



Report on IQM Inclusive School Award



School Name: Hoyland Springwood Primary School

School Address: Cloughfields Road, Hoyland, Barnsley, S74 0ER

Head/Principal: Rachel Parker

IQM Lead: Lindsey Waugh

Assessment Date: 8th June 2022

Assessor: Sarah Linari

Sources of Evidence:

- IQM Self Evaluation Report Document
- National data and performance tables
- School Development Plan
- School Website and Policies
- Pupils' exercise books
- Learning Walks
- Observation of play time
- Learning Environment
- SEND Case Study
- SMSC display and overview
- Newsletters

Meetings Held with:

- Executive Headteacher
- IQM Coordinator/Deputy Headteacher
- Parents and carers
- Pupils
- Parent Support Advisor
- Teaching Assistants
- Teachers
- Junior Leadership Team (School Council)
- Governor



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Overall Evaluation

Hoyland Springwood Primary School is a smaller than average primary school with 147 pupils currently on roll. The School is part of Every Child Matters (ECM) Academy Trust. Every Child Matters Academy Trust “provides a tailored solution to the educational needs of primary schools.” The Trust’s vision is “to build a collaboration of schools where openness, honesty, fairness and empathy, together with the development of best practice, ensure all children within our schools receive a first-class education.” With individual children at the heart of all they do, the Trust aims “to provide EVERY CHILD with early help and support to remove barriers to learning and an education that raises aspiration resulting in excellence and enjoyment. This will enable all children to fulfil their potential and maximise their life chances.”

The School has an Executive Headteacher as of September 2021 (previously Headteacher) who is a Local Leader of Education (LLE). The current Head of School was previously the Deputy Headteacher. In 2018, Ofsted judged provision at Hoyland Springwood as ‘good’, which evidenced the improvements made following the previous ‘requires improvement’ judgement. 56% of pupils are eligible for Pupil Premium top-up funding, a figure significantly above the national average. The 2015 Indices of Multiple Deprivation data showed 60% of pupils to be in the lowest two deciles of deprivation.

The school has two Resource Provisions which are attended by pupils from across the Local Authority. There is a 15-place school-led Resource Provision for pupils with complex communication and interaction difficulties, including Autism Spectrum Disorder. The IQM Coordinator explained how “children within this provision have varying access to the mainstream classrooms and curriculum, dependent on need.” The second Resource Provision is a 12-place school-led provision for pupils with severe communication and interaction difficulties, including Autism Spectrum Disorder. This provision, named The Hub, was newly opened in September 2020 and “delivers a bespoke curriculum designed for pupils’ own individual needs, with a focus on sensory regulation, Life Skills, and social, emotional, and mental health (SEMH). These children do not access the mainstream curriculum; however, they are included in whole school events and activities.”

Support for pupils with additional learning needs is exceptional. With a proportion of pupils who are identified as having special educational needs and disabilities (SEND) which is above national, the staff at Hoyland Springwood are accustomed to making reasonable adjustments, as part of the everyday practice. The percentage of pupils with SEND support currently stands at 16%, and the whole school percentage of pupils who are supported through Education, Health, and Care Plans (EHCPs) is 22%, significantly higher than national averages. A significant number of pupils start Reception with development which is assessed as below or well-below national age-related expectations.

From the moment you arrive at Hoyland Springwood Primary School, you are welcomed warmly into the community. All staff, parents and carers, governors, and pupils all ‘buy in’ to their inclusive ethos. There is a consistently nurturing, caring approach; all interactions between pupils, staff and parents or carers at school are positive. Hoyland



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Springwood Primary School is a genuinely caring place. The special inclusive ethos is embedded across all aspects of school life. The Senior Leaders role model the inclusive approaches and treat all staff, pupils, parents, and carers individually, with respect. Children who access the provision in the Hub and Resource Provision are integrated into mainstream life and socialise well with the children from the mainstream setting. The children from the mainstream setting are fully accepting and tolerant of each other's individual needs, embracing differences.

