

# Hoylandswaine Primary School

Haigh Lane, Hoylandswaine, Sheffield, South Yorkshire, S36 7JJ

**Inspection dates** 2–3 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- High expectations and clear direction provided by the headteacher have driven rapid improvement since the previous inspection.
- Effective support from the governing body, particularly to stabilise and strengthen teaching, has brought positive results.
- Leaders' management of teaching and learning is robust. As a result, standards have improved at Key Stage 2, and pupils achieve well.
- The overall quality of teaching is good. Some teaching, most notably in mathematics, is outstanding. All abilities are catered for well. Pupils say, 'We learn something different every day'.
- Overall, standards in reading, writing and mathematics are above average. Pupils achieve particularly well in mathematics by the end of Year 6. Throughout the school, pupils' progress is good.
- Provision in the early years is good. Good leadership ensures children are given a positive start, and achieve well from generally typical starting points for their age.
- Pupils' outstanding behaviour and attitudes to learning are central to their good achievement. They feel entirely safe in school, and are cared for extremely well. Pupils' attendance is consistently well above average.
- Parents are very supportive of the school.
- The school has worked well with the local authority and benefited from the effective support provided.

### It is not yet an outstanding school because

- Not all pupils, particularly the most able, reach their full potential in writing.

## Information about this inspection

- Pupils' learning was observed in a range of lessons and through a scrutiny of their work over time.
- The inspector discussed the school's work with members of staff, pupils, a representative from the local authority, parents and members of the governing body.
- Also taken into account were the views of 46 parents who responded via Ofsted's online questionnaire, Parent View, as well as the results of a parent survey conducted by the school. Questionnaires completed by staff members were also considered.
- The inspector observed the school's work and examined a wide range of documentation including: national assessment data and the school's assessments; external reports and the school's own view of its work; minutes of governing body meetings, curriculum planning and safeguarding documents.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school, in which all pupils are White British.
- The proportion of pupils who are supported by pupil premium funding is very small when compared with the national average. No pupils were considered to be disadvantaged in the reporting year (2013-2014). The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is also very low when compared with the national average.
- The school meets government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- Provision for children in the early years is full time in the Reception class.
- There have been a significant number of changes in teaching staff since the previous inspection.
- A breakfast club and after-school care are provided by the school.

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

- Ensure that all pupils, and particularly the most able, are continually challenged to reach their full potential in writing, and that writing reflects more fully the whole range of the curriculum.

## Inspection judgements

### The leadership and management is good

- Good leadership has firmly established a strong culture of learning throughout the school. Pupils thrive within an ethos where behaviour is excellent, teaching is good and where pupils believe that, 'it's cool to be clever'.
- All forms of discrimination are challenged. Relationships are strong and a climate of equality of opportunity is foremost in all the school does.
- The headteacher's determined leadership and high expectations of staff and pupils have driven teaching and standards upwards since the previous inspection. She is very ably supported by the assistant headteacher and the small but committed staff whose collective aim is to take pupils to the highest levels of achievement.
- Leaders embraced the focused support provided the local authority very well to the benefit of leadership, teaching and governance. Consequently, the school is now classified by the local authority as low risk.
- Central to the school's improvement has been leaders' management of teaching and learning. Systems for performance management are well established and robust. Teachers' development targets are closely linked to whole-school improvement. The effectiveness of that is seen in mathematics, for example, where the whole-school focus has resulted in a rapid rise in standards and some exemplary teaching.
- Responsibility for the curriculum is shared, very effectively, by the small teaching staff who, collectively, represent the middle management. They plan together and have successfully adapted the new primary curriculum to the needs of pupils in the school. Their aim to add more depth and quality to pupils' learning is demonstrated well in pupils' work. Pupils enjoy their learning and the many opportunities they have to develop their skills and knowledge in different ways. There is scope nevertheless, for pupils to be challenged further by extending their writing so that it reflects more fully the whole range of the curriculum.
- A rich variety of clubs and out of school activities helps pupils to foster their personal skills and interests. Pupils spoke enthusiastically about the school choir and their chance to perform in end of year productions.
- The physical education curriculum, and pupils' well-being are enhanced by leaders' good use of the primary schools sports funding. As a result of teachers improving their skills by working with specialist sports coaches, sustainability of good quality lessons has strengthened. Pupils have more opportunities to participate in a greater variety of sports, including competitive tournaments against other schools. Weekly early morning sports coaching is very well attended.
- The curriculum promotes pupils' spiritual, moral, social and cultural development exceptionally well and prepares pupils thoroughly for life in modern British society. Pupils are very tolerant and respectful towards others from different communities to their own. They recognise how they can learn from others and appreciate the contribution that other cultures make to their own way of life. Pupils learn to be resilient when faced with a problem. They understand that responsibility carries with it the need to be honest and fair minded and that the democratic process gives everyone rights and responsibilities.
- Leaders check that the small amount of pupil premium funding is used effectively. Additional teaching time is provided for those pupils who are eligible for support. This ensures that they achieve as well as others in the school.
- Safeguarding arrangements are secure and meet statutory requirements. Relevant safety checks are carried out and reviewed regularly by governors. All staff and pupils are clear about their responsibilities regarding safety and well-being. The Chair of the Governing Body, who oversees safeguarding, has regular discussions with pupils to seek their views about safety in school. Appropriate action, is taken if issues arise. Careful checks of attendance make sure that it remains consistently well above the national average.
- **The governance of the school:**
  - Governors know the school well. Their depth of experience in different areas of work leaves them well equipped to challenge the headteacher and offer equally strong support. Training provided by the local authority, since the previous inspection, has increased their effectiveness, particularly their ability to compare the school's performance with other schools nationally. Governors understand issues related to teachers' performance management and how this is linked to teachers' salaries. They have a clear and accurate overview of current teaching quality and have been an active force in making sure that less effective teaching is a thing of the past. Financial management is good, including the use of allocated funds for sports and disadvantaged pupils.

