



# Hoylandswaine Primary School

## Inspection Report

**Unique Reference Number** 106585  
**Local Authority** Barnsley  
**Inspection number** 287553  
**Inspection dates** 20–21 September 2006  
**Reporting inspector** Joyce Taylor

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Haigh Lane
<b>School category</b>	Community		Hoylandswaine, Sheffield
<b>Age range of pupils</b>	5–11		South Yorkshire S36 7JJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01226 762027
<b>Number on roll (school)</b>	83	<b>Fax number</b>	-
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Brenda Hinchliff
		<b>Headteacher</b>	Mr B Woodhead
<b>Date of previous school inspection</b>	10 March 2003		

<b>Age group</b> 5–11	<b>Inspection dates</b> 20–21 September 2006	<b>Inspection number</b> 287553
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

Hoylandswaine Primary School enrolls most of its pupils from the local village, which is located in an area with favourable economic circumstances. Fewer pupils than average have learning difficulties and/or disabilities (LDD) and the proportion having statements of special educational need is lower than in most schools. A new headteacher was appointed from the beginning of this term, succeeding the longstanding former headteacher.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Hoylandswaine Primary School provides a satisfactory education for its pupils and there are considerable strengths contributing to an improving picture. Children arrive having already had a good start and test results show that by the end of Year 6 they reach high standards in English, mathematics and science. The teaching is good and during their time in the school pupils achieve well. Provision for other subjects is not so well established. Whilst leadership and management are satisfactory and have supported the improving standards, certain weaknesses identified at the time of the last inspection have remained until very recently and have resulted in subject planning being inconsistent. This has led to standards in some other subjects, such as information and communication technology (ICT), not being as high as those in English, mathematics and science. The guidance provided to support pupils' learning is inconsistent. Some excellent strategies are in place to assess pupils' progress but sometimes assessments are not sufficiently robust.

The curriculum is satisfactory. It emphasises important skills in writing and science which have helped to raise standards. However, there are weaknesses in the coverage and resourcing of ICT, which hampers the development of pupils' skills in this subject. A new all-weather sports pitch has improved provision for physical development and broadened the range of sport provided. The needs of a tiny minority of pupils with LDD are not always taken fully into account and, whilst overall their progress is satisfactory, they do not always progress as well as they could.

Personal development is good. Pupils enjoy school and their parents say they are keen to attend. 'I love my school,' one child told his mum. Older pupils show they are confident and capable of making decisions and handling unexpected situations. Pupils receive satisfactory care. Provision for children in the Foundation Stage is good and they maintain their above average standards.

The recently appointed headteacher's active participation in the life of the school has enabled him to rapidly evaluate the way the school works. His early views show he already knows what needs to be done to develop a more united approach without diluting the school's numerous strengths. He recognised where the school's self-evaluation was inaccurate and has made more precise judgements. New initiatives, introduced this term, are already strengthening procedures and ensuring developments take account of the work of the school as a whole. There is a strong feeling of support for the headteacher and a strong commitment and partnership from all staff. The school provides satisfactory value for money.

### What the school should do to improve further

- Ensure the work of the school is thoroughly evaluated and coordinated leading to a more uniform approach to planning and to higher standards in subjects other than English, mathematics and science.
- Ensure resources support the learning in ICT to develop pupils' skills.

- Introduce assessment strategies that monitor and support pupils' progress across the whole school.
- Ensure all pupils identified with learning difficulties and/or disabilities receive clear targets that support the development of their learning.

## **Achievement and standards**

### **Grade: 2**

Standards in English, mathematics and science are higher than those nationally and higher than at the time of the last inspection. Children arrive in Reception with above average standards, which are maintained during their Reception year. By the time they leave Year 2, pupils' standards are above average. This shows an improving trend, building on last year's positive developments. By the time they leave Year 6, standards are well above average and pupils have achieved well. The oldest pupils experience extremely thorough assessment, particularly in writing, and this contributes to their very high standards. Resourcing difficulties and the lack of an overall plan have led to limited use of ICT skills. The school's approach to identifying and supporting vulnerable pupils and those with learning difficulties and/or disabilities ensures many achieve as well as their peers. However, a tiny minority of these pupils do not have clear, regularly reviewed targets and these pupils make uneven progress during their time in the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' attitudes to work are positive and their behaviour in classrooms is excellent. Playtimes provide them with an opportunity to involve each other in games and take care of new or younger pupils. Pupils say they feel safe and joked about the fire alarm starting during a thunderstorm. 'We were told it was a false alarm,' they said, 'and we were all safe and sound inside, away from the storm.' They know to approach adults in the school if they have problems or difficulties. Work to achieve a Healthy School Mark ensures the pupils have a good understanding of healthy lifestyles. Attendance is above the national average and punctuality is good.

