



Assessor's Evaluation for the IQM CoE Award



School Name Hoyland Springwood Primary School
Cloughfields Road
Hoyland
South Yorkshire
S74 0ER

Head/Principal Ms Rachel Parker

IQM Lead Ms Rachel Parker/Lindsey Waugh

Date of Review 23rd May 2023

Assessor Mr Dirk Pittard

IQM Cluster Programme

Cluster Group Inclusion Pioneers 2

Ambassador Mr Matthew Cuss

Next Meeting 6th July 2023, Outwood Academy Newbold

Meeting Focus SNAP profiling and interventions

Cluster Attendance

Term	Date	Attendance
Summer 2022	17th June 2022	No
Autumn 2022	17th November 2022	Yes
Spring 2023	23rd March 2023	No

The Impact of the Cluster Group

In order to retain IQM CoE Status, the School Senior Leadership Team (SLT) acknowledge the need to be represented and share good practice at all Cluster meetings. There is a commitment to attend all meetings in 2023/2024. A representative attended the Cluster meeting at Don Valley Academy on the 17th of November 2022 and the impact is shown below:

Date of Meeting	Location of Meeting	Topic(s)	Outcome(s) for School
17th November 2022	Don Valley Academy	Reading with secondary Transition Learning managers role and support	Feedback given to head of school on how transition could be improved for Year 6 to Year 7 when moving to secondary schools.



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Evidence

Discussions with:

- The Principal & IQM Co-ordinator
- School Leaders
- Teaching staff
- Pupils of Hoyland Primary School
- Teaching Assistants (TAs) supporting classroom teaching

Additional Activities:

- Morning Welcome, reflection time.
- IQM Documentation
- Ofsted Reports
- Academy Website and Policies
- Learning walk
- Scrutiny of website, social media, teaching and learning timetables and learning platforms. Including all reading resources and areas.



Summary of Targets from 2021-2022

Target 1

This ambitious target was to create, develop and open a turnaround provision to provide support to children at risk of exclusion due to additional needs across the borough. However, due to a change of direction within the Local Authority (LA) it was not possible to move forward with the school's proposal and the LA is currently conducting a review of its Special Educational Needs and Disability (SEND) and Alternative Provision (AP) strategy.

Target 2

Linked to Target 1, this target was to create, develop and deploy a trained Outreach Team to provide across the borough to develop inclusive classrooms and schools for those with additional needs. Again, due to the LA response to the Green Paper, this was not possible to implement at this time.

Target 3

This target was to create, develop and implement a robust Mental Health program to support children with unmet needs or experiences of Mental Health. The programme is successfully implemented utilising a two-tier approach which children can be signposted to. 'Incredible me' is a trust wide program which has replaced THRIVE. Children take part in individual targeted sessions to help develop many different areas including self-confidence and self-awareness. 'Books beyond words' supports children who may experience trauma events such as divorce, bereavement and critical illness whilst also dealing with anger, disability and growing up. As part of this children take part in 1:1 sessions using books with no words to interpret what is happening and relating it to how they are feeling. Whilst also taking part in a group session to help compare how each other deal with things and support how to improve this. A Mental Health/calming room is currently under development as a space to have sessions delivered and for children to go to when requiring a calm quiet space. Regular termly meetings have been held with Compass to increase engagement and support for parents, pupils, and staff. This has seen a large increase on uptake since the award of the inclusion mark. Consequently, the level of inclusion of all stakeholders has increased due to the level of support and education that has been developed.



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Agreed Targets for 2022-2023

Target 1

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

Comments

Linked to Element 3 to ensure the curriculum challenges all learners at a level appropriate to them.

Target 2

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

Comments

Linked to Element 1 and Element 6, now that the core values are embedded in the ethos and Reward System and how to teach the values as characteristics. Additionally, when reviewing the current relational Policy, to look at practice in other schools, especially IQM Centres of Excellence, Flagship Schools and other schools in the Trust to see what policies work well elsewhere.

