

Hunslet Moor Primary School

Inspection report

Unique Reference Number	107951
Local Authority	Leeds
Inspection number	336988
Inspection dates	5–6 July 2010
Reporting inspector	Lynne Read

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	371
Appropriate authority	The governing body
Chair	Mrs Emma Marshall
Headteacher	Mrs Narinder Gill
Date of previous school inspection	27 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 12 teachers. They held meetings with governors, managers, staff, groups of pupils and the School Improvement Partner. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies and school development plans. In total, 51 parental questionnaires were received, analysed and considered, alongside 62 questionnaires completed by the pupils and 21 completed by staff.

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

- the accuracy of self-evaluation procedures and the effectiveness of school improvement planning in raising standards
- whether pupils are doing as well as they can
- the quality of teaching and the curriculum in meeting the diverse needs of all groups of pupils.

Information about the school

The school is above average in size and serves an urban area close to the centre of Leeds. The proportion of pupils known to be eligible for free school meals is more than twice the average. Around 65% of pupils belong to 17 different minority ethnic groups. A large majority of pupils are learning English as an additional language and 17 different languages are spoken in total. The incidence of pupils entering partway through their education is much higher than usual; many of these are new to the country and speak little or no English language. The proportion of pupils who have special educational needs and/or disabilities is considerably higher than average.

The school is accredited for its work in cultural tolerance and understanding of diversity through the Stephen Lawrence Award. It has Healthy Schools status and holds the Sustainability and International Schools awards, alongside the Inclusion Chartermark. A breakfast club, managed by the governing body, is provided on the premises. There has been a recent, prolonged period of turbulence in staffing and management at the school.

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

3

Main findings

This school works in challenging circumstances. It provides a satisfactory quality of education for its pupils and has strengths in pastoral areas. The good care, guidance and support provided for pupils results in good personal development and behaviour. Under the energetic and determined leadership of the headteacher, there has been a concerted and effective effort to boost pupils' achievement and the school is improving rapidly. Younger children now make more headway before starting Year 1 and, for older children, progress in mathematics and reading has improved particularly quickly. Senior leaders keep a constant eye on provision and pupils' achievement, taking effective action to support those who are not meeting expectations. With an accurate view of the school's performance, they fully acknowledge that standards, although improving strongly, need to rise further. They share a clear ambition for the future and are making good use of support provided by the local authority. The capacity for sustained improvement is satisfactory.

Children are now making good progress in the Early Years Foundation Stage. Throughout Key Stages 1 and 2, achievement is satisfactory overall but there are increasing pockets of good progress. Current attainment is low overall, especially in writing. Pupils are catching up quickly in mathematics and reading. Teaching has a satisfactory impact on learning and, in just under half of lessons seen, it was good. Higher expectations are helping to eliminate the underachievement from previous years. However, managers recognise that the proportion of good teaching needs to rise further if the school is to meet its own challenging targets. The monitoring process is not yet rigorous enough to eliminate variations in practice. For example, there are some lessons where pupils are not fully challenged or find the work too difficult. During the period of turbulence at the school, some teachers and teaching assistants have not received updates in their training, which means that work on letters and sounds, and some elements in the teaching of writing, are not as effective as they could be. Opportunities for skilled teachers to disseminate and share their good practice with others are limited. The curriculum is satisfactory with some good features, such as the popular themed weeks, cultural events and the programme for personal education. However, there are limited opportunities for extended writing. Some intervention programmes are closely evaluated and are successful in boosting pupils' progress but others are making little impact and present an inefficient use of teaching assistants' time. Good community cohesion results in harmonious relationships between the different age, religious and ethnic groups. The school's very good work in understanding diversity and promoting tolerance is successfully extended into the community.

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What does the school need to do to improve further?

