

# Hunslet Moor Primary School

Fairford Avenue, Leeds, West Yorkshire, LS11 5EL

**Inspection dates** 5–6 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a rapidly improving school. From requiring improvement at the last inspection in 2012, pupils' achievement is now good. Pupils are currently making sustained and rapid progress.
- From their starting points, all pupils make good progress. Some pupils make outstanding progress in writing and reading.
- Although standards are below the national average in all subjects at the end of Year 6, this still represents good achievement from pupils' lower starting points.
- The quality of teaching is consistently good and an increasing amount is outstanding.
- The behaviour of pupils is good and makes a strong contribution to pupils' progress
- Pupils say that they enjoy learning and feel extremely safe and well cared for in school.
- The headteacher is an exceptional leader and has been the driving force behind improving the quality of teaching and raising the standards for all pupils. She is highly ambitious for the school's future and committed to ensuring that pupils have the best possible education.
- There are effective procedures in place to check how well the school is doing and for identifying areas for further improvements.
- The governing body is fully involved in raising the quality of teaching and pupils' achievement.
- Leaders and governors have a good ability to make further improvements.
- Parents overwhelmingly support the work of the school. A typical comment from a parent was, 'My child has done very well in school, and we are proud parents.'
- This is a welcoming school where the diversity of pupils' cultural backgrounds is celebrated.

### It is not yet an outstanding school because

- The proportion of pupils making more than the progress expected of them in mathematics is not high enough.

## Information about this inspection

- Inspectors observed 18 parts of lessons, including two observed jointly with the headteacher.
- In addition, inspectors reviewed pupils' written work in their books and listened to a number of pupils read.
- Inspectors observed pupils moving around the school outside lessons, including in the dining room, at lunchtime and on the playgrounds during breaks.
- Inspectors held meetings with three members of the governing body, senior leaders and pupils. A representative of the local authority also spoke with one of the inspectors.
- Inspectors looked at a number of documents including the school's view of its own performance, the development plan, the minutes of governing body meetings, records of lesson observations and safeguarding information.
- Inspectors examined Ofsted questionnaires completed by school staff and 14 responses to the online Parent View questionnaire. The school's most recent questionnaire for parents and a telephone conversation with a governor were also taken into account.

## Inspection team

Barbara Martin, Lead inspector	Additional Inspector
Paul Spray	Additional Inspector
David Blackburne	Additional Inspector

## Full report

### Information about this school

- Hunslet Moor is larger than the average-sized primary school.
- An above average proportion of pupils are from minority ethnic groups.
- The proportion of pupils whose first language is not, or believed not to be English, is well above average.
- The proportion of pupils eligible for support through the pupil premium funding is above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils or those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school runs a breakfast and after-school club each day.
- Accreditations awarded recently include UNICEF Rights Respecting School Recognition of Commitment, Primary Quality Mark for Science and Healthy Schools re-accreditation.
- A new headteacher was appointed in September 2013.

### What does the school need to do to improve further?

- Increase the proportion of pupils who make more than the expected rate of progress in mathematics by:
  - constantly providing the most able pupils with work that fully challenges them
  - providing sufficient opportunities for pupils to practise and apply their mathematical skills in different subjects.

## Inspection judgements

### The achievement of pupils is good

- During their time at school, almost all pupils make the progress expected of them from their individual starting points. Despite improving over the past three years, standards are below average for all subjects in both key stages.
- Children enter the Early Years Foundation Stage with skills, knowledge and understanding that are well below those typical for their age. Many join the school with no knowledge of the English language. The emphasis on developing children's language and social skills enables the children to make good progress. They enter Year 1 with broadly average skills, although some are still below this.
- Accelerated progress continues across Years 1 and 2. In national tests at the end of Year 2, more pupils reach the higher levels of attainment in reading and writing than in mathematics. A large majority of pupils reached the expected standard in the 2013 Year 1 check on their knowledge of letters and sounds (phonics). This was broadly similar to the proportion seen nationally. This success was linked to the effective teaching of letters and sounds.
- At the end of Year 6, overall standards in English and mathematics are below average, but the gap in attainment, compared with schools nationally, is narrowing in reading, writing and mathematics. While few pupils attain above average levels, progress continues to accelerate in Key Stage 2.
- At the end of Year 6 in 2013, the majority of pupils made outstanding progress in reading. Pupils in Key Stage 2 are confident, fluent readers. Pupils of all ages enjoy reading for pleasure and listening to stories. Many pupils read regularly at home to adults to extend their skills, some do not.
- Almost all pupils made the progress expected of them in writing and a large majority made outstanding progress, higher than the proportion seen nationally, at the end of Year 6 in 2013. Writing is a strength of the school.
- In mathematics, most pupils made the progress expected of them in the national tests at the end of Year 6 in 2013, but only a few pupils reached the higher levels of attainment in these tests. Achievement in mathematics is improving. Currently, most pupils are on track to make at least the progress expected of them. Inspection evidence shows that the proportion of pupils reaching the higher levels in the national tests is expected to increase in 2014.
- Pupils with a statement of special educational needs and those supported at school action and school action plus make good progress over time. This is because of the well-targeted guidance they are given.
- The achievement of pupils known to be eligible for support through the pupil premium funding is outstanding in reading and writing. They make more progress than pupils not eligible for the funding and similar pupils nationally. In mathematics, they make similar progress to that of their peers in school.
- Pupils who speak English as an additional language make good progress because of the specialist language support that they receive. Bangladeshi pupils are attaining better than their peers in reading and writing but not in mathematics, and broadly in line with similar pupils nationally. In writing, they attain above national expectations.
- The most able pupils make more progress in reading and writing than their peers in school and similar pupils nationally, but not at the higher levels in mathematics. There are some missed opportunities to effectively challenge and extend their learning in mathematics and this limits the progress of which they are capable.
- Progress between groups in school is good. This clearly demonstrates the commitment to, and success in, tackling discrimination and promoting equality of opportunity for all pupils.

