

# Inspection of Hoyle Court Primary School

Fyfe Grove, Baildon, Shipley, West Yorkshire, BD17 6DN

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Inspection dates: 12 and 13 July 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Hoyle Court Primary is a welcoming school. Pupils are polite and well mannered. Staff know the pupils very well and have high expectations for them. Leaders have recently introduced a new behaviour policy with clear rewards and sanctions. This has resulted in a significant improvement in pupils' behaviour. Pupils are rightly proud of these improvements. However, a few pupils sometimes lose focus when teachers or other pupils are talking. Leaders' records show that there are some recorded incidents of bullying. It is clear that leaders have acted quickly to address these incidents and pupils are confident that bullying does not happen in their school.

Leaders have a strong commitment to supporting pupils' mental health and well-being. Pupils learn to identify and manage their emotions. Teachers understand how to support pupils when they are feeling anxious. Leaders ensure that teachers use this understanding to support pupils successfully as they move on to the next stage in their learning.

Leaders have a strong commitment to providing wider experiences for pupils. Pupils attend residential visits and educational trips linked to curriculum topics. This enriches pupils' learning. Leaders provide a range of after-school clubs for pupils to attend. Leaders make sure that all pupils have equal opportunities to take part.

## **What does the school do well and what does it need to do better?**

Leaders at all levels share a relentless focus on improvement. Leaders know their school well. They have prioritised the right areas to work on. Leaders are determined to continue to improve the quality of education at school rapidly. Leaders and teachers have very high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have focused on developing a good curriculum.

Leaders promote a love of reading from the early years through to Year 6. Leaders have introduced a new phonics scheme successfully. This is helping children make a good start in learning to read. Leaders train staff well. Teachers carefully check that pupils are keeping up with the ambitious reading curriculum. Skilful staff give extra help to pupils who find learning to read more difficult. Pupils enjoy reading and talk about their favourite books and authors.

While pupils behave well in most lessons, there are times when a small minority of pupils lose focus and fail to listen when others are talking. Not all teachers consistently refocus pupils to their tasks. As a result, these, and sometimes other pupils, miss out on important learning.

Leaders have planned an ambitious curriculum for children in the early years. They enjoy a range of well-planned and stimulating experiences that help them focus and

concentrate on the important knowledge that teachers want them to learn. This is helping them learn more and remember more. Adults engage children in lively conversations about their learning, developing children's language and vocabulary. Children in Reception Year achieve well. As a result, they are well prepared for the next stage of their education.

Leaders make sure that support staff have the training they need to support all pupils who require additional help. Support staff are highly skilled and support individuals and small groups effectively. This means that pupils catch up quickly. However, leaders do not always deploy support staff effectively. As a result, in some lessons, pupils do not benefit from the learning support they can provide in order to access the curriculum.

The new special educational needs coordinator (SENCo) has begun to make significant and positive changes to the provision for pupils with SEND. Teachers receive quality support and guidance to help them meet the needs of all pupils in their classes. Parents are involved in the review of education, health and care plans and meet with the SENCo to discuss provision. However, parents of pupils identified as needing SEND support do not have the same opportunities. This means they have limited involvement in the planning and review of learning targets.

Leaders are ambitious for all pupils. They have designed a well-sequenced curriculum where learning builds progressively and in a logical way. This has been more successful in some subjects than others. Subject leaders in art and physical education (PE) have carefully planned the curriculum. This helps pupils to build on their prior knowledge and remember important facts. In other subjects, such as geography, it is less clear what pupils need to learn and when. In some subjects, teachers use assessment well to identify what pupils know and can remember. These assessments help teachers to know what to teach next. In other subjects, assessment is not used so precisely. This means that teachers are not always clear about the best next steps for pupils.

Pupils are prepared well for the next stage in their education and for life in modern Britain. They understand that people and relationships are different. Leaders encourage pupils to reflect on their own lives and to celebrate being part of the Hoyle Court community. Leaders have introduced an effective curriculum for personal development. Pupils learn to keep themselves healthy and recognise risks that they may face in the local community and wider world. Teachers ensure that pupils in Years 5 and 6 understand the changes that are happening to their bodies.

Governors have a wide range of skills and backgrounds. They know the school well. Governors challenge leaders effectively while also providing appropriate support. Governors work closely with leaders and visit school to find out more about their specialist areas.

## **Safeguarding**

Arrangements for safeguarding in the school are effective.

Leaders and staff go out of their way to support the mental health and well-being of pupils and families. Staff act quickly to let leaders know if they have concerns about pupils. Leaders make swift and informed decisions about what to do next. Leaders work well with external agencies, such as health and social care professionals, to ensure families get support when they need it.

Pupils know that they have trusted adults in school that they can talk to if they are worried. Staff make sure that pupils know how to keep themselves safe, both online and through other activities such as road and water safety lessons.

Leaders make essential checks on all adults working in school to make sure that they are safe to work with children.

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

### **(Information for the school and appropriate authority)**

- In some foundation subjects, leaders have not planned in enough detail the important knowledge that pupils should be taught and how this links with prior and subsequent learning. This means that teachers are not always clear about what to teach and when. Leaders should ensure that curriculum plans are well designed and sequenced in every subject. A more consistent and effective approach to assessment across all subjects should be established. Leaders should monitor the implementation and impact of all curriculum plans.
- There are instances where some pupils do not maintain focus in lessons. When this happens, teachers do not consistently manage this. This can negatively impact on the learning of pupils and can waste valuable lesson time. Leaders need to ensure that staff are well equipped to help pupils maintain their attention.
- Leaders do not ensure that teachers are making the most effective use of support staff. This means that in some lessons pupils do not benefit from the additional learning support these staff can provide. Leaders should review the deployment of all support staff to ensure their skills and knowledge are contributing consistently well to the needs of pupils in all lessons.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	107283
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10228380
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	301
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Val Sherred
<b>Headteacher</b>	Claire Thirkill
<b>Website</b>	<a href="http://www.hoylecourtprimary.co.uk">www.hoylecourtprimary.co.uk</a>
<b>Date of previous inspection</b>	27 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher is new since the last inspection. They joined the school in September 2021.
- The deputy headteacher joined the school in January 2022.
- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and deputy headteacher, the leader for early years, and representatives of the governing body and the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art, geography and PE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour in lessons and around school, including at break and lunchtime. Inspectors met with groups of pupils to discuss their views of the school.
- To judge the effectiveness of safeguarding, inspectors scrutinised the single central record, checked the procedures for the safer recruitment of staff and held a meeting with the designated safeguarding lead. Inspectors met with staff to check their understanding of safeguarding and the impact of any training received. Additionally, inspectors met with members of the governing body to discuss their statutory responsibilities.
- Inspectors talked to parents at the start and end of the school day and considered the responses to the Ofsted Parent View survey, including any free-text responses. In addition, inspectors considered the responses to the staff and pupil surveys.

### **Inspection team**

Dughall McCormick, lead inspector	Her Majesty's Inspector
Alex Thorp	Her Majesty's Inspector
Lynn George	Ofsted Inspector

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