



## Assessor's Evaluation for the IQM CoE Award



**School Name** Hoyland Springwood Primary School  
Clough Fields Road  
Hoyland, Barnsley  
South Yorkshire  
S74 0ER

**Head/Principal** Ms Jennifer Hunt

**IQM Lead** Ms Jennifer Hunt

**Date of Review** 19th June 2024

**Assessor** Ms Nichola Russell

### **IQM Cluster Programme**

**Cluster Group** Inclusion Pioneers 2

**Ambassador** Mr Matthew Cuss

**Next Meeting** 8th July 2024

**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Summer 2022</b>	17th June 2022	No
<b>Autumn 2022</b>	17th November 2022	Yes
<b>Spring 2023</b>	23rd March 2023	No
<b>Summer 2023</b>	6th July 2023	Yes
<b>Autumn 2023</b>	29th November 2023	Yes
<b>Spring 2024</b>	24th April 2024	Yes
<b>Summer 2024</b>	8th July 2024	

### **The Impact of the Cluster Group**

Hoyland Springwood Primary School participates in Inclusion Pioneers 2 cluster group, using relevant aspects shared during the cluster sessions within their daily routines where applicable. The focus of each session is often shared with their own staff and, when appropriate, is used to further develop staff knowledge and understanding and ultimately support all staff in meeting the needs of the school community.

The November 2023 cluster group focused on Special Educational Needs and Disabilities (SEND). Staff were able to engage with practitioners to observe SEND systems in place while also undertaking a tour of the school, incorporating a visit to social time and a learning walk to observe provision in practice. They were also able to engage with a presentation by the school learning manager, which focused on the



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triangulation of inclusion meetings and interventions and were also able to observe a demonstration of the Social Emotional Mental Health (SEMH) tracker. Hoyland Springwood staff felt that this would be valuable to share with leaders and staff at school and, after reflection and evaluation, felt that it may possibly further support their already exemplary practice. However, although a request was placed for the tracker to be shared by the cluster group host school, this was not acknowledged; therefore, Hoyland Springwood has been unable to review the effectiveness of the system in relation to their own setting.

A scheduled cluster group for the academic year 2023/24 Autumn/Spring term was unfortunately cancelled.

In April 2024, staff attended a cluster group at a secondary school. The focus of this visit was to undertake a learning walk evidencing inclusion in practice. The school's 'Belonging' curriculum was also presented, as was a discussion on the external referral process. Although the opportunity to network with colleagues is always beneficial, the impact of the visit on the highly inclusive culture of Hoyland Springwood was minimal since the visit was tailored to Key Stage 3 and 4 aims.

### **Evidence**

#### **Meetings with:**

- Welcome Meeting with School Leaders.
- Teachers.
- Teaching Assistants.
- Pupils.
- Key members of staff regarding the impact of participating in IQM Cluster Groups, additional partnerships, and the continued evidence towards the eight IQM elements.
- Parents.

#### **Additional Activities:**

- IQM Self-Evaluation Report (SER).
- Learning walk.
- Review of documentation addressing the 8 elements relating to the IQM SER: ethos and mission statement, Pupil Premium Strategy, Physical Education (PE) and Sport Premium, Curriculum Philosophy and Aims Curriculum 4 year overview, Curriculum knowledge maps, Resource Curriculum, No Boundaries Curriculum, Sensory Curriculum, Life Skills Curriculum (Stages 1-6, Progression of Knowledge), Fine Motor Skills Curriculum (Stages 1-6, Progression of Knowledge), Outdoor learning progression and skills, Subject-leader triangulation, ECM Oracy Intent, Spiritual, Moral, Social, and Cultural (SMSC) Personal Development Plan (PDP), Personal, Social, Health and Economic Education (PSCHE) Progression Overview Document, Behaviour for Learning document, Behaviour Culture, Continuing Personal Development (CPD).
- One Life (personal development curriculum for all).
- School Prospectus.
- Resource Provision Prospectus.