When asked to encapsulate the essence of the inclusive vision at Hoyland Springwood in just one word, the Senior Leaders chose "individual" and "unique." They talked about the focus on "how children learn, how [the staff] adapt" and the "flexibility" to "look at everything a child may need." A busy, fun, and noisy learning environment is encouraged by Leaders. As one of the original ECM Trust Schools, the Leaders were involved with the decision about the Trust's name. The name reflects the ethos of the Trust and all schools within it. The Trust provides standard policies and procedures with every school then adapting them to suit the children within each individual context. According to the Executive Headteacher, the Trust's Chief Executive Officer (CEO) "has trust in Headteachers that they know their school and want the best for their own school" with an element of "adaptation and flexibility" encouraged. As a Multi-Academy Trust (MAT), the Executive Headteacher describes it as "one roof" over the different buildings. The staff are well connected across the MAT, with constant best practice sharing and support.

All staff spoken to during the assessment visit are with fully aligned to the Leaders' vision for inclusion. A real strength which emerged throughout the day are the excellent relationships. There are positive relationships across all stakeholders. There is a genuine community spirit and team effort to ensure that the adults do all they can to provide the children with a secure, caring environment. The children at Hoyland Springwood Primary School are happy and support each other well. They respond positively to the adults in school and speak with pride about their school, what the adults provide for them, and how they are supported. All staff speak with passion about the children, their professional roles, and the wider school community. They are clearly dedicated to the children and have their best interests at heart.

In all meetings it was evident that the staff at Hoyland Springwood Primary School will "go above and beyond" or "bend over backwards" to do all they can to meet the needs of the children on an individual basis. Care and support plans are individualised to suit the unique needs and personalities of the children. The school's ethos is clearly articulated through the SHINE core values, which are celebrated each week at the celebration assembly whereby students receive awards which are linked to the SHINE values. These values underpin the celebration of achievements. The Teaching Assistants spoke about how all achievements are celebrated, even the little things that may seem insignificant but are important to the children. The staff celebrate and praise the children, sharing their achievements and success collectively.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.



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I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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



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Element 1 - The Inclusion Values of the School

The SHINE core values, “succeed, happy, individual, nurturing, excel” underpin the inclusive ethos. All staff, children, parents, and governors are fully aligned to the inclusive vision. Everyone involved in the assessment day spoke with passion, from the heart, evidencing the love and pride they have for the School and its community. Every Child Matters is not just the name of the Trust but a culture which is engrained across all areas of school life. The provision is completely personalised. Every child really does matter at Hoyland Springwood Primary School. Every child is treated as an individual. Pupils are not all treated the same as staff recognise that “everyone has their own personality and needs.”

The teachers articulated the ethos as “open” to describe how Hoyland Springwood is a “school for everyone” where they “try desperately to cater to children’s needs, working together with everyone.” They also described the School as “diverse,” a place where they “celebrate diversity” as developing pupil’s spiritual, moral, social, and cultural (SMSC) awareness is “built into every day practice.”

Support for mental health and wellbeing is a clear focus for all. The Trust has developed a bespoke programme, ‘Incredible Me!’ to support staff in identifying pupils’ social and emotional difficulties whilst providing them with targeted intervention. The Incredible Me! teaches the pupils the tools to better understand their emotions, as well as teaching social skills. The Incredible Me! assessment process produces an individual profile for each child which identifies areas of need, then suggests recommended activities to support individuals. One of the Teaching Assistants (TA) has recently completed a level four diploma as a qualified counsellor. She is currently providing counselling for staff in the Trust and runs interventions with pupils.

With over half of the school population eligible for the Pupil Premium top-up funding, supporting pupils from disadvantaged backgrounds is a high priority area for all staff. The breakfast club is open to all children, including the non-Pupil Premium, to ensure that children are fed in the morning and have their basic needs met so that they are ready to learn. It also provides a less formal setting for pupils to form positive connections with staff. There are free after school clubs on offer too, which extends the amount of time children are in school, safe, and learning.

Leaders identified that “one of the main barriers to learning, for a significant number of the pupils, is the impact that home circumstances have on their emotional wellbeing.” The school employs a Parent Support Advisor to work with families and individual pupils. The Parent Support Advisor (PSA) role has had a significant impact on improving partnerships with home, in particular the PP children and those on safeguarding plans. The PSA stands at the school gate every day to greet all the children and families. She believes it is important for children to experience a positive engagement at the start of the day to set the expectations for the rest of the day.

