

Hoyland Springwood Primary School

Clough Fields Road, Hoyland, Barnsley, South Yorkshire S74 0ER

Inspection dates

25–26 September 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Senior leaders set high expectations for pupils and staff. They model positive relationships and are highly respected by parents and carers, who value the strong sense of community and belonging which the school provides.
- The multi-academy trust provides effective support and development which has enabled the school to improve. Governors are also well equipped to provide effective challenge and support.
- Leaders' ambition and determination have resulted in improving consistency in the quality of teaching and learning so that it is now good. Accurate assessment is used to make sure that teaching builds on pupils' prior learning.
- Current pupils are making good progress in English and mathematics. An increasing proportion are reaching, and exceeding, age-related expectations. However, attainment in most subjects and key stages remains below the national average.
- A wide range of leaders are developing well and contribute successfully to improving the quality of teaching and raising standards. Subject leadership beyond English and mathematics is less well developed, though.
- Children get off to a positive start in Reception. They make good progress from their, typically low, starting points. Achievement for boys is improving.
- Leaders ensure that the care and welfare of pupils are paramount. This results in a nurturing and inclusive school community. Pupils behave well, feel safe and are valued as individuals. Pupils, staff and parents recognise improvements in pupils' behaviour.
- The school provides strong support for vulnerable pupils and families, making effective links with external agencies when necessary.
- While there are improvements in attendance, absence and persistent absence remain higher than the national average.
- Phonics teaching is improving and has led to improved outcomes in the Year 1 phonics screening check. However, pupils' letter formation and pencil grip have been given less consideration and so have not developed as strongly.
- Pupils who are not on track with early reading, including those who are disadvantaged, do not always have enough practice to help them catch up more rapidly.

Full report

What does the school need to do to improve further?

- Continue to improve pupils' progress so that an increasing proportion of pupils reach and exceed the age-related expectations in reading, writing and mathematics at the end of the early years and key stages 1 and 2.
- Further develop consistency in the teaching of phonics by:
 - providing increasingly targeted support for pupils who are behind with the early stages of reading
 - establishing appropriate pencil grip and accurate letter formation as quickly as possible.
- Further improve the effectiveness of leadership and management by:
 - developing subject leadership of foundation subjects
 - continuing to improve pupils' attendance and reduce persistent absence
 - checking the impact of the pupil premium funding on supporting disadvantaged pupils to develop their phonics knowledge.

Inspection judgements

Effectiveness of leadership and management

Good

- This is an improving school. Leaders are ambitious for pupils' achievement. They are determined to provide an inclusive learning environment and to raise pupils' aspirations for their future. Relationships between pupils and staff are very positive and there is a calm and purposeful atmosphere throughout the school. Leaders recognise the importance of the partnership with parents and are continuing to develop this aspect of their work with good effect.
- Governors have secured strong leadership appointments. Leaders are knowledgeable about their areas of responsibility and are having increasing impact on improving progress for pupils. Leaders are continually developing through their involvement in quality-assurance activities and through training, which has been available within the multi-academy trust. Leadership of subjects beyond English and mathematics is in an earlier stage of development, though.
- Leaders have instilled a collective responsibility for pupils' outcomes and have raised teachers' expectations of what pupils can achieve. Staff feel well supported and are becoming more reflective about the impact of their teaching on pupils' learning. This has contributed to the recent improvements to pupils' outcomes.
- Leaders have an accurate picture of the school's strengths and weaknesses. Their effective assessment system and perceptive self-evaluation are enabling them to make the necessary adjustments to the curriculum so that pupils' progress is improving.
- Checks on the quality of teaching and learning have identified where additional support or development is needed, either for individuals or at whole-school level, and this has brought about clear improvements. Staff value the support and development they receive. There is an open culture where teachers and leaders work alongside each other to improve the impact of teaching on pupils' learning.
- Leaders have developed effective systems for evaluating the impact of their approach to improving pupils' behaviour. This analysis is helping them to identify patterns and any repeat offenders so that bespoke plans and support can be put in place. By understanding the root cause of pupils' behaviour, leaders and teachers are more precisely meeting pupils' needs. Pupils are now able to manage their own feelings and demonstrate more self-discipline. This has led to a sharp reduction in the frequency and severity of incidents of inappropriate behaviour.
- The school's weekly focus on golden rules and behaviour for learning contributes strongly to pupils' social and moral development. Leaders are keen to make sure that through the curriculum, pupils access a broad range of experiences to support their spiritual and cultural development and appreciation of the local area.
- The pupil premium funding has been used effectively to improve pupils' readiness for learning. Breakfast club and check-ins with staff before the start of school are helping with punctuality and pupils having a calm and settled start to school each day.
- Leaders are keen that pupils who are falling behind in the early stages of learning to read receive additional support. However, the amount of practice they have varies. Similarly, support for reading using the pupil premium funding for disadvantaged pupils

is not tracked carefully enough to check its impact. These factors are slowing the development of phonics knowledge for some pupils.

