

Inspection of a good school: Hoyland Springwood Primary School

Clough Fields Road, Hoyland, Barnsley, South Yorkshire S74 0ER

Inspection date: 3 October 2023

Outcome

Hoyland Springwood Primary School continues to be a good school.

What is it like to attend this school?

Hoyland Springwood is a school full of opportunities. The staff and pupils chat, learn and grow together. Relationships are the cornerstone of everything the school does. Pupils are happy and enjoy learning here.

The school provides pupils with a haven away from the troubles of the world. Skilled, knowledgeable adults support pupils with special educational needs and/or disabilities (SEND). There are no restrictions on pupils learning. All pupils have access to an ambitious, well-mapped broad, exciting and far-reaching curriculum.

Staff and pupils have high expectations for behaviour. There is a calm atmosphere in and out of class. Pupils are respectful, happy and caring. The pupils warmly welcome visitors and new pupils to the school. Strong friendships are evident throughout the school. Pupils look out for each other and are quick to check if others are okay.

The school has high ambition for pupils and places no ceiling on success. As a result, pupils have confidence in what they can achieve. The pupils enjoy learning and believe they can achieve their dreams for the future.

Pupils' understanding of how to be kind is clear in the way they work together well. Pupils and staff know the learning routines in school well. Phrases such as the focus on 'finger-tip knowledge' are understood by all. From the youngest children in school, pupils know their plan for the day. They are keen to start learning as soon as they are in the classroom.

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

The school has developed a well-defined curriculum. This is carefully planned to build knowledge over time from the early years through to Year 6. The school has considered their pupil population. Subject areas such as history have content which is relevant to the community the pupils live in and has clear links to the wider world. The important

knowledge leaders want pupils to learn is reflected in all subjects. This supports pupils to understand the essential facts and information they need, however, the deeper concepts and knowledge are not as securely learned and understood.

Pupils enjoy reading for pleasure and learning to read. Pupils at the early stage of reading experience praise when they do something well and targeted support with areas of need. This helps them to recognise letter sounds and build words. Pupils take home books to read. Pupils can also take home quick-response (QR) code slips from a selection of other books. These QR codes provide a link to a member of staff reading the book aloud for the child to access at home. There is a wealth of books on offer, both fiction and non-fiction. Adults support pupils who need help to read regularly. High-quality staff training ensures the support given is top class. The ability of pupils to write consistently well in subject areas is not as strong. The school is aware of this and there are comprehensive plans in place to use the school's approach to reading, to improve writing in all areas.

The school provide activities that make learning memorable. The outside area where pupils watch birds and explore the natural habits of bugs is something their pupils enjoy. The school has high aspirations for the future of all pupils. Guest speakers come into the school and talk to pupils about their jobs and careers. This helps pupils link their subject learning with the real world. For example, a visit from an Olympic athlete to talk about staying healthy and well, supported pupils in their learning about healthy lifestyles. Educational visits that pupils enjoy are carefully linked to different subject areas. These include visiting places of worship and following a local storytelling trail at a heritage centre.

Pupils have a voice at this school. The elected members of the junior leadership team represent their classmates. This team have helped introduce the school rewards shop, which allows pupils to collect praise credits which they can cash in for treats, books and stationery. Families and pupils appreciate the open access to free breakfast and after-school clubs. Inspectors saw pupils keen to get to the film club. Pupils also spoke fondly about the eco-club and yoga club they attend.

The on-site specially resourced provision for pupils with SEND adds to the rich offer that the school provides. The school knows the children well. This allows staff to meet pupils' academic and social needs.

The trust provides a wealth of professional development support to the staff. The school and the trust work hand in hand. They have an extremely positive working relationship. Expert advice and support are always on hand. Staff support each other and appreciate the support and care of leaders. Governors and leaders in the school care for the staff and pupils. In the 'Every Child Matters Trust' and at 'Hoyland Springwood' everyone matters.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are limited opportunities to extend pupils learning across the curriculum and build secure knowledge. Pupils cannot demonstrate what they know and remember in detail. The school must ensure that the taught curriculum allows opportunities to secure greater depth in pupils' knowledge.
- Leaders have implemented a new approach to teaching writing. Pupils have not had enough opportunities to practise their writing skills across the curriculum. As a result, some pupils struggle to write with fluency. Leaders should ensure that all pupils have more writing opportunities across the curriculum that enable pupils to practise and embed the writing skills that they have been taught

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141973
Local authority	Barnsley
Inspection number	10297416
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	Board of trustees
Chair of trust	Ian William Ward
Headteacher	Jennifer Hunt
Website	www.hoylandspringwood.org
Dates of previous inspection	25 and 26 September 2018, under section 5 of the Education Act 2005

Information about this school

- Hoyland Springwood Primary School is part of Every Child Matters Academy Trust.
- The school does not currently use any alternative provision.
- The school has an on-site specially resourced provision for pupils with SEND. The provision supports pupils with autistic spectrum disorder, severe learning difficulty and speech, language and communication needs.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received following the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken this into account in his evaluation of the school.
- Inspectors met with the headteacher, other school leaders, teaching staff, the chief executive, governors and trustees.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors scrutinised a range of documents, including those relating to pupils' behaviour and SEND.
- An inspector met with the designated safeguarding lead. The single central record was also scrutinised. Inspectors reviewed the school's safeguarding records.
- The inspectors considered the view of pupils, parents and staff through discussions during the inspection and the Ofsted surveys.

Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

Judy Shaw

Ofsted Inspector

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