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11 November 2011

Mrs N Gill
Headteacher
Hunslet Moor Primary School
Fairford Avenue
Leeds
West Yorkshire
LS11 5EL

Dear Mrs Gill

Ofsted monitoring of Grade 3 schools: monitoring inspection of Hunslet Moor Primary School

Thank you for the help which you and your staff gave when I inspected your school on 10 November 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please extend my thanks to the representatives of the governing body and the School Improvement Partner who made themselves available at short notice.

As a result of the inspection on 5-6 July 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Attainment remains low in English and mathematics. This is because of a legacy of inconsistent teaching over some years that has resulted in gaps in pupils' skills, knowledge and understanding. However, an analysis of school-held data, together with a scrutiny of pupils' work show that pupils throughout the school are making better progress than they were at the time of the previous inspection. This is because senior leaders have been successful in their work to improve the quality of teaching and learning.

The quality of teaching has improved significantly. As pupils move through the school classroom practice is more consistent as teachers adhere to agreed policies and practice. A notable feature of the teaching observed during the inspection was the more-effective use of assessment to ensure that tasks are better matched to the needs and abilities of pupils. As a result pupils' confidence and self-esteem are improving and this is leading to improved progress. However, some of the more-able pupils still require further challenge if they are to fulfil their potential. Other aspects that are indicative of improving teaching and learning include: good subject knowledge reflected in clear explanations and responses to pupils' queries; effective questioning which encourages pupils to reflect and articulate their

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thoughts; and more opportunities for independent working. A planned programme of professional training designed to improve the teaching of letters and sounds (phonics) as well as the development of pupils' writing skills is enhancing pupils' progress. This was evident during the visit when Reception children benefited from a well-structured and effectively delivered lesson regarding the sounds that letters make. More opportunities are being provided for pupils to write extended pieces of work during literacy lessons. However, there remain insufficient opportunities to apply and practise writing skills in other subjects and the quality of presentation is in need of improvement. A review of the work undertaken by teaching assistants has resulted in more targeted support for pupils during lessons. However, on occasions teachers do not manage support staff effectively.

Senior leaders have had to tackle inconsistencies in the quality of teaching and address issues relating to the effectiveness of management across the school since the previous inspection. This has taken time to resolve and has influenced the rate of progress made in securing improvements. That said, the rigorous manner adopted by school leaders and members of the governing body in securing improvements, over the past three terms in particular, are commendable. School leaders at all levels are involved in monitoring provision and good systems are in place to track pupils' progress. A good sense of teamwork is evident and all staff are committed to providing good quality learning experiences for their pupils. This represents a significant step forward since the previous inspection. While school leaders readily acknowledge that much work remains to be done to close the gap in attainment with that achieved nationally, they are not complacent. Pupils are making better progress due to the efforts of senior leaders but more time is required for this to be reflected in improved attainment by the time pupils leave the school at age 11.

The local authority has provided good support and the incisive evaluation and challenge provided by the recently appointed School Improvement Partner is helping the school to move forward.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Christopher Keeler
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2010

- 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
 - increasing the proportion of good teaching by sharing the good practice among teachers and teaching assistants.