- Leaders have ensured that reading is promoted well through school and that pupils are encouraged to read regularly, both for pleasure and to enhance their learning across the curriculum. Despite improving phonics and reading outcomes, they have recognised that pupils' reading development remains a priority so that an increasing proportion of pupils are able to access age-related learning throughout the curriculum.
- Leadership of provision for pupils who have special educational needs (SEN) and/or disabilities is successful in identifying and meeting their individual needs. Carefully planned support and well-trained staff make sure that pupils are increasingly integrated with their peers in class. Their curriculum is carefully adapted to enable them to make the necessary gains in their learning while also developing important life skills. Funding is used effectively to make sure that pupils are making increasingly strong progress from their starting points. The support which is available for families of vulnerable pupils is having a positive effect on pupils' ability to attend well and be able to access learning with their peers.
- Leaders use the primary school physical education and sport funding effectively to ensure that pupils receive high-quality sporting experiences and that they have a chance to represent their school in local competitions and events.

Governance of the school

- The governing body has placed a firm focus on eradicating the weak teaching that existed in previous years. Governors have made strategic decisions to develop an experienced and skilled team of leaders who have been able to improve the quality of teaching and learning so that pupils' outcomes have also improved.
- Training and support from leaders within the multi-academy trust have been instrumental to the school's development. This has created increased leadership capacity within the school and has empowered leaders to secure greater consistency in teaching and assessment approaches.

Safeguarding

- The arrangements for safeguarding are effective. The headteacher has very high expectations of the support and welfare for pupils and ensures that there is a strong culture of keeping pupils safe. Leaders and governors have put clear systems in place for safeguarding pupils. They are understood and carried out diligently by staff. Regular training and updates about safeguarding support staff in being alert to possible signs of concern which pupils may present. Staff report concerns promptly to the designated safeguarding leaders, who act swiftly and take effective action.
- The very strong culture of safeguarding that is evident in the school ensures that pupils feel safe and secure and are in a good position to learn.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is improving. New approaches are becoming embedded and are providing more consistency. Consequently, current pupils

are making good progress and an increasing proportion are reaching age-related expectations.

- Teachers have increasingly high expectations of what pupils can, and should, achieve. Teachers use assessment effectively to make sure that lessons build on pupils' prior knowledge. Well-established routines and the use of the classroom learning environment are also effective in supporting pupils' learning.
- In mathematics, there is a consistent approach to planning sequences of learning which are pitched at age-related expectations and build appropriately on pupils' prior learning. By breaking down learning into smaller steps and using resources to visually represent mathematical concepts, teachers are successful in developing pupils' mathematical understanding.
- Positive relationships between staff and pupils create a constructive atmosphere in lessons. Pupils respond well to the high expectations from staff and usually demonstrate good behaviour for learning. Pupils are developing the resilience needed to overcome mistakes when they are learning something new.
- Leaders have introduced a successful approach to the teaching of writing. Units of work enable pupils to build on prior learning and apply their new knowledge in a range of contexts. There are some missed opportunities though for teachers to model and insist on pupils using an appropriate pencil grip and accurate letter formation and, as they progress, neat and joined writing. This hinders the writing development of some individuals.
- The teaching of phonics is improving. Assessment is accurately identifying pupils' next steps. In the early stages of reading, pupils use their phonics skills to sound out and blend unfamiliar words and they apply this in their writing. They have books which are appropriately matched to their phonics knowledge to help them develop reading fluency. However, pupils who are not on track do not always receive enough practice to help them catch up. This is limiting the speed at which they develop their phonics knowledge.
- Pupils enjoy reading. They understand the importance of reading and most read regularly at home and school. The inviting book areas, library and new resources are igniting pupils' interest and enthusiasm for reading.
- Teachers are helping pupils to develop good learning habits. Teachers and teaching assistants use effective questioning to encourage pupils to find the answers for themselves. Support for pupils who have SEN and/or disabilities is very effective. Staff know their needs well and are able to anticipate possible misconceptions. Carefully tailored resources and activities mean that pupils who access the resourced provision are able to integrate with their peers in class on a regular basis.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Support for vulnerable pupils is particularly effective. School leaders and staff know pupils and their families well and are quick to identify pupils who may need additional

guidance and support. For example, a calm and prompt start to school is encouraged through breakfast club and is effective in providing a settled start to the school day.

