

# Inspection of Hoylandswaine Primary School

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

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Inspection dates: 14 and 15 June 2022

## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Early years provision

**Inadequate**

Previous inspection grade

Good

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

Over time, leaders have not had high enough expectations of pupils. Since the last inspection, leaders, including governors, have not taken the action needed to address weaknesses in the quality of education. As a result, the school's effectiveness has declined. Very recently, new leaders from a supporting multi-academy trust have begun to take appropriate action to address the weaknesses in the school. However, there remains much to do in order to secure a high-quality education for all pupils.

Pupils do not develop fluency and confidence in reading as quickly as they should. In some subjects, pupils are taught a poorly planned curriculum. As a result, they do not develop the full range of knowledge that they need in order to be ready for the next stage of their education. Pupils who need extra help, such as those with special educational needs and/or disabilities (SEND), or those who struggle with reading, do not receive the right support to help them to achieve well.

Pupils are happy. They attend well. They are kind and polite. They play well together on the playground. However, some pupils do not demonstrate positive attitudes to learning. The behaviour of some pupils can be distracting for others in lessons. Bullying is rare. There are effective systems in place to deal with bullying if it happens. Pupils say that adults will always help them if they need it.

Clubs, such as dance and art, help pupils to develop their talents and interests. Pupils understand how to live healthy lifestyles and learn to play a range of different sports. Recently, some pupils have been given the opportunity to represent their school in sporting competitions with other schools in the local area.

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

Since the last inspection, leaders have not identified the knowledge that pupils should learn in most subjects, including in the early years. Current leaders are strengthening curriculum plans, however, this work is at the early stages. Pupils experience a disjointed curriculum for subjects, such as geography, religious education and art, that does not enable them to build their knowledge effectively. Some teachers plan activities that do not help pupils to remember what they are being taught. As a result, pupils do not achieve well.

The school has a programme in place for the teaching of phonics. This programme is not well taught. Teaching does not build on what pupils already know. Teachers have not had sufficient training to help them to teach early reading well. They do not give pupils enough time to practise reading the sounds that they are learning in words and sentences. As a result, pupils develop gaps in their knowledge of phonics. Pupils who need help to catch up in reading do not receive effective support. As a result, too many pupils do not learn to read as well as they should.

Leaders' recent actions to improve the curriculum for mathematics are beginning to make a difference. From the early years to Year 6, the curriculum for mathematics is now designed to ensure that teaching builds on pupils' prior learning. Teachers have received training to help them teach the new mathematics curriculum. Leaders have developed an assessment system in mathematics to identify the gaps in pupils' knowledge. Teachers use these assessments to ensure pupils are taught what they need before they access new knowledge. However, some pupils are not given the opportunity to explain their mathematical thinking and solve problems, which hinders their achievement.

Over time, the support for pupils with SEND has been weak. Pupils' needs are not identified quickly enough. Targets on plans of support do not set out pupils' next steps or the strategies that staff should use to help these pupils. As a result, pupils with SEND do not get the help they need to achieve well. Leaders have begun to make improvements to the provision for pupils with SEND, but pupils' individual needs are not being consistently well met.

Current leaders have established clear expectations for how pupils should behave. Pupils are encouraged to 'Be the best you can be.' These new expectations are leading to some improvements in pupils' behaviour. However, some pupils do not demonstrate positive attitudes to learning. They do not engage fully in lessons, which hinders their progress.

Pupils show respect for others. However, over time, they have not learned about what makes people different. They have a limited understanding of people of different faiths or issues around equality. Current leaders have recognised this and very recently introduced a new curriculum for personal, social, health and economic education.

The local authority has recently acted to strengthen governance of the school. In December 2021, the governing body was removed, and an interim executive board (IEB) installed in its place. These changes have led to recent improvements in the strategic oversight of the school and how leaders are held to account. The IEB is now working with leaders to strengthen the quality of education.