### The behaviour and safety of pupils are outstanding

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils' attitudes to school are extremely positive, as witness by their punctuality and attendance.
- They choose words such as, 'educational, encouraging, and exciting', to describe school, and relish the challenges of learning new things.
- Their behaviour in lessons is exemplary. Pupils are fully attentive and always ready to learn. They work exceptionally well with partners or in groups and are always ready to help each other out with a problem. They work hard to finish their work in time, and present it neatly.
- Behaviour around the school is consistently outstanding. Pupils' table manners in the dining room are a credit to them. They behave respectfully during assemblies and enjoy play times during which there is no friction between pupils, nor discontent.
- Playtimes are active because of the range of equipment installed. Pupils appreciate and respect the rule that provides for weekly changes of sport so football does not dominate all playtimes.
- Pupils are invariably friendly, courteous and well mannered. They contribute greatly to the everyday ethos of the school and ensure that everyone is warmly welcomed.
- The school council ensures that all pupils have a voice in school matters. They actively arrange sponsored events to raise money, for example, then seek all pupils' ideas about how it should be spent. Members also have a role in appointments of staff and some responsibility for road safety in the vicinity of the school. Older pupils help younger ones with their reading, but say there is no need for them to act as buddies in the playground because everyone is safe there.

## Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils feel very safe in school and are cared for very well. That view is overwhelmingly endorsed by parents. Pupils who may be considered to be the most vulnerable, because of their particular circumstances, are supported exceptionally well to make sure that they make the same good progress as others.
- Pupils fully understand how to keep themselves safe and are aware of possible hazards outside of school, including those linked to use of the internet. They contribute very thoughtfully to discussions about their safety in school and know where their responsibilities lie.
- They understand the different forms that bullying can take and how best to deal with any issues that might arise.
- Parents are very supportive of the school. They appreciate, particularly, the additional care and safety offered via the breakfast club and after-school care.

## The quality of teaching

is good

- The quality of teaching is never less than good. Some teaching is outstanding.
- Staff appointments since the previous inspection, combined with opportunities for all teachers to develop their skills, have strengthened the impact of teaching, resulting in pupils' good achievement overall.
- Pupils' learning in mathematics is highly effective and leads to pupils' rapid improvement and high standards by the end of Year 6. The school focus and challenge for mathematics is to 'use what you know to find a solution', so there is lots of imaginative, practical investigation which requires pupils to use the knowledge and skills they have learned.
- Year 2 pupils, for example, used what they had learned about measuring in centimetres to design differently shaped windows for an animal cage using 100cm strips. This tested their calculation as well as accurate measuring. Pupils in Year 3 chose an airport theme to explore a range of mathematical ideas, their reward being a follow-up visit to Manchester Airport. Year 6 pupils rose to the challenge of creating patterns and sequences and using algebra to find any term ('n') within the sequence.
- Learning in English lessons is good. There are good opportunities for pupils to discuss ideas and clarify their thoughts before writing. Writing is made purposeful and meaningful to pupils, such as when writing a biography of a friend in school. Literature has been used as a basis for some mathematical exploration. Overall, however, pupils' independent writing does not fully reflect a wider range of subjects in the curriculum.
- There is a good emphasis on spelling, grammar and punctuation. Pupils practise their skills in a good range of writing in different styles and for different purposes.
- Expectations are high and the quality of writing overall shows good improvement. Nevertheless, the impact

of some slower progress over time is not fully overcome and the most able pupils especially do not always achieve the standards they should in writing, given their starting points.

