individuals and groups of pupils

3

At the start of lessons, nearly all pupils are keen to learn. They show this clearly by their readiness to listen to adults and each other and their eagerness to answer questions and contribute their thoughts. When asked to talk with a partner, perhaps to bounce ideas off each other, they are responsive and sensible. Most pupils cope well when required to work independently. However, on the occasions when tasks do not inspire or are not matched closely enough to pupils' needs, some require adult prompting in order to maintain the pace of learning.

Attainment by the end of Year 6 has fluctuated over recent years in line with particular cohorts of pupils, but is broadly average. Pupils typically perform better in mathematics and science than in English. Writing is the weakest element, especially that of boys. However, school data provide strong indications that pupils are reaching higher levels as their progress in writing is accelerating in response to the school's concerted efforts. All groups of pupils, including those with special educational needs and/or disabilities and the few from minority ethnic backgrounds, make good progress and achieve well. Low levels of attendance place a small number of pupils at a severe disadvantage and unsurprisingly they achieve less well than others.

Pupils are confident that bullying is rare and that the school responds quickly and effectively to any incidents. Behaviour in lessons and around school is good overall and is sometimes impeccable. However, although they know how they should behave, a minority of pupils find it hard to remember to consider others and curb their boisterousness during playtimes. The school's detailed records show that the number of incidents is diminishing in response to a range of well thought out measures. Nevertheless, behaviour is satisfactory overall rather than good and hence outcomes, too, are satisfactory. Pupils from different ethnic backgrounds get on well together because their firm conviction is that 'people are all the same'. Although pupils make good progress in important skills such as numeracy and work together well in teams, the poor attendance of a small minority means that preparation for the future is satisfactory overall, rather than good. Pupils are very interested to learn about other cultures and during a recent project involving community partnerships, older pupils gained great insight by exploring Leeds for evidence of its past involvement in the slave trade.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Activities are usually chosen well so pupils are motivated to work hard. This in itself promotes good behaviour but additionally most teachers make their expectations clear, for example, by not accepting answers that pupils shout out. Teachers are skilled at giving clear explanations and demonstrations so that pupils know exactly how to tackle their work. Often, pupils' own ideas are incorporated and a particularly successful approach is the use of their previous work as a starting point for new learning. In an English lesson, Year 3 pupils were delighted to see their own sentences recreated on the interactive whiteboard and relished the task of 'upgrading' them. Teachers and teaching assistants are careful to include all pupils and make it clear that every contribution is valued; pointing out sensitively if an answer does not quite hit the nail on its head. As a result, all groups are encouraged to participate and have equal opportunities to make good progress. Assessment information is frequently put to good use so work is usually pitched at the correct level for each pupil. Pupils are made aware of what they must know, understand or be able to do by the end of the lesson. Extension work is provided for higher ability pupils but occasionally these additional goals are not demanding enough and sometimes it is left up to pupils to decide whether they aim to reach the levels of which they are capable. Marking is effective and pupils like the way teachers recognise their efforts and give clear pointers for further improvement.

Pupils enjoy a broad and interesting curriculum that is imaginative but includes all the required elements of the National Curriculum. A strong focus on personal development, including social and emotional aspects of learning and opportunities for discussion about, for example, making and keeping friends, is highly relevant. Already, links

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between different subjects are evident, for instance, through work on topics such as 'Homes' or 'The Egyptians'. A current priority, identified by the school, is to ensure that there are enough opportunities for extended writing during topic lessons, in addition to more mundane labels and captions. A range of effective programmes support pupils with special educational needs and/or disabilities and Year 6 pupils benefit from sessions designed to boost their performance in English and mathematics, including classes during the Easter holiday. There is a wealth of good quality enrichment such as special days and weeks, visitors to school and visits, including a residential for Year 6. After-school clubs are very popular. For example, three-quarters of the Year 5 pupils attend clubs promoting physical activity, such as dance, football and gymnastics. Pupils are clear about the systems for keeping them safe and are reassured, for example, by the 'worry box' into which they can post their concerns. They can also refer themselves for counselling if they need someone to talk to and staff are vigilant in identifying pupils who seem troubled and might benefit from one or more of the support systems in place. Additionally, extensive work with parents and a wide range of agencies is helping to improve attendance, behaviour and academic achievement. At playtimes, pupils are responding well to initiatives such as dividing the space into zones for different types of activity. Close monitoring of individual pupils is alerting staff quickly to potential behaviour problems so referrals can be made speedily to learning mentors for support. Low attendance is being tackled energetically and imaginatively. Pupils were consulted about how good attendance is rewarded but, as yet, there are no plans to repeat this exercise. Most parents respond very positively to reminders about the importance of regular attendance but a few remain resistant.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior team shares the headteacher's determination to provide the best possible education for all pupils. Systems to monitor the school's work are thorough and are reviewed regularly to check that they are effective. Plans are well in hand to involve all teachers in helping to develop teaching, working in teams of three to plan a lesson and then observe colleagues' practice and pupils' learning. Leaders ensure that pupils' outcomes are mostly good and those that are not are improving strongly. Governors are supportive and well informed. They are developing more ways of finding out about the school's performance at first-hand. The school promotes equal opportunities vigorously.