The higher-than-national number of children with SEND reflects the school’s reputation within the community as a mainstream setting who are skilled at meeting learners’ individual needs. The pupils with SEND make progress that is either only slightly behind



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or in line with their non-SEND peers. It was because of the school's success at supporting pupils with SEND that the Local Authority opened up the Hub, the second Resource Provision. Children who attend the Resource Provision spend lunchtimes in the mainstream setting. During an observation of unstructured times, it was impressive to see how the pupils are completely accepting of children with SEND and how they often help each other overcome any barriers.

The IQM Lead expressed the School's "different spin on education" and "allowing the children to be themselves." Everybody is "accepted for who they are." Over time, the Senior Leadership Team have worked with staff to develop inclusive practice and adapt provision for pupils with additional needs. They have built a strong ethos of including everybody. There is a holistic approach to supporting the children. One staff member explained how "it doesn't matter who you are or what job you do [in the school], everyone gets involved." They added that "if anyone is upset, we down tools to support that person."

Achievements of all children are celebrated. There is a weekly celebration assembly in which pupils are awarded certificates for displaying the core values (SHINE). Parents are invited in to School to join in the celebrations with their child. The pupils spoke positively about the Rewards System and particularly like the 'Smarty Pants' and 'Learning Hero' Awards.

Next Steps:

- Core values – now that the core values are embedded in the ethos and Reward System, think of a way to explicitly teach the values as characteristics. You could focus on one core value each half term



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Element 2 - Leadership and Management and Accountability

Senior Leaders believe in a collaborative approach. For example, when writing the IQM documentation and preparing for the assessment, all staff were involved, including input from the children (from the mainstream and Resource Provision.) Although Senior Leaders ultimately make the decisions, there is a culture of listening to the staff and pupils, taking their ideas into account.

The Chair of Governors took up post two years ago, during the global pandemic. As a National Health Service (NHS) worker, the Governor has empathy for the staff as 'frontline' workers and has ensured staff wellbeing is a priority on the School Development Plan.

During the meeting with the Governor as part of the IQM assessment, she explained that "this school is phenomenal" because "everything we do [...] is inclusive." As with all staff, the Governor clearly understands how inclusion is not just about pupils with SEND, but everybody. Governors are very much involved in school life. In addition to the meetings, monitoring, and evaluation visits, they like to support the school with enrichment activities. For example, during the Healthy Lifestyles focus week, the Chair of Governors arranged NHS workshops to inspire pupils with aspirations of careers in the NHS. The NHS provided scrubs and surgical equipment for them to play with.

Support for staff wellbeing is the first item for discussion on the agenda at all Governors' meetings. To reassure staff during the first few months of the Covid-19 pandemic when there was a lot of anxiety and insecurity about catching Covid, the Chair of Governors, who is a trained nurse, gave staff her mobile telephone number so they could talk to her about Covid. Governors always ask about wellbeing when visiting School or speaking with the Leaders. In the meetings with teachers and TAs, they said that Leaders are "big on wellbeing."

Every half term, there is a coffee morning for staff whilst the Deputy Headteacher and Head of School take all the children onto the field. They believe it is important to look after staff and make them feel valued. This philosophy is cascaded from the CEO, who always asks about staff wellbeing during her fortnightly visit to Hoyland Springwood.

Staff are encouraged to give honest feedback to Senior Leaders through the staff surveys which are collated once a term. To expand the anonymity of the questionnaires, they will be sent back directly to Governors in the future. In addition to the formal checks on wellbeing, the Senior Team are highly responsive to the mental and emotional health of the staff on a daily basis. They are intuitive and, owing to the excellent relationships they have built with staff over the years, Senior Leaders are able to sense when staff may need additional support. All staff spoke about how Senior Leaders are constantly asking "what do you need from us?" or "how can we support you?"

In terms of Continuing Professional Development (CPD) opportunities, staff say that the Head of School regularly emails everybody with the courses and opportunities which are available. Staff are actively encouraged to attend CPD courses. There are teachers



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completing the National Professional Qualification in Middle Leadership (NPQML) as well as Subject Leader courses.

Staff feel that they involved in the decision-making processes. They don't feel "that things are done to us." There is also a suggestions board in the Staff Room to regularly seek the staff's opinions. One staff member commented that the "Leadership Team are so caring about the staff and children in school, it cascades." Another added that they "love it here." They feel "appreciated and thought of as a person." There is a genuine family ethos.