- Improve attainment and progress, especially in writing, by:
 - ensuring that tasks consistently match the needs and abilities of all pupils
 - ensuring that staff receive the necessary training to improve skills in teaching writing and about letters and sounds
 - providing more opportunities for extended writing during English and other lessons
 - discarding those intervention strategies that are making little impact and redeploying teaching assistants to provide more effective support in lessons
 - introducing more rigour into the monitoring process to ensure all of the above are implemented and effective
 - increase the proportion of good teaching by sharing the good practice among teachers and teaching assistants.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Boys and girls make equal progress and say they thoroughly enjoy learning. In one lesson, some Year 1 and 2 pupils had great fun playing with language to describe their own 'monsters'. All age groups have positive attitudes to learning and work hard. By Year 6, pupils show their enthusiasm for learning by completing substantial weekly assignments of homework to a good standard. Achievement is satisfactory for all groups of pupils, including those with special educational needs and/or disabilities.

Historically, pupils have entered Key Stage 1 with a below average range of skills. Progress in Years 1 and 2 is currently satisfactory and improving rapidly. Around 40% of the current Year 6 pupils have special educational needs and/or disabilities and approximately 25% have arrived at the school partway through their education, many speaking little or no English language at that time. The indications are that, although attainment is still low, the levels these pupils are reaching represent strong improvement on attainment in previous years. Across Key Stage 2, progress is accelerating and pupils are increasingly meeting the challenging targets that their teachers set. Pupils are making up for shortfalls in their previous learning so the legacy of underachievement is being systematically eradicated. Pupils learn about elements of writing. For example they can produce a good introduction to a report or write a character description. Because they have too few extended writing sessions, they are less successful at orchestrating these skills into a complete piece of work.

Pupils are polite, considerate of each other and clearly know the difference between right and wrong. They demonstrate a good understanding of healthy living and enjoy plenty of exercise. They say that they feel safe and have a good awareness of potential

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dangers, for example, when using the internet. They are actively involved in the local community. For example, Year 6 pupils invited residents to their 'one world' event that explored cultural diversity. Attendance is improved and currently in line with the national average. The number of persistent absentees has been considerably reduced. Pupils are soundly prepared for their future education and work because they make satisfactory progress and have good attitudes. Good links with the local university and projects such as 'Leeds ahead' and 'aspire' help pupils to develop high aspirations for their future careers. The school council ensures that pupils' views are represented in the decision-making process and the Eco council is instrumental in promoting environmental awareness.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers make the purpose of lessons clear so that pupils know exactly what is expected of them. Marking is thorough and provides helpful advice for pupils on how they can improve. Good relationships exist in all classes and pupils say their teachers provide lots of help. Many improvements have been made to the quality of teaching, but

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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not all are consistently embedded. More frequent and accurate assessments of learning have been introduced and are generally used effectively to set work at different levels of difficulty. Sometimes, however, work is too difficult for some or provides insufficient challenge for the more able pupils. Letters and sounds work is sometimes confusing or presented at an inappropriate pace because teachers and teaching assistants have not received the necessary training.

Links between subjects are developing well and a range of outside experts provide additional experiences, for example through the sports partnership. There are, however, insufficient opportunities for pupils to engage in extended writing. Some intervention strategies are successful in raising attainment but others are making too little impact and are an inefficient use of teaching assistants' time. An interesting range of after-school clubs are well attended.

The school takes good care of its pupils and their welfare is at the heart of its work. Pupils are cocooned within this safe, nurturing environment. Professionals provide very effective therapy, counselling and general support for pupils whose circumstances have made them vulnerable. The team of care workers successfully promote pupils' self-esteem and social skills and support families. They are making good inroads into the remaining attendance issues, but are finding it difficult to stem the number of holidays taken during term time. Effective systems to deal with any incidents of bullying are established and pupils say that adults act swiftly to address any concerns or worries they express. A popular breakfast club provides a welcoming and healthy start to the day and encourages good habits of timekeeping.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's vision is instrumental in maintaining good care for pupils and promoting their personal development. Aply assisted by the deputy headteacher, she provides clear direction for the school. The senior management team are driving through improvements in provision and there is an increasing sense of staff teamwork. However, monitoring systems are not sufficiently developed to ensure that improvements are implemented consistently and to check that they are working as intended. For example, useful targets guide pupils through their work in some classes, but not in all. The sharing of skills and peer tutoring has been very effective in improving aspects of teaching but is not used to best effect on a regular basis.

