

Hoylandswaine Primary School

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

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires Improvement	3
Achievement of pupils		Requires Improvement	3
Quality of teaching		Requires Improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires Improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching requires improvement. There is not enough good or outstanding teaching to enable pupils to make quick progress as they move up through the school. The work set for the more-able pupils is sometimes too easy and marking is not always helpful.
- The children in the Reception class are too often unable to learn outdoors and literacy and numeracy are not evident enough in the learning environment.
- Pupils' progress tracking systems are unreliable and often produce an inconsistent picture of achievement.
- Achievement in reading and writing lag behind that in mathematics. Throughout the school, but especially in Key Stage 2, pupils do not often enough write at length or develop their writing skills in subjects other than English.
- Fewer pupils attain above-average levels in reading and writing because recent improvements to the quality of teaching have yet to impact on pupils' achievement in Years 3 to 6.
- Subject leaders do not play a big enough part in checking on the school's work and in helping to improve pupils' achievement and the quality of teaching. The governing body is not sufficiently involved in rigorously challenging the school's leaders.

The school has the following strengths

- The acting headteacher, with the support of staff and governors, has made sure that teaching and achievement have improved. She knows what needs to be done to make the school at least good.
- The governing body, working with the effective guidance of the local authority, has done much to reduce the effect of disruptions to leadership and management. Effective local authority support has helped to improve some aspects of teaching.
- Pupils' behaviour is good; attendance is above the national average; pupils feel safe, happy and are cared for well. Pupils enjoy school very much and show great respect for their teachers.
- Parents are generally very positive about the school and especially the impact of the new leaders.

Information about this inspection

- The inspector observed six lessons, four of which were joint observations with the headteacher. In addition, the inspector made visits to classes, and looked at teachers' plans. A substantial analysis of pupils' workbooks in literacy and numeracy was undertaken. The inspector also listened to a number of pupils read.
- Meetings were held with the headteacher, subject leaders in literacy and numeracy, a representative from the local authority, the vice-chair of the governing body and another governor. Groups of pupils were spoken to formally and at social times.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation over time, records relating to behaviour and attendance, curriculum and documents relating to safeguarding.
- The inspector also took account of the 33 responses to the online questionnaire (Parent View) and the school's own consultation with parents. The inspector received 13 responses from the staff to their questionnaire.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school. Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided to schools to support children in local authority care, those from service families and those known to be eligible for free school meals) is well below average.
- The proportion of pupils supported at school action and school action plus is below average and very few have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been considerable disruptions to leadership and management caused by long-term illness or resignations.

What does the school need to do to improve further?

- Accelerate the progress of all pupils by improving teaching so that it is consistently good or better in every class by ensuring that:
 - the work set in lessons is always at the right level for the different groups of pupils in the class, especially the more-able pupils
 - marking lets pupils know exactly how to improve their work and teachers expect pupils to follow the advice they have been given
 - all pupils are aware of their learning targets and the level at which they are working
 - all teachers deploy teaching assistants in their classes to maximum effect throughout each lesson.
- Raise achievement in English to match that in mathematics by:
 - providing more opportunities to write at length and planning to ensure pupils develop their writing skills in subjects other than English
 - teachers having higher expectations of all pupils, but particularly the more able
 - pupils having better access to books in all areas of the school and ensuring that pupils read to an adult more frequently
 - improving provision in the Early Years Foundation Stage so that literacy and numeracy have more of a focus and ensuring that children have more opportunities to be involved in learning outdoors.
- Improve the leadership and management of the school by ensuring that:
 - the pupil tracking systems are fully embedded and understood and used by all staff
 - subject leaders are equipped with the skills and knowledge necessary to check rigorously on pupils' performance and the quality of teaching in their subjects
 - governors are involved fully in checking on the school's performance and receive the training necessary to enable them to further challenge leaders appropriately so as to ensure the school is as effective as possible.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not good because teaching is not consistently good. In a minority of lessons work is not matched accurately to pupils' ability and some pupils, particularly the more able in English, do not achieve as well as they might.
- Children start school in the Early Years Foundation Stage with skills and knowledge typically expected for their age and some enter school with skills above that expectation. Progress in the Reception class historically is good, but recently children's progress has been inconsistent. This is because the curriculum in the Early Years Foundation Stage insufficiently focuses on promoting children's literacy and numeracy skills. In addition, children have too few opportunities to learn outside the classroom.
- Across the school pupils' progress in mathematics is good because the work is well matched to the needs of all pupils and teachers have high expectations of what pupils can achieve. By the end of Year 6 most pupils leave with at least expected attainment and some achieve the higher levels.
- In the national test to find out how well Year 1 pupils use sounds made by letters in order to help them read (phonics), more pupils than average reached the expected standard. Pupils do best in Key Stage 1 where teaching is good and standards are above average. However, by the end of Year 6 standards are below average in reading. The slowest progress is made by the more-able pupils because they are sometimes given work and reading books that are too easy for them.
- Although pupils' attainment in English is currently rising, pupils' progress in writing is slower. This is because opportunities are missed to develop writing in subjects other than English and also because they gain insufficient practice in writing at length. Pupils of all ages clearly enjoy reading, but their progress is slower than in mathematics because opportunities are too limited to read to an adult. There has been a recent increase in pupils' access to different types of reading books, but the impact of this on pupils' higher attainment and better progress is limited as yet. Disabled pupils and those with special educational needs make progress at the same rate as other pupils because they receive the support they need.
- Those pupils entitled to pupil premium funding receive well-targeted additional funding such as extra support in Key Stage 2 to support their reading skills. This is boosting their achievement and ensuring that pupils eligible for funding are rapidly closing the gap between their attainment and that of those pupils not eligible for such funding. In reading, writing and mathematics they are doing as well as their classmates.