Next Steps:

As suggested by the Senior Leaders:

- Middle Leadership - Develop Subject Leaders to effectively to manage, monitor and evaluate the quality of education in their subject are and have developed assessment to support T&L.
- Governance - To improve the effectiveness of governance of SEND due to the new appointment of a SEND Link Governor.
- Effectiveness of provision - Due to lockdowns, ongoing curriculum development and embedding subject knowledge, all Senior and Middle Leaders to effectively manage, assess, evaluate, monitor, and support their leadership areas to ensure the quality of education in their area or subject is no less than good.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The curriculum has been modified over last three to four years. The four yearly cycle ensures that “nothing is replicated or missed.” The curriculum map is underpinned with progression documents with a key focus on vocabulary and knowledge development.

The curriculum design at Hoyland Springwood is very much designed around the needs of individual children. Particularly in the Resource Provision and Hub whereby the EHCP targets inform the short - and long-term learning plans. The Deputy Headteacher is passionate about challenging traditional approaches to education with a one-size-fits all approach, asking “why do the children have to conform?” as they should “have a curriculum which suits them.” Each Friday, pupils in the Resource Provision and Hub access Life Skills sessions via a carousel of activities. They learn transferable skills and often go on external visits to put these skills into practice in a controlled social situation such as travelling on a bus or eating at a restaurant.

Hoyland Springwood Primary School’s mission is to develop the children holistically. As such, they are keen to provide as many enriching experiences as possible to promote ‘Cultural Capital.’ On the school’s website, this commitment is articulated as “ensuring that children are given every opportunity to taste the best cultural experiences that we can offer in the hope that by gaining access to the best, children will understand that the most beautiful experiences are accessible and that they are their birth right.”

Reading and mathematics are integral to the curriculum as Leaders know that developing these skills will open up future opportunities as the pupils “will have far better life chances if they are highly literate and numerate.” Reading remains a priority with the aim to ensure all children can read fluently by the end of Key Stage One. As well as fluency, the curriculum develops pupils’ comprehension skills and promotes a love of reading. Maths is a strength, with a clearly mapped mastery approach to the planning. Writing has been identified as an area for development, particularly pupils’ stamina and desire to write following the extended periods of lockdown. To encourage the development of writing skills, the teachers are trying to enthuse pupils to write about the “great” books they are reading in class as well as taking them out on external visits to “bring the learning to life.”

There is an equal desire to offer a balanced curriculum. On the Website, the curriculum offer is expressed as “[by] understanding our children and by recognising how we can help them to be fully rounded citizens we can redress any social disadvantage that may have chained our community in the past. Our children are the future, and our curriculum will give them the very best chances in life.”

Next Steps:

- Challenge – ensure the curriculum challenges all learners at a level appropriate to them.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

A Quality First Teaching (QFT) approach underpins practice in the classrooms. The Leaders have invested a significant amount of money in CPD to improve the quality of teaching and learning. The Teaching and Learning CPD focus this year have been on meta-cognition.

The teaching of reading is well-resourced. All staff are Read Write Inc. trained. The English Hub at the Local Authority support through books, resources, training, and coaching. The Reading Lead carries out monitoring and evaluation activities during the morning phonics session, providing coaching where needed to support the teachers and TAs as well as ensuring “fidelity” of the approach. Leaders are pleased with the “vast improvements” in phonics, in particular the increased number of children who will pass the Key Stage One Phonics Screening Check.

During the IQM assessment day, I observed the practice in lessons across the mainstream classes, Resource Provision and Hub. In Reception, the life cycle of a chicken has been brought to life with the addition of a real-life chick, who the children are helping to look after. Visual timetables are displayed for all children. Teachers model the learning through the use of Visualisers. Small group interventions are facilitated during lessons by the TAs.

The Hub has an enclosed outdoor space to use during lesson time with apparatus for pupils to develop their gross motor skills. There is a kitchen to use during Life Skills session and a continuous provision set-up. The Sensory Room, complete with a heated water bed, provides a safe space for pupils to regulate. The space has been carefully designed with every child in mind to ensure there is equipment to support all pupils.

The displays around the building reflect the School’s priorities. Each classroom has a working wall for maths and literacy. The class names change each year and are chosen by the children, based on a common theme. The names of the classes this year are Ducklings, Woodpeckers, Butterflies, Otters, and Macaws.