- Leaders have built a strong sense of community within the school. Positive relationships between pupils and staff make sure that pupils feel supported and valued so they can develop as confident and self-assured learners. Consequently, pupils have good attitudes to their learning and take pride in working hard and cooperating with others.
- The curriculum helps pupils learn how to stay safe and be healthy. At lunchtime, there is a range of activities which support their physical and social development. Through themed weeks and assemblies, pupils gain a secure understanding of how to be safe.
- Pupils say that bullying is rare and that they are confident that adults in school would be there to listen should they have any concerns. A culture of respect for others permeates the school and helps to prepare pupils well for life in modern Britain.

Behaviour

- The behaviour of pupils is good. Leaders have worked hard to set high expectations for pupils' behaviour. The strategies which have been implemented are being consistently and rigorously applied by all staff. This means that pupils have a clear understanding of the choices they make and the consequences that follow. They value the rewards system and respond well to the incentives. Consequently, there is a calm atmosphere in school and pupils move around school sensibly, showing respect for each other.
- Pupils know that behaviour has improved. They have been given the strategies to recognise their feelings and manage their own behaviour. This has really empowered them to take responsibility for their actions. They understand how to regulate their emotions and choose to access the resources provided to prevent their behaviour distracting or harming others. Consequently, pupils say that there are very few incidents of poor behaviour. Leaders and teachers confirm this.
- Although pupils' attendance is below the national average, leaders have implemented a wide range of strategies to combat this. Positive relationships between home and school are successfully improving attitudes about attendance. Leaders' analysis of attendance is effective in identifying specific barriers for individual pupils. This allows a personalised approach to be adopted when pupils are persistently absent. Leaders' actions successfully reduced the proportion of disadvantaged pupils and pupils who have SEN and/or disabilities who were persistently absent in 2017/18.

Outcomes for pupils

Good

- Current pupils throughout the school, including those who are disadvantaged or have SEN and/or disabilities, are now making good progress. This has led to recent improvements in pupils' attainment and progress in English and mathematics by the end of each key stage.
- Attainment figures have improved, despite them being skewed by small cohorts with large proportions of pupils who have SEN and/or disabilities. While attainment has risen, it remains below the national averages in reading, writing and mathematics at the end of key stage 1 and in reading and mathematics at the end of key stage 2. The

very low starting points of some pupils, especially in key stage 2, mean that despite good progress, there is a lot of catching up to do if they are to reach the age-related expectations and be well prepared for the next stage of their education.

- As a result of more effective teaching, provisional outcomes at the end of key stage 2 in 2018 showed a marked improvement in the proportion of pupils who exceeded the age-related expectations in reading, writing and mathematics. Attainment in writing, at the expected standard, was also above average for the first time.
- Leaders' actions to make sure that boys make enough progress have been successful. An engaging and relevant curriculum is contributing to boys' enthusiasm and subsequent progress and development. The proportion of Year 6 boys reaching the expected standards in reading and writing increased substantially in 2018.
- The new approach to teaching mathematics is proving effective. Pupils are developing secure knowledge, skills and understanding which they use to reason and solve problems with increasing confidence.
- Reading outcomes are improving as a result of leaders' attention to promoting a love of reading and raising the profile of reading throughout the school. The proportion of pupils who met the expected standard in the Year 1 phonics screening check also increased in 2018 but remains below the national average. Some lower-attaining pupils do not have enough opportunity to practise their newly acquired phonics skills. This means that they do not always secure their phonics knowledge as quickly as they should.
- Leadership of the foundation subjects is in its infancy and therefore pupils are not developing subject-specific understanding as well as they could. However, displays around the school demonstrate cross-curricular work which is beginning to take shape. Pupils enjoy their learning across the wider curriculum.
- The vast majority of pupils who have SEN and/or disabilities are making good progress based on their starting points and individual learning needs. When progress is not as strong, leaders are quick to identify this and take appropriate action, adjust provision or seek further external expertise and advice. Pupils who access learning in the resourced provision are supported well so that they are increasingly integrated with their peers in class.