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- School Improvement Plan.
- After-school club timetable.
- Policy Documents.
- Ofsted reports.
- A letter from a parent.
- School Headline Data 2022/2023: Early Years Foundation Stage Profile (EYFSP), Phonics, Key Stage (KS) 1, KS2.
- Department for Education (DfE).
- Performance tables.
- What do people say?
- Newsletters to parents.
- Social Media.
- Website.



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### Summary of Targets from 2023–2024

#### Target 1:

**To develop curriculum documents specific to The Hub specialist provision areas that are not covered by mainstream documents.**

**Challenge: ensure the curriculum challenges all learners at a level appropriate to them.**

A wide range of evidence strongly demonstrates the commitment, dedication, and determination of the Headteacher in ensuring that pupils have access to a wealth of expert practice, which impacts positively on each individual's ability to learn and live happily in the widest sense. It is clear that the determined approach of the Headteacher has secured a breadth of professional learning and development opportunities for staff to engage in. Continuous Professional Development (CPD) opportunities and time given to read and research enabling staff to enhance their knowledge, understanding, and strategies to support pupils and families have been accessed, thus impacting positively on the quality, breadth, and depth of curriculum design and delivery on offer to all pupils at Hoyland Springwood, for example, English Hub, Read Write Inc., Rainbow Words, Lego Therapy, Sign Language for Phonics, Speech and Language, Autism, Mental Health First Aid, and Pathological Demand Avoidance (PDA), in addition to a wide range of opportunities offered via the National College. The prioritisation of high-quality bespoke CPD alongside whole-school training on the Oracy Framework, Talk for Life, Talk for Learning, ensures that the curriculum is tailored to meet needs ably led by highly skilled staff and provides support and challenge at a level appropriate to each pupil. The skillset and expertise of staff in establishing an exemplary curriculum for all is also recognised and celebrated externally, particularly for those pupils who require a bespoke and tailored curriculum and access specialist provision as and when required, thus demonstrating a flexible and responsive approach by staff in order to meet individualised needs.

“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.”  
Ofsted, 2023

“He had a teacher for 2 years, and we will always be forever grateful to her for what she did for him. She went above and beyond to put strategies in place to build confidence, showing him a deep compassion and nurture that cannot be taught from a textbook.”  
Parent, 2024

The impact of such pertinent CPD has ensured that staff with responsibilities and accountability for curriculum design and development have fully achieved their aim of providing an ambitious, fluid, and agile curriculum with freedom, ownership, and acceptance to deviate from any usual pattern of learning to enable success for all. A wide range of curriculum documentation observed during the visit, triangulated with discussions with leaders and staff, both supports and confirms that the curriculum offer at Hoyland Springwood has been specifically developed and continues to evolve to meet the needs of each individual child. As a member of staff so confidently stated, “We have no forgotten or invisible pupils here.”



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### Next Steps:

- New staff must be aware of all documentation to be used as appropriate to age and stage.
- An overview document is to be created to ensure there is clarity for linked themes and where all areas of the curriculum are taught.
- The new Special Educational Needs Coordinator (SENCo) to work with Trust Curriculum will moderate the strength of the new documentation.

### Target 2:

**To give pupils the knowledge and skills to understand, challenge, and engage in society and to take responsibility for themselves and their communities.**

- Core values.
- Behaviour for Learning (BfL).

The curriculum offered at Hoyland Springwood provides copious opportunities for pupils to develop knowledge and skills to enable them to engage in society and take responsibility for themselves, their school, and the wider community. The underpinning ethos of SHINE, S – Successful, H – Honest, I – Inspirational, N – Nurturing, E – Enthusiastic—is truly embedded across the school, alongside the Behaviours for Learning (BfL) so ably articulated by the pupils spoken to during the day. Pupils were keen to discuss each one: independence, collaboration, challenge, pride, determination, and curiosity, stating examples of when they have used or applied the behaviours or values, examples of which being: Determination: one pupil discussed the importance of “the Power of Yet” and to “always keep trying and give your best.” They spoke with pride about their school and why they feel proud to attend: “The school is perfect. You would be happy and excited to learn here. We learn new facts and new things every day. Everyone in the whole school is kind and caring. Everyone loves coming.”

