

Hoylandswaine Primary School

Inspection report

Unique Reference Number	106585
Local authority	Barnsley
Inspection number	336699
Inspection dates	29–30 March 2010
Reporting inspector	Mr Andrew Clark

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair	Mrs Linda Jackson
Headteacher	Mr Brian Woodhead
Date of previous school inspection	September 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed five teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation, including policies, the improvement plan and an analysis of the school records of pupils' progress and attainment. The inspection team received and analysed 54 questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether children make good progress in all areas of learning through the Early Years Foundation Stage
- whether more able pupils make as much progress in writing as they do in mathematics and science
- whether teachers make effective use of assessment to improve learning.

Information about the school

The school is smaller than average. The majority of pupils are from White British backgrounds. The percentage of pupils eligible for a free school meal is below average. The percentage of those with a special educational needs and/or disabilities is below average. The school has achieved a Healthy Schools Silver award and the Activemark. There is a breakfast and after-school club managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils' personal development is good with outstanding features because of the caring, family ethos and robust policies to help keep pupils safe and healthy. The headteacher and his staff are focused and ambitious for the school. This has resulted in good improvements in pupils' achievements and in their personal development since the last inspection. The role of all staff in monitoring the quality of the school's work has developed well; self-evaluation is accurate. The ably led governing body provides a wide range of skills to challenge and support leadership. As a result, the school is well placed to continue to improve. Parents are proud of the school. 'I couldn't have imagined a better educational start for my child. It is a very friendly school with a lovely atmosphere,' reflects the views of the majority of parents.

Pupils of all abilities make good progress throughout the school and leave Year 6 with standards which are above average. They take a pride in their work. Occasionally, pupils' progress is not as fast as it could be because teachers do not involve them regularly enough in assessing and improving their own work. Pupils' behaviour is outstanding and this contributes to their success in lessons. Pupils feel extremely safe and are committed to a healthy lifestyle. Attendance is well above average. Pupils of all abilities become self-assured and thoughtful individuals. They take seriously their roles and responsibilities, such as members of the school council, but they do not have enough opportunities to show initiative and enterprise.

The quality of teaching is good and lessons are purposeful and well planned. Sometimes, teachers do not make the best use of strategies, including marking, to involve pupils in improving their own learning. The curriculum is good throughout school. Pupils' lives are enriched through particularly exciting high quality work in art, music and physical education which marks a good improvement since the last inspection. However, some opportunities are missed to make pupils' learning of literacy and numeracy skills relevant and exciting through links with other subjects. The needs of pupils with special educational needs and/or disabilities are met well. The good care, guidance and support the school provides are deeply rooted in the reflective and caring ethos.

What does the school need to do to improve further?

- Improve rates of pupils' progress, by:
 - providing frequent opportunities for pupils to engage in self- and peer-assessment in order to improve their own work
 - use marking and other strategies to pinpoint pupils' strengths in all subjects and to advise them on how they can be developed.

- Make full use of links between subjects to make learning in literacy and numeracy more relevant and exciting.

- Provide more opportunities for pupils to show initiative and enterprise.

Outcomes for individuals and groups of pupils

2

Pupils of all abilities work well together and are organised and sociable. They enjoy their lessons and are keen to learn and solve problems. As a result, their progress is good in English, mathematics and science. Standards are above average and this is reflected in the results of the Year 2 teacher assessments and the Year 6 national tests, which also show an improving trend. Sometimes, progress is not as fast as it could be because teachers do not always present pupils with precise enough detail for them to reach the next steps in their learning and involve them in assessing and improving their own work. There has been particularly good improvement to standards achieved by all abilities in mathematics and science through sharply focused curriculum development. The progress of more able pupils in writing reflects that made in mathematics and science as a result of more effective teaching of grammatical and vocabulary skills. Pupils have an excellent knowledge of how to keep safe in different situations. They are reflective and tolerant in response to thought provoking themes in both personal development lessons and collective acts of worship. However, opportunities for pupils to develop their skills and understanding of the world of work and enterprise are limited. They have a good knowledge and understanding of the lives of others, through exciting whole-school themes on different cultures, such as life in Japan.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Classrooms are bright and attractive learning environments which encourage pupils to take a pride in their work. Teachers set very clear expectations for pupils' behaviour and they respond extremely well. Staff create interest through practical tasks which require pupils to solve problems and to apply their skills and knowledge imaginatively. For example, in English, pupils create their own 'learning walls' of synonyms for common words to help make their writing more exciting. Teachers make accurate assessments of pupils' progress over time and use this to closely match work to their needs. This is a good improvement since the last inspection. However, teachers do not consistently ensure that pupils assess their own progress during lessons nor always use marking well to help pupils to contribute to their own improvement. The school provides many excellent opportunities for pupils to develop their personal social and emotional skills. They learn about the dangers of drugs and alcohol through role play and specialist teaching. The school makes very good use of specialist coaching and teaching skills in several subjects to enhance the quality of pupils' learning. There are good opportunities for musical performances and art displays in the local community. A good range of visitors and visits, including residential visits, contribute well to pupils' learning experiences. Extra-curricular activities, including breakfast and after-school clubs, enrich pupils' experiences.