Staff say that leaders are considerate of their workload and support their well-being. Leaders provide effective support for teachers at the early stages of their career but the weaknesses in the school's curriculum mean this support has limited impact.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have taken steps to ensure that robust systems are in place to safeguard pupils. They ensure that staff understand the potential risks to pupils' safety. Staff promptly share any concerns that they have about pupils' safety. Leaders take appropriate action to ensure that pupils are safe from harm.

Pupils learn how to use the internet safely and have an understanding of the dangers of speaking to strangers. Pupils know that if they have concerns, staff will help them.

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

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

- Since the last inspection, there has been turbulence in leadership. Recent improvements in the school are reliant on the support provided by external partners. Those responsible for governance should establish permanent leadership and build capacity to address the weaknesses within the school.
- The school's chosen phonics programme is not well implemented. Some pupils who need help with reading do not receive the right support. As a result, pupils do not learn to read as quickly as they should. Leaders should provide training for staff, so that they teach the reading curriculum well. Leaders should ensure that pupils who need help to catch up receive effective support.
- Until recently, leaders have not identified the precise knowledge that pupils should learn in a range of subjects, including in the early years. Pupils do not acquire the full range of knowledge they need to be ready for the next stage of their education. Leaders should identify precisely what pupils should learn in all subjects and ensure that the curriculum enables pupils to build on their prior knowledge.
- Some of the activities that teachers choose do not help pupils to remember what they are being taught. As a result, pupils develop gaps in their knowledge. Leaders should ensure that teachers receive the support they need to provide them with the subject knowledge and pedagogical skills to teach the curriculum well.
- Identification of the needs of pupils with SEND is weak. Support plans do not detail pupils' specific needs, next steps or how they should be helped in lessons. As a result, some pupils with SEND do not receive the help that they need to achieve well. Leaders should strengthen their systems to identify pupils with SEND and ensure that pupils receive effective support.
- Pupils are not as well prepared for life in modern Britain as they should be. They do not develop an understanding of people of different faiths, races and cultures. Leaders should ensure that the curriculum enables pupils to understand the different groups of people in modern Britain and celebrate the things we share in common.
- Some pupils do not demonstrate positive attitudes to learning. They do not engage in lessons consistently well. Leaders should ensure that the new behaviour policy is consistently applied and that pupils behave appropriately in 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>	106585
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10212211
<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>	120
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Sarah Creighton
<b>Headteacher</b>	Steven Honeyman (Acting)
<b>Website</b>	<a href="http://hoylandswaineprimary.co.uk/">http://hoylandswaineprimary.co.uk/</a>
<b>Date of previous inspection</b>	2 October 2019, under section 8 of the Education Act 2005

## Information about this school

- A temporary arrangement is in place to strengthen leadership capacity within the school. This is a trust partnership agreement, funded by the Department for Education for a 12 month period. The trust commissioned to provide this support are currently filling some senior and middle leadership positions in the school.
- The headteacher left the school in January 2022
- The deputy headteacher left the school in April 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.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

This was the first routine inspection the school had 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 held meetings with the acting headteacher and acting assistant headteacher.
- An inspector met with a director of learning from the multi-academy trust that is supporting the school in their role as the subject leader for mathematics.
- An inspector met with the school's special educational needs coordinator together with the director of inclusion from the multi-academy trust that is supporting the school.
- An inspector met with the school's early years leader.
- An inspector scrutinised documents relating to governance, including minutes of meetings of the interim executive board (IEB). The inspector met with all the members of the IEB.
- An inspector met with representatives from the local authority.
- Inspectors carried out deep dives in reading, mathematics, geography and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of work. Curriculum leaders were involved in all activities alongside inspectors.
- Inspectors also looked at some curriculum documents and pupils' work in religious education, languages, art, history, personal social and health education and science.
- Inspectors scrutinised documents related to safeguarding and spoke to two designated safeguarding leaders.
- Inspectors considered the responses to Ofsted's online questionnaire, Parent View and spoke to parents on the playground.
- Inspectors considered the responses to Ofsted's online questionnaire for staff.

## Inspection team

Tim Scargill-Knight, lead inspector

Her Majesty's Inspector

Christine Durand

Ofsted Inspector

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