Pupils spoke with enthusiasm about the SHINE assemblies, where pupils are celebrated for demonstrating the qualities and gifts so entrenched in the foundations of the school ethos and culture. They also discussed at length the leadership opportunities available to them: the Junior Leadership Team, Sports Leaders, Reading Leaders, and School Council, where the pupil's voice is listened to, heard, and acted upon. Examples of which are the introduction of the Dojo Shop, the tariff and reasons for being awarded dojo's, and the choices per class when ten keys (linked to Behaviours for Learning) are achieved, for example, additional playtime, ice pops, or visits to Elsecar Park. The pupils of Hoyland Springwood are able to speak with confidence and with such maturity due to the well-planned and cohesively sequenced programmes of learning within each subject and within assemblies. The high-quality programme of Personal, Social, Health and Citizenship Education (PSCHE), encompassing and embracing British values, protected characteristics, and character, is woven throughout the Hoyland Springwood curriculum whilst also being taught discretely, ensuring pupils have a deep and thorough knowledge and understanding of local, national, and international matters and are able to voice their thoughts, opinions, and reasonings when asked.



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### Next Step:

- Decide if the One Life curriculum is needed for Hoyland Springwood pupils, and if so, adapt to the needs of all the pupils within the setting.
- Consider the introduction of learning behaviour rewards.

### Target 3:

**All pupils, regardless of need, can articulate knowledge that has been taught and learned due to adaptive teaching and well-chosen engagement strategies.**

- Learner engagement.
- Vocabulary development.

During the learning walk undertaken as part of the visit, it became clearly apparent that the physical environment for all pupils supports and scaffolds learning. As standard, classrooms and communal areas include visual timetables and working walls for English—reading and writing—which are progressive across the school in order to support vocabulary development and enrichment, which collectively ensures pupils can build independence in a safe, secure learning environment. Examples of which are: in the HUB, Read Write Inc., in addition to the Punctuation, Conjunctions, Vocabulary, and Openers working wall, Reception: a language-rich environment including Read Write Inc., Key Stage 1: Read Write Inc., plus a writing display depicting adjectives, nouns, pronouns, conjunctions, verbs, and adverbs. Key Stage 2: gather, skills, apply, and vocab whilst also including a display focusing on Vocabulary, Inference, Predict, Explain, Retrieve, and Summarise/Sequence (VIPERS) supporting the connections between reading and writing skills and techniques with additional working walls supporting key subject-specific vocabulary in Religious Education (RE), Information Communication Technology (ICT), PSICHE, Topic, History, and DT. Math and all foundation subjects are also celebrated with displays that are inviting yet low-sensory, with a beautiful use of natural materials. Staff and pupils spoke confidently of what good learning looks like: “Good learning does not look the same for every child,” with pupils effectively discussing the class-specific ‘Good learning looks like...’ document displayed on entry to every classroom, highlighting the qualities some pupils may display whilst learning.

This demonstrated great empathy and compassion on behalf of the pupils. Pupils and staff also discussed the aim of “knowing more and remembering more,” with pupils able to talk through the impact of ‘fingertip knowledge’ in detail. They understand the learning objectives and goals and know what is expected. Staff also spoke of the positive impact the questionnaires completed by pupils in relation to retention of subject knowledge (knowing more and remembering more) undertaken at the end of a sequence of learning, asking learners about previous learning experiences and if they understand how they learn best and how this subsequently impacts upon planning, making adaptations and revisions if and when required whilst also recognising the importance of pupil voice. Subject leaders also use the questionnaire outcomes to undertake lesson drop-ins to check knowledge that has been taught and remembered.