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Community cohesion is promoted well through good links with community groups and religious leaders. School events help to draw people together, for example the recent 'sustainability fair' helped to generate a shared awareness of environmental issues in a fun way. The equalities policy ensures that groups of pupils have full and equal access to all activities and, for example, pupils learning English as an additional language have the support they need. Safeguarding measures are good across all areas of the school's work. There are tried and tested systems for child protection and good quality staff training. Parents are well informed about their child's progress and most provide good support for homework. However, a few are not fully supporting the drive for better attendance. Governors bring a good level of expertise to support management and have a secure overview of safeguarding, standards and achievement. With some new recruits in place, they are further developing their active role in monitoring and evaluating key policies and performance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
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

As they enter the Nursery, most children's skills are well below those expected for their age. Many children are in the early stages of learning English as an additional language. Their progress in the Early Years Foundation Stage is good and by the end of the Reception Year, attainment is close to average, except in creative skills and children's knowledge and understanding of the world. This marks a good improvement on previous years and is largely due to better assessment and planning to meet individual needs. Personal and social development is a strength and children's behaviour is good.

The Nursery and Reception environments are vibrant and exciting. Activities are well

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organised to inspire children, while encouraging independence and curiosity. For example, some children investigated taste, colour and smell and learned about healthy diets as they made fruit salad. The shared outdoor area provides effective opportunities for purposeful play and physical development. Plans are in place to develop this further and include a stronger emphasis on encouraging investigation and creative activities. Welfare arrangements meet all requirements. Effective induction procedures help children to settle quickly and parents are successfully encouraged to be partners in the learning process.

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 parents and carers who responded to the questionnaire have positive views and all are happy with their child's experience at the school. Quotes that reflect these views include, 'My child loves school and the teachers are very helpful and understanding', and, 'My child receives a great deal of encouragement, praise and motivation'. There are commendations for the good quality of care and the information received. Inspectors agree with these views but judge that aspects such as teaching and pupils' progress need to improve further. A few parents and carers raised concerns about the number of different teachers taking their children's class and changes to management. This is understandable since there have been many changes in personnel recently. The inspection finds that the school now has a stable staffing complement and team of managers to take it forward.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hunslet Moor 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 371 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	67	15	29	1	2	0	0
The school keeps my child safe	37	73	13	25	0	0	0	0
The school informs me about my child's progress	34	67	16	31	0	0	0	0
My child is making enough progress at this school	29	57	20	39	1	2	0	0
The teaching is good at this school	32	63	16	31	0	0	0	0
The school helps me to support my child's learning	29	57	20	39	2	4	0	0
The school helps my child to have a healthy lifestyle	26	51	23	45	1	2	0	0
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)	26	51	22	43	0	0	0	0
The school meets my child's particular needs	28	55	20	39	2	4	0	0
The school deals effectively with unacceptable behaviour	26	51	19	37	3	6	0	0
The school takes account of my suggestions and concerns	27	53	20	39	1	2	0	0
The school is led and managed effectively	27	53	17	33	4	8	0	0
Overall, I am happy with my child's experience at this school	33	65	16	31	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



7 July 2010

Dear Pupils

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

Thank you for the very warm welcome you gave my colleagues and me when we inspected your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us.

Hunslet Moor Primary is a happy and safe school. It provides you with a satisfactory standard of education and helps you to develop into well mannered and caring people. You get on well together and take good care of each other. Well done! Thank you to the pupils who filled in their questionnaire and those who chatted with us. It was good to hear comments such as, 'teachers really listen to us', and, 'teachers make learning fun here'. I hope that Year 6 pupils enjoy their graduation ceremony at the university—it sounds very exciting.

You are keen to learn and work hard. Your progress is improving well. In reading it is often good, it is getting better in mathematics but in writing we think it could be better so we have asked the adults in your school to:

- make sure that the tasks in your lessons are not too difficult or too easy
- increase opportunities for you to write independently and at length in lessons
- catch up on some training that they missed
- get rid of the small group sessions that are not working too well so that you can have more support from the teaching assistants in lessons
- make more regular checks in lessons to ensure that any improvements they introduce are working and are adopted in all classes
- work together to share their skills and make lessons even better.

You can help by continuing to work hard, being keen to learn, completing your homework and keeping up the improved attendance. Thank you once again for the interesting conversations we had. Please accept our best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector

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