The grounds at Hoyland Springwood Primary School are vast, with lots of outdoor, green spaces. There is a woodland Forest School area which is accessed regularly as part of the curriculum. There is also a large field which has play equipment to develop pupils’ gross motor skills. The central area of the school is open plan. There are vibrant displays and fish tanks as well as reading corners and sensory areas.

Next Steps:

- Learner engagement – Ensure the passion with which the teachers talk about teaching and learning transfers to the pupils and their everyday experience in lessons.
- Vocabulary development – create a whole-school approach to developing vocabulary, including a plan for involving parents, carers, and guardians.



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- Forest School – develop the Forest School provision to provide targeted interventions for specific cohorts of children.



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Element 5 - Assessment

Assessment opportunities are woven into the curriculum. There are regular assessments of pupils' learning to ensure the provision is inclusive through effective differentiation and tailored approaches, which are informed by data.

At the end of maths sessions, or when introducing topics which have been studied previously, the teachers employ the "ticket out of the door" system to provide a rapid assessment to gauge pupils' grasp and understanding. Ability groupings are kept fluid to allow them to be reviewed following the assessments which enables teachers to readdress any misconceptions or support targeted groups or individuals further, if required.

The 'I, we, you' approach is implemented to model the learning. During the assessment day, an effective example of this approach was observed in the Hub Provision. The Teaching Assistant was modelling a sorting activity to pupils, talking them through the learning using first person (I). She then modelled the same activity, but this time involved the whole group of pupils and TAs (we). Pupils were then given the opportunity to repeat the same activity independently (you).

Assessment opportunities are differentiated to support all learners. TA as deployed to provide timely interventions during lessons. Support materials and resources are stored in central areas and are made available to all children, not just those with SEND.

Pupil Progress Meetings take place every term between the Senior Leadership Team and Class Teachers. The meetings provide an opportunity to not only assess overall progress of specific cohorts but highlight any pupils who may require additional interventions.

Next Steps:

- Progress and attainment – Continue the focus on improving writing outcomes for all pupils.
- SEND pupils – Develop assessments to demonstrate the smaller steps of progress made by SEND children.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour at the School is good. Staff, parents, and carers have a shared understanding that “every behaviour is communication.” The staff “try to find the reason behind it” and will implement a reflective or therapeutic intervention as part of the restorative process. There is a clear Behaviour Policy in place and all children understand the traffic light system. Low-level incidents have reduced by 59% percent this academic year. All children in receipt of repeated incidents have an action plan to support them.

The fact that there have been no fixed-term or permanent exclusions at Hoyland Springwood Primary School is further testament of their inclusivity. Leaders explained how there has been no need for the physical restraint of any pupils, including the Resource Provision children, during the last three years.

Every Child Matters Academy Trust has patented the Incredible Me! programme which has been trialled at Hoyland Springwood Primary School. The Incredible Me! system “supports the wellbeing of pupils within school” and “looks at how the brain develops from birth and throughout the primary years” to “support ‘gaps’ in pupils’ brain development and ensure that each child’s needs are being met.” Leaders feel that the introduction of this approach has led to a better understanding of children’s behaviour which, in turn, has led to a reduction in overall behaviour incidents.

As part of the IQM assessment, I was honoured to meet with representatives from the Junior Leadership Team (which includes pupils from across the settings) who very kindly talked openly about their experiences of school. They talked about their aspirations for the future, something the school has worked hard to promote, including chef, artist, doctor, and footballer. All children spoke extremely positively about their school. They used words such as “proud” when asked to describe how they it felt to be a pupil in the school. One child spoke of their experience attending a different school before transferring to Hoyland Springwood Primary Academy. They feel much happier at Hoyland Springwood as the teachers “understand your problems and will do anything they can to help.” In lessons “they actually teach you something.” Another child described the School as “autistic-friendly” and that the staff “actually understand what autism means.”

Antibullying Ambassadors are high profile at the School and “make sure no one is getting bullied.” The Leaders report no incidents of bullying this academic year. During the assessment visit, pupils were very understanding and tolerant of each other. They interacted positively and were often encouraging and supportive.

The SMSC display in the main area depicts a tree with each of the focus areas alongside a description of the activities carried out in school, accompanied by a photograph. The school also prepares pupils for life after Hoyland Springwood through the Aspirations Theme Week. The Healthy Lifestyles Week promotes healthy living as well as positive mental health and wellbeing.