The quality of teaching

requires improvement

- The quality of teaching varies from year to year and requires improvement. In some of the lessons and small-group work observed, teaching failed to take account of pupils' individual needs and abilities. Not enough lessons ensure that all pupils are involved appropriately and make at least good progress. This is mainly, but not exclusively, the case for pupils in Key Stage 2.
- Teachers' understanding of data relating to pupils' progress needs improving because information is not always used well enough to plan suitable activities that are at the right level of challenge for pupils of different abilities, especially the more able in English. This leads to slower progress and a lower than average proportion of pupils reaching the higher levels in reading and writing.
- When teachers mark pupils' work a small number of comments often do not inform pupils precisely how they can improve. Marking is most effective when pupils have the chance to respond to the teachers' comments so that they know where they have gone wrong. In some cases pupils are unclear about their targets and, therefore, not sure about their next steps in

learning.

- In most lessons teachers deploy teaching assistants well to support targeted pupils so that they achieve successfully. However, teaching assistants are not always used to maximum effect when teachers lead whole-class activities; they are often too quiet to impact on pupils' learning and appear underused by the class teacher.
- In the best lessons no time is wasted. Teachers' introductions are brief and the pace of teaching is brisk. Pupils are enthusiastic about their work, which is well matched to their needs. Teachers often use questioning well and useful opportunities are provided for pupils to discuss their work. In one good mathematics lesson pupils found out about ratio and proportion and used sweets to show their findings. They were very interested and involved and their progress was rapid because they were challenged to do well.
- Relationships between teachers and pupils are good. One older pupil said of her teacher, 'She makes sure your work is all right and that you know what you are doing. She makes things interesting.'

The behaviour and safety of pupils is good

- Pupils' behaviour is typically good and they enjoy their learning. Pupils show respect for staff because they say that staff value them and listen to their views. They know that they can trust all the adults to sort out any problems quickly.
- Pupils have a strong sense of right and wrong. The school's new behaviour system is clear and applied consistently by all adults. Pupils know the rules and routines in the school and say that they are fair, and they are keen to earn 'golden time' each week. The older pupils carry out any responsibilities sensibly, such as being playground leaders, and help pupils resolve any arguments amicably.
- Pupils have a good understanding of different types of bullying, including via new technology. They say that incidents of bullying are rare and, should they occur, that staff deal with them effectively.
- Pupils feel safe and well looked after at school. They have a good understanding of how to keep themselves safe and talk confidently, for example, about why it is important to have a strong password when working online.
- Pupils' above-average attendance reflects their enjoyment of school.
- Parents raised few concerns about behaviour in school. Most express very positive views about the way the school cares for the children and supports their learning.

The leadership and management requires improvement

- Following a period of considerable difficulty in staffing, the acting headteacher has successfully developed a whole-school team with a shared ambition and determination for all pupils to achieve. Morale is high with all staff. The headteacher is ambitious for the school to become at least good and the changes already implemented are starting to have a positive impact on improving the school's work. For example, a new tracking system has given teachers better access to information about individual pupils' progress.
- Performance management is becoming more rigorous. Teachers are held to account, through the recently introduced pupils' progress meetings with senior leaders, for the progress made or otherwise by the pupils in their class. This is in its infancy and as yet has had some, but limited, impact on pupils' progress.
- The skills of subject leaders in English and mathematics have not been developed well enough to enable them to check confidently and rigorously on the quality of teaching and pupils' performance in their subjects. Although there are examples of good teaching, opportunities to share this good practice among staff are overlooked.
- The acting headteacher is very closely involved in managing teachers' performance and has

successfully improved aspects of teaching, for example good relationships between teachers and pupils and more effective introductions to lessons. The information gathered from checks on the quality of teaching is now used to decide school priorities and to organise training and support for teachers. In most cases teachers' responsibilities reflect their salary.

- The curriculum captures pupils' interest. It is enriched by a range of activities, such as the upper Key Stage 2 residential visit to Cober Hill. The importance of reading, writing and mathematics is highlighted and provides a range of opportunities for pupils to develop their mathematical skills. In writing, however, there are few opportunities for pupils to write in different subjects, with the result that some pupils' writing lacks flair, imagination and specific purpose.
- The curriculum, especially its focus on personal, social and health education, helps to develop well pupils' spiritual, moral, social and cultural awareness.
- The school gives appropriate attention to equality of opportunity and discrimination is not tolerated, but leaders are aware that there is more to be done to ensure that all pupils achieve equally well and reach their full potential. The school's good use of the pupil premium funding is a positive example of the school's promotion of equality of opportunity.
- The local authority has an accurate view of the school's performance and has been swift in taking decisive action to ensure that the school is in a position whereby it can quickly become at least a good school.
- The school's arrangements for safeguarding are well organised and meet latest requirements.
- **The governance of the school:**
 - Governors are now aware of the school's strengths and weaknesses. A better understanding of the information about pupils' achievement means that they know why reading and writing are priorities for the school. They are developing their knowledge of the school so that they are in a position to start to challenge more rigorously all leaders in the school. Governors know in general terms about the management of teachers' performance and its impact on teaching. They keep a close eye on spending, including the pupil premium funding. They know that they need to improve their systems for checking that this funding is having the desired effect on pupils' achievement. Ensuring pupils' safety remains a priority for governors.

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

Unique reference number	106585
Local authority	Barnsley
Inspection number	412304

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Mark Pawson
Headteacher	Laura Cole (Acting Headteacher)
Date of previous school inspection	29 March 2010
Telephone number	01226 762027
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