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When gaps in performance are identified, plans for improvement are targeted closely. As a result, for example, the gap between boys' and girls' performance in writing is narrowing. Again, good efforts are made to encourage community cohesion. Pupils have taken part in activities to develop understanding between different generations in the local community and links are being forged with a school whose pupils are from more diverse ethnic backgrounds. The school adopts recommended good practice with regard to safeguarding. Staff are knowledgeable and vigilant in respect of child protection and excellent liaison with other agencies has brought about speedy action to support pupils and families. Value for money is satisfactory, in line with pupils' overall outcomes.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children typically join the Nursery with skills below and often well below the expectations for their age, particularly in language and social development. They make good progress in learning and development but few reach age-related expectations by the end of the Reception Year. Staff encourage communication well by providing good role models and using questions effectively to extend children's vocabulary and ability to speak fluently. Sessions to help children link letters and sounds are well organised to meet each child's needs and promote early reading and spelling. Children greatly enjoy role-play activities such as taking down telephone orders in 'Petal's Flower Shop'. The outdoor provision does not reflect the same good quality learning environment as indoors and children are sometimes over-directed by adults when learning outdoors, with fewer opportunities to make choices and be independent learners. Warm working

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relationships between adults and children, together with careful attention to meeting welfare requirements, mean that children are relaxed and comfortable. The Early Years Foundation Stage leader ensures that practice continues to develop through thorough action plans. Children each have a 'learning journey' record book. These hold good quality assessment information, stemming from accurate observations made by staff. Parents are encouraged to examine them and note their children's progress and the activities that promote this.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The number of questionnaires returned was very low. In the main, the views expressed were positive, reflecting the inspection findings. A few parents recorded negative comments, related to their particular experiences. Several others commented that their children are making good progress, a view supported by the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hunslet Carr Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 361 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	33	12	57	1	5	1	5
The school keeps my child safe	8	38	11	52	2	10	0	0
The school informs me about my child's progress	4	19	14	67	3	14	0	0
My child is making enough progress at this school	6	29	12	57	1	5	1	5
The teaching is good at this school	7	33	13	62	0	0	1	5
The school helps me to support my child's learning	6	29	12	57	2	10	1	5
The school helps my child to have a healthy lifestyle	3	14	14	67	2	10	2	10
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	24	13	62	2	10	1	5
The school meets my child's particular needs	5	24	13	62	2	10	1	5
The school deals effectively with unacceptable behaviour	6	29	11	52	1	5	3	14
The school takes account of my suggestions and concerns	5	24	11	52	3	14	2	10
The school is led and managed effectively	4	19	13	62	3	14	1	5
Overall, I am happy with my child's experience at this school	7	33	9	43	3	14	2	10

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 March 2010

Dear Pupils

Inspection of Hunslet Carr Primary School, Leeds, LS10 2DN

Thank you for being so friendly and helpful when we inspected your school. Special thanks go to the groups of pupils who met an inspector and answered questions about the school. These pupils were extremely polite and provided some very useful information. The inspectors judge that yours is a satisfactory school, but there are many good things about it. Here are some of them:

- children in the Nursery and Reception classes get off to a good start
- you all make good progress in your learning, because you have good teaching
- you learn a great deal about how to be healthy
- you feel safe in school and know that the school takes good care of you
- the teachers organise lots of interesting activities in lessons and plenty of visits and clubs
- the school has improved a lot since the last inspection, because the headteacher and other leaders know what works well and find ways to improve the things that are not as good.

I have asked the school to do two things, in particular, to help it improve:

- make sure that all pupils, especially those who find learning easiest, are challenged to work at the right level
- improve attendance.

You can help by telling your teachers if your work seems too easy – or too hard. We suggest that the school asks you if you have any good ideas to encourage pupils to attend every day, so get thinking! Finally, always behave as well as you can.

I send each one of you my very best wishes for the future.

Yours sincerely

Mrs Rosemary Eaton

Lead inspector

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