Early years provision

Good

- Leaders have made sure that children get off to a positive start in Reception. They make good progress from their, typically low, starting points. The proportion of children reaching a good level of development has increased year-on-year and in 2018 was 69%, having been 47% in 2016.
- Historically, boys' achievement has been a concern but by 2018, leaders' actions have resulted in a considerable improvement in the proportion of boys reaching a good level of development. Boys' achievement is now similar to that of boys nationally. Staff take the time to get to know children well, even before children start school. This helps staff to interact positively with children and follow their interests. It has been particularly successful for boys, who are now showing more enthusiasm for learning.

- Leaders have developed the transition experience so that children are well prepared and are able to make the best possible start to school. More frequent visits for children and their families, along with links with the local nursery, have been introduced. Consequently, parents have a greater understanding of how to support their child in preparation for school. Children have also benefited from getting to know some of the older pupils. This September saw a settled start for children as they were already familiar with staff, other pupils, classroom routines and the setting.
- Leaders have identified communication and language as an area in which children are often less well developed on entry to school. Leaders have carefully thought about the provision in the classroom so that it promotes children's language development effectively.
- The parent support adviser provides workshops for parents. These workshops help to forge strong relationships between home and school and assist parents in understanding how they can support their child's learning at home. Parents welcome this partnership.
- Children participate well in phonics sessions and the multi-sensory approach gets everyone involved and helps to secure their learning. However, there are some missed opportunities for staff to remind children about their pencil grip and accurate letter formation when writing. This leads to some children practising early writing incorrectly.
- Staff have built strong relationships with children and this has created a calm environment. Children behave well and follow adult instructions. Staff take their safeguarding responsibilities seriously and ensure that the statutory welfare requirements are met.

School details

Unique reference number	141973
Local authority	Barnsley
Inspection number	10053416

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	Board of trustees
Chair	William Ward
Headteacher	Jennifer Hunt
Telephone number	01226 743815
Website	www.hoylandspringwood.org.uk
Email address	springwood@ecmtrust.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hoyland Springwood is smaller than the average-sized primary school. The school became a sponsored academy as part of the Every Child Matters Multi-Academy Trust in October 2015. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be inadequate. Since the formation of this school, there have been significant changes to staffing and leadership. The executive headteacher, who is also the chief executive officer, works across several schools in the trust. The headteacher began her position in this school in September 2018. A new leader of provision for pupils who have SEN and/or disabilities took up post in September 2017. At that time, two new teachers were also appointed.
- The local governing body oversees the running of the school on behalf of the board of trustees, which ultimately governs the school.
- The multi-academy trust provides a range of expertise to develop school leadership and the quality of teaching, learning and assessment. Leaders from the four other

schools within the multi-academy trust, and the two new learning and achievement leaders, provide support, training and quality assurance.

- Almost all pupils are of White British heritage; a few pupils are from other mixed backgrounds.
- The school includes resourced provision for 12 pupils with complex communication and interaction difficulties, including autistic spectrum disorder.
- Approximately one third of pupils have SEN and/or disabilities and 14% of pupils have an education, health and care plan. These figures are considerably higher than the national average. The 77% of pupils who have SEN and/or disabilities are boys.
- The proportion of disadvantaged pupils supported by the pupil premium is well above the national average.
- The school runs breakfast and after-school clubs.

Information about this inspection

- The inspector observed teaching and learning throughout the school. All the observations were undertaken jointly with senior leaders. The inspector listened to some pupils read and talked to several pupils about their experience of school.
- The inspector held meetings with senior leaders and subject leaders. A meeting was held with two members of the local governing body, including the chair. A meeting also took place with the chief executive officer and the chair of the multi-academy trust.
- Discussions took place with a group of teachers about the support and development they receive.
- The inspector looked at a range of pupils' work in books along with the school's information on pupils' achievement to determine the progress that they are making.
- A range of documentation was considered. This included the school's self-evaluation, records of the monitoring of teaching and learning, the school improvement plan, information relating to the attendance and behaviour of pupils, safeguarding and child protection records, and minutes from governing body meetings. Documents outlining the arrangements for the use of pupil premium funding were also considered.
- The inspector spoke to parents informally at the start of the school day to seek their views about the school. The seven responses to Ofsted's online questionnaire, Parent View, were also taken into consideration.
- The 20 responses to the staff survey and the five responses to the pupil survey were also considered.

Inspection team

Kirsty Godfrey, lead inspector

Her Majesty's Inspector

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018