The school's caring ethos is supported by high quality procedures and record keeping, keeping pupils safe and promoting outstanding behaviour and attendance. The needs of the most vulnerable pupils are managed well through careful tracking of progress and skilful intervention. This is complimented by effective links with psychological and other support agencies and good relationships with parents.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has established a strong ethos and vision which is shared by staff and governors. He has increasingly developed the leadership skills of all staff which is enabling a faster rate of improvement. Self-evaluation is accurate and is shared by staff and parents. The governing body provides strong, well organised support which is sharply focused on improving pupils' achievement. Policies are carefully reviewed and record keeping is of a high standard. There are robust procedures to safeguard pupils. Parents and carers make a good contribution to school developments because they are well informed and have good opportunities to express their views, through meetings, questionnaires and, increasingly, the very informative school website. The school promotes equality of opportunity and diversity well because, through careful

tracking of pupils needs, it breaks down barriers to learning well and ensures full access to all the school’s curriculum. The staff’s high expectations and the rigorous procedures to identify and support the needs of all pupils, lead to outstanding equality of opportunity. The school’s contribution to community cohesion is good. In particular, it has worked on local heritage projects to provide useful information for visitors to the area. Its involvement in global issues is at an early stage of development.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with a range of skills which vary from year to year because of the small number of children involved. They are usually a little above typically expected levels. They get off to a good start and make at least good progress. By the time they start Year 1 they reach standards which are securely above average and there is a good trend of improvement. Their language, communication and development skills are sometimes outstanding. Very positive relationships ensure children feel very safe and secure and settle extremely quickly. Staff have good systems to gather information from parents and other providers. Arrangements to promote children’s welfare are good. There is a good balance between activities children choose for themselves and sessions led by adults. There are good procedures to develop children’s early literacy and numeracy skills through sharply focused activities that are well matched to their individual needs. Staff’s expectations are very high. Adult-led sessions are keenly focused on moving children quickly on in their learning. Children enjoy exploring a wide range of stimulating learning activities they choose for themselves. Very occasionally, these activities are not challenging enough for the most able children. Staff intervene well to boost children’s self-esteem, to support their language development and to encourage them to think for themselves. The provision is led well. As a result, children grow in confidence and make good progress. They are clearly very proud of their accomplishments.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2

The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Over a half of the parents and carers returned questionnaires. Parents and carers are positive in their views and express no significant concerns. They particularly appreciate the care and approachability of the staff. They praise the quality of teaching. The inspection team agrees with the parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hoylandswaine Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 54 completed questionnaires by the end of the on-site inspection. In total, there are 77 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	67	16	30	0	0	0	0
The school keeps my child safe	38	70	16	30	0	0	0	0
The school informs me about my child's progress	28	52	26	48	0	0	0	0
My child is making enough progress at this school	27	50	24	44	2	4	0	0
The teaching is good at this school	26	48	25	46	2	4	0	0
The school helps me to support my child's learning	22	41	30	56	2	4	0	0
The school helps my child to have a healthy lifestyle	30	56	23	43	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	35	28	52	2	4	0	0
The school meets my child's particular needs	29	54	22	41	2	4	0	0
The school deals effectively with unacceptable behaviour	19	35	26	48	6	11	0	0
The school takes account of my suggestions and concerns	25	46	22	41	6	11	0	0
The school is led and managed effectively	23	43	24	44	4	7	3	6
Overall, I am happy with my child's experience at this school	32	59	18	33	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 March 2010

Dear Pupils

Inspection of Hoylandswaine Primary School, Sheffield, S36 7JJ

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you about your school. You are rightly proud of your good school. You have an excellent knowledge of how to stay safe. Your behaviour and attendance are outstanding. You say you feel very safe and appreciate the care that all adults show to you. You learn a lot from visits and the clubs and societies you belong to. The school council helps to make the school a safer and more interesting place to be.

Your headteacher and other staff work together well to help you to learn and to make things better for you. They take good care of you. You make good progress in English, mathematics and science and the standard of your work is above average. Your lessons are good and you say you enjoy them. I have asked your headteacher and other teachers to help you make even more progress in your lessons and to help you improve your work more quickly by making even better use of marking and giving you plenty of opportunities to improve your own work. I have also asked the staff to make your writing and mathematics work even more interesting through links with other subjects. I have agreed with your headteacher that you will have more chances to be enterprising and to do more things for yourselves.

You can help by continuing to attend well, working hard and enjoying yourselves.

Yours sincerely

Mr Andrew Clark
Lead inspector