Target 3

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

Comments

To aim to create a whole-school approach to developing vocabulary, including a plan for involving parents, carers, and guardians. This will help ensure the passion with which the teachers talk about teaching and learning transfers to the pupils and their everyday experience in lessons.



Overview

Hoyland Springwood Primary School is a warm and welcoming establishment where learners are motivated, independent and have pride in all that they do. The school and its community work hand in hand to improve the life chances of all. The wellbeing of each child is paramount, and they work in partnership with outside agencies and the school community to remove barriers to learning and ensure each child has the opportunity to meet their potential. At the time of my Assessment visit, the school roll was 143 pupils of which 36 have an Education and Health Care Plan (EHCP), 43% are SEND and 62% Pupil Premium (PP). This makes the headline achievement of just one fixed term suspension in the last 12 months even more significant and a true statement on how Hoyland School has embedded its inclusive practice to such an extent that it is able to cater for the wide needs of its pupils and ensure that all have the best possible outcomes.

Due to its size and the demographic of students that the school admits onto roll, there are considerable challenges in curriculum design. There are multiple classes where pupils are taught in mixed years, for example 4/5 and 5/6. However, rather than see this as a barrier, school leaders have seen an opportunity to create a curriculum with the support of other Trust schools and teachers during bespoke curriculum Continuous Professional Development (CPD) days that is not only aspirational but empowering and seeks to stretch all.

There is a 15-place resourced provision and a 12 place SEND/Social, Emotional and Mental Health (SEMH) 'hub' integrated into the main primary school. What makes these two provisions both unique and truly inclusive is the level of integration with the mainstream primary school. Not simply a 'bolt on' addition, the students move between the provisions based on their individual needs. The resourced provision was established in 2012 and the hub since 2020. It speaks volumes to the school's inclusive nature and reputation that there were over 135 referrals for the 12 places when its opening was announced.

It is a credit to school leaders that during my visit, the only way I was able to distinguish students accessing learning within the main building was by looking at the subtle differences in the logos on their school uniforms, such as the high level of engagement in lessons and impeccable behaviour.

There are countless success stories featuring the young people that have passed through the two provisions including a current student who was only able to access 1 hour per day at his previous school. Now, with the support of the resourced provision he attends the mainstream 4/5 class every day. Previously at his prior school he worked 1-2-1 with a TA at a desk in the classroom, excluded from the learning taking place in his class. Here at Hoyland, he is supported in class by a TA and through a consistent approach and the building of a supportive trusting relationship, he is able to enjoy the same learning opportunity's as and with his classmates.



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During my Learning walk through the school, it was very pleasing to see students from the mainstream school, hub and resource provision enjoying shared playtime and interacting with each other. The school is effectively (and unusually) one big open plan space where every spare corner is utilised as a breakout or intervention area. Perhaps surprisingly, rather than feeling noisy and crowded, the school very much felt purposeful, dynamic, orderly, and very calm. Bespoke reading 'sanctuaries' have been created to allow students quiet spaces where they can focus on reading for pleasure. I saw a real focus on the promotion of reading during my visit. Even the thematic curriculum had a well-resourced library of books to support students in every year and stage of their literacy journey. Cleverly, QR codes attached to each book allowed reluctant readers to listen to an audio version of their book through a tablet and headphones whilst turning the pages and reading the words at the same time.

Spiritual, Moral, Social and Cultural (SMSC) is a real strength and the school has looked to expand the Cultural Capital through opportunities linked to events interwoven through the calendar. This year for example, the school has created opportunities based around Children's Mental Health week, LGBTQ+, Holocaust memorial, Chinese New Year, Children in need, Anti-bullying week, Remembrance Day, Diwali, World Mental Health Day, Harvest Festival and Black History Month. The latter being particularly relevant to Hoyland as their current Year 6 Teacher is the great granddaughter of Arthur Wharton, the first black professional footballer. Wellbeing is very well catered for and 'Branching Minds' workshops on health peer relationships have been run with a local charity to focus on how to develop different relationships and also the diversity of friendship from different cultures and backgrounds.