- Teaching assistants provide a valuable contribution to pupils' learning. They know the pupils well and work effectively alongside class teachers to ensure a good pace of learning from all pupils.
- Assessment is used well. Adults continually check progress during lessons to help pupils stay on track to achieve lesson targets. The school's clear feedback policy is used consistently. Pupils understand what they have achieved and what they need to do next. They are increasingly involved in assessing their own and others' work and setting new targets for themselves.
- There is good depth to pupils' learning in history and science, and some commendable art work is displayed. An added strength of teaching is the way in which individual teachers' subject knowledge is used throughout the school, so that all pupils benefit, for example, from expertise in music, French and religious education.

### **The achievement of pupils** is good

- Pupils in Year 1 build well on the positive start they make in the Reception class.
- Results in the 2014 phonics (letters and their sounds) screening check for Year 1 pupils show the proportion of pupils achieving the expected standard to be well above the national average, with a similar proportion working to the same level in the current Year 1.
- Standards in reading, writing and mathematics, at the end of Year 2 have been consistently above the national average for the past five years. School assessments, supported by pupils' work show good progress and continued improvement in standards in the current Year 2, with increased numbers of pupils working at the higher Level 3 in all subjects.
- The rate of progress in Years 3 to 6 has increased due more stable and stronger teaching. There has been rapid progress in mathematics following an external check of the subject and a revised whole-school approach to mathematics teaching. Progress in writing is good across the key stage but has not been as rapid as in mathematics due largely to the most able pupils not achieving their full potential.
- Standards in reading, writing and mathematics at Key Stage 2 have risen year on year since the previous inspection. Standards were above average in the 2014 national tests. Pupils' current work is generally at a higher level than previously with more pupils working at Level 5 and beyond.
- Pupils achieve well in reading. All pupils are enthusiastic readers. Year 2 pupils use their phonics knowledge well to help them make sense of unfamiliar words and to help their spelling. Year 6 pupils read aloud confidently. They use expression well and have good understanding of what they read. They are very knowledgeable about books and read widely for pleasure.
- Provision for the most able pupils is good. The school has identified the need to challenge those pupils further, especially in writing. Their progress is checked constantly to prevent any slackening of pace. Additional group teaching for the most able pupils in mathematics has raised the proportion of pupils who are working at the highest possible Level 6. Smaller numbers of pupils are currently achieving the highest level in writing.
- Disabled pupils and those with special educational needs are provided for very well. Staff work closely with parents so they are active partners in their children's learning. Those pupils make good progress and achieve well from their individual starting points.
- No pupils in the 2014 Year 6 class were eligible for support through the pupil premium funding, therefore, no comparisons can be made with all pupils nationally or with others in the school. The very small number of pupils who are currently eligible for support make good progress and achieve as well others in their classes.

### **The early years provision** is good

- Most children who enter the Reception class have abilities typical for their age. A few have lower starting points but make up ground quickly and, with other children, achieve at least expected good levels of development by the end of the Reception Year. The proportion of children who exceed the expected level is higher than the national average. Overall, children make good progress and achieve well. They are well prepared in all the skills they need for their transfer into Year 1.
- Skilful and effective leadership from the recently appointed early years teacher has strengthened the provision. New systems for assessing children's progress, based on continuous observation by staff, provide accurate summaries of achievement. These are the basis for planning children's next individual targets.

Positive links with parents and pre-school settings mean that valuable information is shared prior to starting school. Staff keep parents informed and involved in their children's learning by inviting contributions to assessment records, and through a series of workshops and other activities.

- Teaching in the early years is good. Planning reflects children's needs, as well as their particular interests. There are good opportunities for learning indoors which spill over into exciting work in the outdoor area. Children develop personal social, and physical skills very well while exploring new ideas through play. Expectations are high and focused teaching brings the best from children, such as when they write independently or use computers to support their learning in mathematics.
- Children behave exceptionally well and consistently meet the standards in their personal behaviour and relationships that staff expect from them. Children are kept safe. They are eager to learn and proud of what they achieve.

## 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>	106585
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	462291

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Beverley Paddey
<b>Headteacher</b>	Laura Cole
<b>Date of previous school inspection</b>	5 June 2013
<b>Telephone number</b>	01226 762027
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