

Inspection of South Hiendley Primary School

George Street, South Hiendley, Barnsley, South Yorkshire S72 9BY

Inspection dates: 6 and 7 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are safe and happy at South Hiendley Primary School. There is a strong sense of community. Staff have high expectations of pupils' attitudes. The ethos is underpinned by the school motto, 'dream, believe, achieve.' Behaviour in lessons is calm and positive because pupils want to achieve. Pupils know they need to follow 'ready, respect, safe' in every lesson. Many pupils are developing high levels of focus and self-control. During social times, pupils play well together. Bullying almost never happens. Staff manage behaviour incidents effectively.

Leaders and staff have created a positive environment where everyone is valued. Staff know pupils well. Pupils with special educational needs and/or disabilities (SEND) thrive. Children in the early years are nurtured. They play confidently together.

Pupils make a positive contribution to the school. Year 6 pupils enjoy leading praise assemblies in which they reward pupils' achievements and behaviour. Leaders have ensured that the values of kindness and fairness are embedded. Pupils appreciate learning about other cultures and faiths. They show a genuine interest and a thirst for knowledge about the wider world.

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

Leadership at all levels is strong. Trustees and governors are committed to the school. They ensure staff have frequent opportunities to engage with training, particularly in the science of learning. Staff work together across the trust. Subject leaders develop curriculum planning with colleagues from the other schools. This collaborative approach allows staff to learn from one another. It also reduces staff workload. Morale is very high. Staff are proud to work at the school.

Most curriculum planning is clear and detailed. Subject leaders are knowledgeable and well trained. Teachers have strong subject knowledge in most subjects. However, in some subjects, where the curriculum is new, teachers sometimes miss opportunities to deepen pupils' understanding. Teachers do not fully explore links between topics within subjects. Leaders are developing class teachers' subject and curriculum knowledge through their training programme. Teachers and teaching assistants know how to support pupils with SEND. They are positive and patient while maintaining high expectations. Staff choose appropriate activities, so that pupils learn well. Pupils with SEND stay on track.

Children learn to read quickly. Staff have a consistent approach to teaching reading. Staff assess children regularly to make sure they are learning at a level which is appropriate to each child's needs. This helps children keep up. Teacher-led sessions in the early years are well planned and delivered. Children listen attentively and enjoy learning. Sometimes, other activities are not planned in enough detail. Staff sometimes miss opportunities to develop children's knowledge and skills. Staff focus

on developing children's vocabulary but this is not deliberately planned consistently. Pupils do not get the most out of some of the conversations they have with adults.

Leaders provide a range of wider educational experiences for pupils. For example, leaders have planned for pupils in year 4 to enjoy a sleepover in the school hall. Older pupils have a residential visit to Kingswood. Being away from home overnight allows pupils to experience some independence. There are local walks and educational visits. For example, pupils walk to the nearby church. These visits are linked to the curriculum, so that pupils deepen their knowledge of different subjects. A range of clubs are available. Pupils attend sports clubs as well as art and yoga.

The personal, social and health education curriculum is extremely well planned and highly effective. Pupils remember their learning well. They have a sensitive understanding of other cultures and faiths. The values of respect and fairness are deeply embedded. Pupils show empathy for other people. Pupils are prepared well to become active citizens within modern Britain. There are frequent opportunities to raise money for charities. Pupils have supported the Dog's Trust among many others. The school dog, who visits regularly, helps pupils learn to enjoy being around animals.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the local community well. They know the risks pupils might face. Staff are also well informed and receive appropriate training. They report all concerns about pupils' welfare. Leaders take swift and effective action to support pupils when they need help. Leaders keep detailed logs of the actions they take. They involve external agencies, such as local authority children's services, when needed. Pupils feel safe. They have a trusted adult to talk to in school. They feel able to ask for help if they need it.

Leaders make sure that employees and visitors are appropriately vetted and safe to work with pupils in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, some activities are not matched precisely enough to children's learning needs. Sometimes, staff miss opportunities to develop children's knowledge and skills. Leaders should ensure that activities in the early years are more deliberately planned to meet children's needs.
- In some subjects, staff have not had sufficient time to deepen their subject knowledge and master the new curriculum. Sometimes, staff miss opportunities to deepen pupils' understanding by making connections across topics. Leaders

should continue to develop the curricular and subject knowledge of staff in those subjects where they are less confident.

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.

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

Unique reference number	145798
Local authority	Wakefield
Inspection number	10241369
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	Board of trustees
Chair of trust	John North
Headteacher	Sally Henshall
Website	www.southhiendley.wakefield.sch.uk/
Date of previous inspection	Not previously inspected. The predecessor school, South Hiendley Junior, Infant and Early Years School converted to become an academy in May 2018. It is now part of Inspire Partnership Multi-Academy Trust.

Information about this school

- The school has a nursery provision. It caters for pupils from age three.
- The school does not make use of alternative provision.
- The proportion of pupils who are eligible for pupil premium funding is above average.

Information about this inspection

The inspectors carried out this graded 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.
- The lead inspector held several meetings with the headteacher during the inspection.
- The lead inspector met with three governors, two trustees and the chief executive officer.
- Deep dives were carried out in these subjects: early reading, mathematics, history and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where appropriate, looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school.
- Safeguarding documentation and records for behaviour and attendance were checked.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. Inspectors spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.
- Inspectors reviewed the parental responses received through the Ofsted online questionnaire, Parent View, including free-text responses. Inspectors also considered responses received through Ofsted's staff questionnaire and responses to Ofsted's pupil questionnaire.

Inspection team

Zoe Helman, lead inspector

His Majesty's Inspector

Gill Holland

Ofsted Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022