Next Steps:



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- Behaviour for Learning (BfL) – you are planning to review the current BfL Policy. Look at practice in other schools, especially some of our IQM Centres of Excellence and Flagship Schools, to see what works well elsewhere. Maybe look at using the SHINE values as the basis of your new policy with a focus on developing characteristics.
- Junior Leadership Team (JLT) – During the pupil voice meeting with the JLT representatives, pupils said that they would like to have more play equipment, such as skipping ropes, for use during play times.



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Element 7 - Parents, Carers, Guardians

A highlight of the assessment day was meeting with the parents, carers, and guardians. Through dialogue with the parents, carers, and guardians, it became clear that the school offers personalised support for families, as well as the pupils. The families said that “staff can’t do enough for you and always go above and beyond.” A foster parent spoke of the exceptional support the staff have given her since her son joined, declaring “they have given me my life back.” All parents, carers and guardians feel that communication with home is “brilliant.” They also feel that all staff are responsive and are always available via phone, email or in person. The approach staff take with each parent, carer and guardian is completely different and bespoke to them and their child. Examples were given of when staff have supported the parent by meeting the child in the car park to support the parent to get the child into the building. Another example is the daily communications book for a non-verbal child who attends the Hub. Describing the staff at Hoyland Springwood Primary School, the parents, carers, and guardians used adjectives such as “efficient,” “professional,” and “friendly.” It is apparent they feel that staff are working with them as they explain how the “school fights with you” when talking about accessing Local Authority services.

When staff talked about how they work in partnership with parents, carers, and guardians, they commented that “we are a community; we are not just here to educate the children, but we are here for the families too.” They discussed the importance of recognising children’s challenges outside of school and how they work with families as it “is the whole package” of support.

During the national lockdowns, staff at Hoyland Springwood knew that many of their families would struggle to engage with a formal online learning platform. Therefore, they used Facebook as a platform to deliver live videos as well as message parents, carers, and guardians. They carried out home visits and delivered home learning paper-based packs to all children, as well as providing online tasks.

Facebook continues to be the preferred communication tool for connecting with families. Through this social media platform, the school regularly shares updates on what has been happening in school as well as celebrating pupils’ successes. The weekly Newsletter communicates events in school from that week as well as providing updates on the SHINE awards and year group attendance figures.

A further example of how the staff at the school go beyond expectations is the Early Years Foundation Stage (EYFS) Lead who visited each new starter at home when the in-school induction sessions couldn’t take place due to Covid-19 restrictions.

Next Steps:

- Incredible Me! – Look at providing workshops on the Incredible Me! programme for all families so that school approaches can be mirrored at home as well as increasing the parent, carer and guardians’ understanding of how to best support the social and emotional needs of their children.



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Element 8 - Links with Local, Wider and Global Community

The school already works effectively with four cluster groups of schools: Every Child Matters Academy Trust, Tykes Teaching School Alliance, the Local Authority, and the Hoyland Cluster. The IQM Lead explains that “all partnerships focus on improving outcomes for children by sharing good practice; moderating teacher assessments; monitoring and evaluating the quality of teaching and learning; and during the past 18 months, providing effective support through the pandemic.”

Due to their ever-growing reputation as an inclusive school, combined with the success of the two Resource Provision Bases, the Leaders at Hoyland Springwood Primary School have been asked by the Local Authority to potentially open a ‘turn around’ provision for pupils who are deemed at risk of permanent exclusion. This model will involve the staff from Hoyland Springwood supporting the staff at other settings to adapt their environment and provision to support the young people along with providing specialist training.

Staff from Hoyland Springwood Primary School already support the schools in their networks across a range of areas. They regularly work with other schools to share their best practice on how to support children with Autism Spectrum Disorder (ASD), including the use of social stories, ASD awareness, inclusive classrooms, sensory processing, the Team Teach approach and behaviour management techniques. The IQM Lead is an Intermediate Team Teach Trainer. In addition to delivering Team Teach training at Hoyland Springwood, training is delivered across all Trust schools throughout the year. The IQM Lead describes the training as not purely a “focus on the physical intervention but with a large proportion [...] focusing on the emotional wellbeing of students.”

Next Steps:

- Transition – work closely with the local secondary providers to share your best practice with supporting pupils’ individual needs. The pupils are so well supported when with you. Transition processes need to ensure the same level and quality of support is in place once they leave.