Sensory aids including standing desks, 'therabands', ear defenders and 'chewies' are present in all teaching areas to support learning and reduce anxiety. The students I spoke with loved the Visual Timetables in the classrooms which help them see what's next up in their day. Communication and print pictures are used as door labels and are an effective way to help non-readers by matching a word with a picture of the word.

Success is celebrated in multiple ways. Outside the Headteachers office is the infamous "un-bee-lievable work" board where students are celebrated for producing work and achievements that go "above and beyond". Students that I spoke to certainly seen this as one of the pinnacles of recognition for their efforts.

A weekly 'SHINE' Assembly, (taken from the school's vision to instil the characteristics of Success, Honesty, Inspiration, Nurture and Enthusiasm in every pupil before they leave school) takes place to further showcase student achievement and parents are invited to school in order to share the celebration. This further culminates half termly in a major event where 5 pupils from each year group are nominated for a trophy under each characteristic. The Parent Teacher Association (PTA) hold a coffee morning before the events in order to entice in hesitant parents who see school as a negative due to their own past experience of education.



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For the Hub and resourced provision students and parental engagement is further complicated due to the fact students are referred from across Barnsley, with many taxied into school from afar. To mitigate this, the Special Educational Needs Co-ordinator (SENCo) and hub staff contact parents via phone and SMS with regular

updates in addition to ½ termly progress reports and the SHINE assembly invites. A school Facebook page has also been developed to reach a wider community audience who expressed this as their preferred social media platform.

Some Hub students are able to access mainstream practical subjects such as PE, Art and Outdoor learning including Forest Schools. At lunch and playtime, they are encouraged to play together with the main school pupils and 80% regularly do. The Hub provision is very well resourced and staffed. B Squared is used to measure small steps of curriculum progress and students are supported by an experienced team of Higher-Level Teaching Assistants (HLTAs) and TAs. The bespoke specialist unit is certainly fit for purpose and the sensory room is a well-used and a valued feature the pupils regularly take advantage of when they become dysregulated and require a break.

Recently, the First SEN Pentathlon was arranged for the specialist unit. Developing inclusion of children within sport but also promoting SEN sport to signpost and encourage them to join local clubs. The reason this was able to happen was due to listening to student and parent voice about the lack of opportunity for SEN children within sport.

Hoyland is a teaching school and regularly supports student teacher and TA placements in conjunction with Sheffield Hallam University. CPD is an important thread of staff development and keeps the staff abreast of the training required to meet the individual needs of such a diverse cohort of young people. This year, training was completed by all staff to develop awareness and to be able to support children displaying Pathological Demand Avoidance (PDA) learning support structures with effective strategies to aid young children and adolescents with the PDA. This was to support the community of 7 children within school who have a profile of PDA.

When I met with teaching staff, they explained to me how everything I experienced was 'It's our normal', the staff adapt anything and everything in order to ensure needs can be met. The case in point was a nonverbal student who had made such significant progress that the student was now able to access the mainstream curriculum. This was achieved through small adjustments, patience, and positive reinforcement.

The school has recently adopted a school dog. As part of the preparation for this, dogs trust came to deliver workshops to the whole school to raise awareness of what the charity does but also how they can love and care for animals along with the benefits it can bring to people.

It was certainly apparent that school leaders employ their philosophy that Hoyland is all about the whole child and not just the data. They find a way to include every child and help make them SHINE.



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I thoroughly enjoyed my visit to Hoyland Springwood Primary School as part of their Centre of Excellence review. It continues to be a highly inclusive school with dedicated staff who truly care for the students. It is clear from the review process that the leaders continue to prioritise inclusion.

I continue to be 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: Mr Dirk Pittard

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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