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Staff acknowledged the impact of the rigorous school improvement cycle: curriculum planning, lesson observations, book looks, and pupil voice led by subject leaders, ensuring triangulation of outcomes and gap analysis to ensure pupils at all levels can articulate learning and that it has been inclusive. During the visit, pupils throughout the day displayed a love of learning and high engagement in all areas, whether this be in class, whilst undertaking a specific art workshop led by a visiting artist, whilst engaging in bespoke sessions with a staff member, or whilst in assembly. As a staff member stated, "We empower our pupils by giving them the tools and strategies to express themselves, to be comfortable, loved, and happy." All achievements are acknowledged and celebrated both by staff and by peers.

### Next Step:

- Ensuring that recall of previous units and years of learning is embedded during sessions.

### Agreed Targets for 2024-2025

It is clear that the deeply rooted vision and values of Hoyland Springwood Primary School, so ably demonstrated by the leaders, staff, and pupils and via communication with all stakeholders throughout the day, provide the underpinning thread to every aspect of school life. Everyone in the school is important and included unconditionally, and due to the ethos of care and trust, every member of the school community truly feels that they belong, are valued, and have the opportunity to shine.

"Together, we shine."

Stakeholders, led by the truly inspirational Headteacher are determined and driven to ensure that pupils are supported effectively, recognising, and appreciating that their wellbeing needs should be met before they are ready to learn. A number of staff throughout the day referenced Maslow's hierarchy of needs theory, demonstrating the holistic approach the school takes to prioritising the care and well-being of the whole child first and foremost.

In prioritising the wellbeing of all and embedding a range of interventions and strategies to ensure needs are met, pupils demonstrate increased confidence and raised self-esteem in order to be able to articulate themselves confidently and, as a result, achieve exceptionally well regardless of the high level of need across the school. For example, 57% of pupils are eligible for Pupil Premium funding, yet in Year 1, all pupils successfully met the standard in the Phonic Screening Check (100% attainment), and all pupils make progress in the widest sense across the curriculum and in the outside world.





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### Target 1:

#### **Special Educational Needs and Disability (SEND) Curriculum to be Finalised (Summer 2025).**

##### **Comments**

- New staff must be aware of all documentation to be used as appropriate to age and stage.
- An overview document is to be created to ensure there is clarity for linked themes and where all areas of the curriculum are taught.
- The new SENCO to work with Trust Curriculum moderates the strength of the new documentation.

### Target 2:

#### **All pupils to 'know more and remember more' over time (Summer 2025).**

##### **Comments**

- Ensuring that recall of previous units and previous years learning is embedded during sessions.
- Deliver training on effective tools to be used in class.
- Documentation of 'how we teach the wider curriculum' is to be reviewed to ensure consistency for all staff teaching.
- Development of subject leaders so they know what is expected to be seen during lesson observations.

### Target 3:

#### **One Life Curriculum to be Introduced (Summer 2026).**

##### **Comments**

- Undertake staff training.
- Develop an understanding of teaching and learning resources.
- Development of the Personal Development (PD) curriculum to ensure that One Life fits the needs of the pupils of Hoyland Springwood at the right time in their development.

### Target 4:

#### **Learning behaviour further embedded to recognise and reward (Summer 2025)**

##### **Comments**

- Staff In-Service Training Day (INSET) revolves around learning behaviours.
- Behaviour 4 Learning (B4L) is displayed through learning intentions.
- Passports that the pupils earn in all areas of behaviour for learning and skills practiced well.
- Displays around the school.
- Sharing with parents so that communication is clear.





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### Overview

Hoyland Springwood Primary School is a founding member (2015) of Every Child Matters Academy Trust (ECMAT). At the heart of the Trust is the desire to build a collaboration of schools where openness, honesty, fairness, and empathy, along with the development of best practices, ensure that all pupils receive a world-class education. Pupils are at the heart of all decisions made, with the aim being that every pupil is afforded a quality, bespoke curriculum taught by expert staff who are not only skilled practitioners but compassionate, empathetic, and sensitive to the needs of the community.

“We can teach teachers how to teach, but we can't teach ethos and culture.”

