



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

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

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

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.