**The quality of teaching is good**

- Typically, teaching is now consistently good and some is outstanding. Teaching has improved since the last inspection. Senior leaders have been relentless in bringing about improvements through a strong programme of support and training. This is strongly impacting on more rapid progress in English and mathematics, with writing showing the most development.
- As a result of teachers successfully promoting pupils' spiritual, moral, social and cultural development, a positive learning culture is established. Classrooms are interesting learning environments where pupils are encouraged to work independently and collaboratively. Relationships in class are very positive and this is a strength throughout the school.
- In the Nursery and Reception classes, children make good progress because of the effective teaching and the well-planned activities provided inside and outdoors. There is a strong focus on developing children's language skills, extending their vocabulary and reinforcing their understanding of letters and sounds. The use of sign language helps those children with little knowledge of English to settle into school and to be able to communicate quickly.
- Highly motivating activities capture pupils' interests and as a result, they are keen to learn. Teachers demonstrate good subject knowledge and use questioning effectively to find out what pupils know in order to extend their learning further. Information about pupils' ability and progress is usually used effectively to plan work at the right level for them. The school acknowledges that there are occasions when activities do not challenge the most able pupils sufficiently or give them opportunity to apply their skills in other subjects.
- Literacy is taught well and some pupils make excellent progress in writing and reading. A contributing factor to this success is that many opportunities are provided to extend literacy skills at length in different subjects. Pupils' writing is imaginative across a range of styles, effectively capturing the reader's interest.
- The teaching of mathematics is improving. Teachers are now encouraging pupils to use their mathematical knowledge in real-life problem-solving tasks and to use their skills in other subjects. There is also a greater focus on developing mathematical language, reasoning and communication skills. Visual resources are used to support pupils' understanding; for example, straws were used in one lesson to represent tens and units for calculating.
- Skilled teaching assistants make an excellent contribution to pupils' learning, particularly disabled pupils, those who have special educational needs, pupils supported by the pupil premium and those pupils who speak English as a second language.
- Homework is given on a regular basis, consolidating the learning that takes place in school.
- Marking is of a high quality, especially in writing. Pupils are given regular opportunities to respond to the teachers' constructive written comments in their books. The presentation of pupils' work in all exercise books is excellent. The pupils are very proud of these. Pupils' efforts and achievement are recognised and celebrated in assemblies and sometimes parents are informed by post of their children's achievements.
- Parents agree that their children are well taught.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good.
- Pupils are proud of their school and value learning. Pupils told the inspectors, 'If you get to learn you get smarter.' Their positive attitudes to learning in lessons contribute to the strong progress that they make.
- Pupils' behaviour in and outside lessons is good. Inspectors observed the pupils entering the hall for assembly in an orderly, quiet manner and playing in harmony at break times. In the dining room, pupils behaved calmly and sensibly.
- Pupils are polite and friendly and form good relationships with each other and adults. They value their diversity and enjoy learning from one another in a calm, caring and inclusive environment.
- Pupils say behaviour is normally good. There have been a few incidents of bullying and racist

name-calling but pupils are confident that when such incidents happen, they are dealt with quickly. Records over time indicate a similar picture. Pupils were able to talk about some of the types of bullying but did not have a clear understanding of homophobic bullying.