The highly skilled, determined, and dedicated leadership team of Hoyland Springwood demonstrates a deep commitment to support and encourage, ensuring that all stakeholders recognise learning in all its forms and are committed to nurturing lifelong learners, demonstrating a powerful resilience to ensuring that as a learning community, the aspects of daily life they value the most are appreciated and cherished. Effective recruitment of likeminded individuals who, “feel the school” and choose to work together to ensure barriers to learning are diminished and aspirations are raised results in enabling all pupils to fulfil their potential.

“The teaching staff at Springwood are a different breed of teachers; they genuinely care and go above and beyond to support children's individual needs, and nothing is ever too much trouble for them.” Parent, 2024

Hoyland Springwood is a truly outstanding school with a strong vision and values, driven creatively and resolutely by the inspiring, forward-thinking leadership of the Headteacher, who is relentless in her desire that the school be recognised for, “who we are,” which is captured beautifully in the words of a parent, “at Hoyland Springwood, children are encouraged to be themselves, to be confident and happy, and their individuality is their superpower, not a fault.”

Leaders, staff, and Governors at Hoyland Springwood are committed to providing aspirational opportunities for every child, with inclusion embedded at its core, and in doing so, provide a curriculum where, “their (pupils') strengths and weaknesses are recognised, and environments and teaching are adapted for children to thrive.”

From my arrival and taking my first step into the school building, meeting leaders, staff, and pupils, it became clear that the whole school ethos (SHINE) underpins and permeates every aspect of school life.

On meeting with the Headteacher/IQM Leader, Deputy Headteacher and Pupil Premium Leader, the passion, enthusiasm, and sheer determination for ensuring that the pupils and families of Hoyland Springwood were central to any and every decision made were strongly demonstrated. It was clear that this highly knowledgeable and effective leadership team was willing to do whatever was required to ensure that their community was able to receive the breadth of opportunities needed for each and every member to reach their potential in the widest sense. Their determined approach to



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ensuring that all parents and carers receive a warm, open, and receptive welcome with a continued true open door policy for all throughout the educational journey of their child or children and that positive relationships are sustained is seen as critical to the “sense of belonging” and ongoing success of this wonderfully inclusive school. All partners are key stakeholders in ensuring a deep and rich tapestry of opportunity for all, ALL being the key word repeated in almost every discussion and interaction throughout the day.

The learning walk that followed was a celebration of the unique approach to the design and delivery of the school curriculum. As the learning walk progressed, it was clear that each area and space has been utilised to support, inspire, and nurture the pupils' engagement, with specific areas, rooms, and resources established to support learning, wellbeing, and individual needs, examples of which are the HUB (Holistic, Unique, Broadening) provision, sensory room, sensory resources, bespoke learning stations, Reading Den, target boxes with bespoke equipment and resources linked to My Support Plans (MSP) or Education Health and Care Plans (EHCP). What was also apparent and should be celebrated is that learning environments were unique and personalised to each child and their needs ensuring the opportunity to develop curiosity, thrive, and feel joy and delight in discovering, experiencing, exploring, and investigating both indoors and outdoors, with reasonable adjustments made to ensure each child can engage with their learning. This is done with the mindset of making sure everyone is included and feels part of the collective.

A highlight of the learning walk was seeing the positive start to each day the pupils receive: a high five, a fist pump, or a cuddle, followed by the sharing of positive affirmations like, “you are brilliant” and mindfulness journaling. This positive start to every day is a deliberate decision made by school leaders and one that is incredibly impactful with regard to mental health and wellbeing and learning behaviours. In addition, the recognition of, “what good learning looks like” linked directly to each class demonstrated the depth of knowledge and understanding leaders and staff have of each child and the openness and commitment to providing an enabling classroom culture for all to succeed.

“Good learning looks like... ear defenders, sitting differently, fidget toys, not sitting still, keeping legs moving, having breaks, standing up.”

In every area of school, confident, articulate pupils could be seen engaging in a wide range of learning opportunities, supporting, nurturing, and challenging each other with acceptance, tolerance, care, and kindness in a safe and secure environment.