Pupils are eager to take on responsibilities and the oldest have class or school jobs such as checking resources or giving out books. The school council, recently reorganised, is keen to involve more of the younger pupils than before. In the Reception class, children have settled quickly. As a result, their independence and self-esteem are good. There is good overall provision for spiritual, moral, social and cultural development. Pupils show affection and consideration for one another, especially for the very young. They have strong views on what is right or wrong, but their understanding of people from different heritages is developing more slowly than other aspects because they rarely meet people from different cultures.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. An effort to improve provision in writing has brought about higher standards and, in one class, an extremely thorough assessment system shows, in detail, how well writing skills are developing. Other classes do not assess so thoroughly and the learning needs of all the pupils are not so clear. Assessment strategies vary in detail from one subject to another and the school's best practice has not been capitalised upon. Across the school, enthusiastic and effective teachers value pupils' ideas and encourage them to discuss their work. 'Find a finer word,' a teacher said to the class and one suggested improving 'shine' to 'shimmer'. In the Foundation Stage, the youngest children have sensible learning opportunities away from the Year 1 pupils and they are developing good levels of independence.

Pupils who have learning difficulties and/or disabilities are supported well by skilled teaching assistants who contribute effectively to their good progress. Not all pupils identified with less significant, but nonetheless noticeable difficulties, have up-to-date learning plans. As a result, these pupils do not always receive the specific teaching they really need.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. It ensures all subjects except ICT receive appropriate attention and, for the most part, the balance within subjects is satisfactory. Provision is not as strong as the school indicated in its own evaluation. Long term curriculum planning is inconsistent in quality and as a result standards in several subjects are not as high as in English, mathematics and science. Coverage sometimes underemphasises aspects of certain subjects, for example, ICT and this contributes to the patchy skills development in this subject. Provision for personal and social education is good and equips pupils with effective basic skills for life. Useful residential visits, for example, foster self-confidence, teamwork and responsibility. Pupils are provided with strong support and encouragement to adopt healthy lifestyle choices. The curriculum in the Foundation Stage is good and the outdoor learning area has been created since the last inspection.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory rather than good as the school believes because some procedures need updating and those relating to academic guidance have weaknesses. Systems to track progress are varied. Examples of excellent strategies are in place but are not used across the school. Not all procedures relating to safeguarding pupils are currently up to date. However, governors and the headteacher are dealing with these areas of improvement as a matter of urgency. Good pastoral

care and guidance are provided, for instance, by highlighting kind behaviour during 'sharing' assemblies and providing time for quiet reflection about how to improve. As a result, pupils speak confidently about helping each other and show consideration. Parents have confidence in the school and praise the way their pupils are helped when in any difficulty. Pupils with LDD are given good support when their needs are clearly recorded, whilst some others could receive a sharper focus. There are proper arrangements in place for child protection and to assess risks relating to visits as well as every-day life around school.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory with some strengths. Good teaching has ensured standards have improved. Longstanding underdeveloped procedures, for certain important aspects of school life, result in a lower judgement than the school's evaluation of 'good'. Despite the current headteacher's very recent arrival at the school, his confident, yet perceptive start means staff already look to him for direction in leading improvements. He has clearly identified where the school is strong and where it needs to develop. He has already implemented improvements to aspects of provision for pupils with learning difficulties and/or disabilities, to the day-to-day running of the school and to involving parents more, as well as ensuring all requirements are met. These early initiatives show the school's capacity to improve is satisfactory. Governance is satisfactory. Strengths are in a high level of commitment to the school and in soundly managing a difficult budget. However, they are only now beginning to seek a firmer monitoring role to discover if initiatives have been implemented.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when I visited your school earlier this month. I very much enjoyed watching you work and talking with you in classrooms and around school. Your school gives you a satisfactory education. You are expected to work hard, especially in literacy, mathematics and science and you do very well in these subjects. Some other subjects don't yet offer you such well organised opportunities. You have some fun times and you show how much you like each other. I was particularly impressed with your extremely good behaviour. You told me you are happy and your parents are pleased you come to this school. In Reception, your teacher knows what to do to help you with your learning. Your headteacher knows what needs to be done to make your school even better.

I have asked your headteacher and staff to carry on with their hard work and I have suggested four areas that I think will improve your school further.

- To look closely at the way school is organised and see that everyone does things the same way.
- To help you use computers to find out different things and in different ways.
- To make sure teachers know exactly how well you are doing.
- To be certain every one of you gets the right help that you need.

You are enthusiastic about your school and I hope you carry on enjoying your lessons and help your teachers make Hoylandswaine Primary School a happy and successful place for learning.