- There are a few pupils who exhibit challenging behaviour. Effective support is in place for these pupils so that disruptions to learning are rare. The few exclusions recorded have been necessary to support the different needs of the very few pupils who struggle to manage their own behaviour.
- Pupils are well supervised when moving around the school. For example, often two adults will walk with a class of pupils on their way into the hall. Staff are now encouraging pupils to take on more responsibility for managing their own behaviour, with the aim that pupils will need less adult supervision.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school because they are confident to seek help, should they need it, from any adult in school.
- Pupils know how to keep themselves safe in different situations, including when using the internet. Attendance has improved since the last inspection and is now above average. This reflects pupils' enjoyment of school.
- The breakfast club prepares the pupils very well for the start of the school day. It is a welcoming and quality experience for them, providing a healthy breakfast and opportunities for pupils to socialise with their friends. Pupils say that they enjoy 'the food, friendship and games'.
- Parents agree that their children behave well, and feel safe and well looked after in school.

### **The leadership and management** are good

- The headteacher is a highly effective leader and has a clear vision for school improvement. She has had a strong impact on improving teaching and learning and accelerating pupils' progress. She states on the school website, 'We aim for excellence in all that we do, so that we become a high-achieving community.' This is evidenced in the school's progress data, which predict that pupils are on track to reach higher levels of attainment in 2014 and to make even more progress than in 2013. The capacity for the school to improve is strong.
- Senior and middle leaders are an effective team and promote the school's vision of excellence.
- The school's judgements on its own performance are exceptionally accurate. The detailed school development plan accurately focuses on the areas needed to move the school forward.
- Senior leaders provide focused professional development for all staff, especially those newly qualified or at an early stage in their careers. Teaching requiring improvement is effectively supported. As a result, the quality of teaching in English and mathematics has improved.
- Performance management is well managed through effective appraisal, and pay awards are linked directly to teachers' performance and pupils' progress. Training courses are directly linked to school improvement.
- A strategic plan is in place to develop the middle leaders. As a result, they are clear about their roles and responsibilities. They are effectively monitoring standards in English and mathematics and developing the teaching and learning in these subjects.
- The systems in place to assess pupils' progress are rigorous and meticulous. Pupils who are underachieving can, therefore, be quickly identified and given extra help.
- This strong focus on tracking pupils' progress ensures that pupils with special educational needs and those eligible for the pupil premium make good and better progress throughout the school.
- The curriculum provides many interesting and exciting experiences for all pupils to develop skills. An example of this can be seen in the enterprise projects, where some pupils are given a sum of money to work as a company to organise an event. Such projects enable pupils to develop skills across the curriculum in a meaningful way. The development of basic English and mathematical skills is central to the teaching and learning across the school. Provision for the spiritual, moral, social and cultural development of pupils is good and included in all lessons. The curriculum is enhanced by many extra-curricular activities such as visits out of school and after-school clubs

which deepen pupils' enjoyment of learning.

- The primary school sport funding is targeted to provide more sporting opportunities for pupils through better-trained teachers, professional sports coaches and more resources. This is ensuring pupils are taught skills more effectively and have more opportunities to participate in sporting events involving other schools. The funding has also enriched break times by providing a range of playground activities, games, and adult play-workers. As a consequence of this funding, pupils are developing healthier lifestyles.
- The pupil premium funding has been used successfully to provide targeted additional support to enable this group of pupils to access the whole curriculum.
- The local authority has confidence in the school's leadership and only provides a light-touch support, for example, for reviewing the school's performance and providing staff training. The local authority recognises that the school is 'on a journey of excellence'. In addition to the local authority support, the school seeks external consultant support when necessary.
- Parents agree that the school is well led and managed.
- **The governance of the school:**
  - Governors have a clear and accurate understanding of the school's strengths and areas for development, including the quality of teaching and how the school's performance can be improved.
  - Governors make a strong contribution to school improvement by supporting and challenging the school leaders where necessary. They are well informed about the progress all pupils are making and understand how the school tracks pupils' progress. They ensure that the pupil premium funding is used to support the pupils for whom it is intended and that it is having a positive impact on pupils' standards.
  - Governors are involved in monitoring teachers' performance and ensure that teachers' effectiveness is clearly linked to pay and career moves.
  - All statutory duties are met securely; this includes governors ensuring that the school's safeguarding arrangements meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	107951
<b>Local authority</b>	Leeds
<b>Inspection number</b>	442254

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	384
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Emma Marshall
<b>Headteacher</b>	Hannah Darley
<b>Date of previous school inspection</b>	3 October 2012
<b>Telephone number</b>	0113 271 7257
<b>Fax number</b>	0113 270 4916
<b>Email address</b>	<a href="mailto:hannah.darley@stf.hunsletmoor.co.uk">hannah.darley@stf.hunsletmoor.co.uk</a>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