Speaking with a group of teachers and Teaching Assistants was a complete joy! Highly motivated and enthusiastic, demonstrating a real drive to ensure that pupils have opportunities to develop key skills, collaborate, communicate effectively, build resilience, make connections, and have the freedom of choice while being physically active. The impact of the well-planned cycle of CPD is highly visible within the school, and accessing such a breadth and depth of training ensures that leaders and staff are adept at developing a curriculum offer including enrichment interventions and opportunities aligned and bespoke to all, for example, Magic of Storytelling, Read Write Inc., Vocabulary CPD and the Oracy framework, in addition to the aforementioned



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training undertaken. Staff were keen to discuss the impact of the Oracy framework on learning, including tracking full sentences, the implementation of stem sentences in all subjects, and performance poetry underpinned by high expectations with regard to spoken language.

Staff work tirelessly to support their children and are happy to do so due to the respect shown and the feeling of being valued and appreciated by leaders and parents/carers. This was unanimous in all discussions. Staff articulated the supportive systems in place, the open door policy, and the "sense of togetherness" they feel. In the words of staff, "we are so much more than teachers. We could have an easier job at a different school, but we wouldn't want to."

When asked how they would describe Hoyland Springwood, key words and phrases were repeated throughout the day, "child-centred", "home", "community", "family", "optimistic", "caring" and "never a never", all of which I had the privilege of observing during the visit.

"Many children are failing in school, but this does not happen at Hoyland Springwood. Children and their families come first, and I am proud that my children are part of this unique and passionate environment." Parent, 2024

The pupils I had the pleasure to spend time with were knowledgeable, articulate, enthusiastic, and keen to share their views on their educational journey and what it is like to be a pupil at Hoyland Springwood. They were superb in demonstrating the values of the school, and every pupil was able to articulate that Hoyland Springwood is a wonderful place to learn. They highlighted the many opportunities they are able to access and were able to give reasons why: "PE: range of activities and sports available; science: the experiments; art: creativity; use your imagination; history: learning about the past; reading: new texts and facts", alongside celebrating the school clubs on offer; "retro gaming, reading, film, crafts," plus a plethora of sports clubs; "rounders, gymnastics, football, dodge ball, and bench ball". A highlight of the curriculum linked to Physical Education, School Sport, and Physical Activity (PESSPA) was the visit by referee Darren England and the current focus on the Euros within school.

Pupils were also keen to articulate their sense of belonging to the Hoyland Springwood family, recognising that leaders and staff are "kind, friendly, and care about you", "inclusive and unique" and "caring and responsible".

All the pupils spoken to during the visit were fantastic ambassadors for the school and took true pride in their roles.

I also had the pleasure of meeting with a number of parents and caregivers. A wide range of evidence strongly demonstrates the commitment, dedication, and determination of leaders and all staff in ensuring that pupils, families, and the community have opportunities to engage with partnerships and agencies to support the whole child and whole family. Parents celebrated the expertise of the Headteacher and leaders for their support regarding provision, support with the completion of documentation, and the trust they have in working in true partnership with the staff team. The school works tirelessly to ensure secure relationships are embedded, with



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parents verbalising strongly their gratitude for all the school does: “never made to feel different”, “part of the family”, “knew it was the right school”, “children with needs are celebrated”, “difference is celebrated”, “tailored to every child”, “holistic”, and “nothing is ever a problem here”. Parents value the supportive, flexible, non-judgmental approach of the school, with communication and relationships celebrated, which in turn, as unanimously stated, ensure that parents feel “accepted”.

The final feedback meeting furthered my understanding of the clarity leaders have in relation to their place within their IQM journey. Leaders value school improvement and continually strive for holistic excellence for all. Therefore, staff are proactive, keen to share ideas, and undertake high-quality CPD to ensure they have the skills to lead, teach, and impact positively on the development of the whole child. All stakeholders connected to the school uphold the drive, motivation, passion, and enthusiasm for ensuring all pupils succeed.

Therefore, having discussed the progress since the last IQM review and the school’s plans for the future, I am making a recommendation that Hoyland Springwood Primary School retain their IQM Centre of Excellence status.

I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

**Assessor: Ms Nichola Russell**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

.....  
Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd