

# Ewyas Harold Primary School

Ewyas Harold, Hereford, HR2 0EY

**Inspection dates** 6–7 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards are not as strong as they once were and not enough pupils make good progress in English and mathematics.
- Teachers do not systematically use information about pupils' previous learning when planning lessons.
- Lessons do not always build on each other to develop pupils' skills and knowledge in different subjects progressively across the school.
- Some teachers' explanations are too long and do not allow pupils time to work independently and find things out for themselves.
- There are too few opportunities for pupils to use their literacy, numeracy and information and communication technology skills in other subjects.
- Until recently, leaders have not rigorously evaluated the effectiveness of teaching. Teachers' targets have not been directed sufficiently to raising achievement.
- The governing body has not been able to challenge the school's leadership properly because it has had not received enough information about pupils' progress and the quality of teaching.

### The school has the following strengths

- Recent changes in leadership have resulted in all pupils learning at a faster rate. Many more pupils are achieving better this year than has been the case in the recent past.
- Teaching is improving. Some is now good and elements are outstanding.
- Pupils' behaviour and safety are good.
- Attendance has improved since the last inspection and is now above average.
- Since the appointment of the executive headteacher, the school has improved its systems for tracking pupils' progress. The checking of teachers' work is now more accurate and thorough.

## Information about this inspection

- The inspector observed eight lessons taught by six teachers. Four of these were joint observations with the deputy headteachers of the supporting school. Additionally, six pupils were heard reading.
- Meetings were held with the executive headteacher, members of staff, pupils, members of the governing body including the Chair, and a representative of the local authority.
- The inspector took account of the 22 responses to the online parents' questionnaire, 16 staff questionnaires and letters from parents. She also talked to four parents about their children's experiences at school.
- The inspector observed the school's work, and looked at a number of documents including records and documents relating to tracking pupils' progress, monitoring and evaluation, behaviour and safety; and safeguarding and attendance. The inspector carried out a scrutiny of pupils' work with the executive headteacher.

## Inspection team

Kathy Hooper, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than average.
- Almost all the pupils are White British.
- The proportion of pupils eligible for the pupil premium, the additional government funding for those in the care of the local authority, those with a parent in the armed services and those who are known to be eligible for free school meals, is very low.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportion supported at school action plus or through a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' standards and progress.
- The school is part of a collaboration with Marlbrook Primary School but has its own governing body. The headteacher of Marlbrook is the executive headteacher of this school and another local school. The day-to-day management is provided by the senior leadership team of Marlbrook.
- The executive headteacher took up post at this school in November 2012.

### What does the school need to do to improve further?

- Improve teaching and learning by ensuring that all teachers:
  - plan lessons that build progressively on each other in all subjects so that pupils' understanding is developed systematically across the school
  - manage time more effectively, allowing pupils regular opportunities to explore ideas for themselves and work independently to solve problems
  - use information about pupils' previous learning to set work at the right level for all pupils.
- Improve standards and progress, particularly in English, mathematics and information and communication technology (ICT) by:
  - ensuring that all staff know precisely what counts as good achievement for pupils in each age-group
  - providing more opportunities for pupils to use and develop their literacy, numeracy and ICT skills in other subjects.
- Improve the leadership and management of the school by:
  - frequently checking on teacher's effectiveness and placing greater emphasis in lesson observations and in teachers' targets on how well teachers are raising standards and accelerating progress
  - developing the work of the school's subject leaders so that they give greater direction to teachers on how to plan lessons
  - ensuring an external review of governance is undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils' progress throughout Key Stages 1 and 2 has been erratic over the last three years. Year 6 test results in 2012 were well below average in English, particularly in writing, and in mathematics. Pupils left the school the equivalent of a year behind the national average. Pupils' progress throughout the school is uneven.
- Although pupils read accurately and sound out unfamiliar words, they do not always understand what they are reading. Some pupils also have gaps in their understanding of numbers that prevent them from making good progress.
- Although disabled pupils and those who have special educational needs are learning at a faster rate than in the past, they are still not making as much progress as they should because teachers have not matched the work they set sufficiently closely to their abilities.
- The school has recently begun to use pupil premium funding to provide regular and frequent adult support and special programmes of work to help pupils improve their reading, writing and mathematics. It is too soon, however, to identify the impact of these newly introduced measures on pupils' achievement. There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment and progress without identifying them.
- Teachers do not systematically reinforce literacy, numeracy and ICT skills in other lessons outside English and mathematics. However, there are instances of these skills being reinforced well in individual classes. Reception children confidently play games on laptops to practise their reading, writing and number work. Year 6 pupils have published some excellent examples of work about school trips, using text and pictures, and they make up their own games.
- Achievement is improving. There is evidence in pupils' books that pupils' writing is improving in terms of its quality, quantity and presentation. Pupils' gaps in mathematics are also being addressed through well-planned and regular individual and group work.
- Pupils make best progress at the beginning and end of their time in school because they are taught well in these classes. From broadly typical starting points, Reception children develop the skills they need to learn effectively in Year 1. Many of them can write sentences, read them back accurately and count reliably to 20.
- Pupils in Year 6 are making increasingly rapid progress in both writing and mathematics. They write lively accounts of a good length, learn to manipulate numbers accurately and relish solving mathematical problems.
- Since the executive headteacher took over, her leadership team has rapidly identified those pupils who are not making enough progress. Detailed analyses of their progress over the last six months and work in pupils' books indicate that all pupils are now learning at a much faster rate than previously. Many have made more than a year's progress in six months.
- Pupils in danger of falling behind are now quickly spotted and given extra help. Those pupils who found learning challenging are now making good progress because they have been given help to overcome their difficulties.

**The quality of teaching** requires improvement

- Too frequently, teachers spend too much time giving lengthy explanations rather than providing activities that encourage pupils to work independently and find answers to problems for themselves. Not all teachers probe pupils' understanding sufficiently to check their understanding before moving on and, on occasions, teachers rely too heavily on worksheets. In these lessons, pupils make slower progress than they should because they are not fully engaged in their work. Opportunities are missed to give pupils a sense of excitement and wonder through their learning.
- Teachers do not systematically use information about pupils' previous learning when planning lessons. Lessons do not always build on what pupils have learnt before to develop pupils' skills and knowledge in different subjects progressively across the school. Not all teachers have a sharp sense of what constitutes good achievement for the age groups they are teaching.
- Many individual lessons, in contrast, are purposeful and well organised, so that pupils persevere very well. Teaching, under the direction of the executive headteacher and the leadership team, is improving. In the best lessons, every pupil is totally engrossed and enthusiastic because challenging activities encourage them to find things out for themselves. Here, teachers use resources such as ICT well to extend learning and enthuse pupils. Teachers also use questions skilfully to challenge pupils of all abilities.
- In an outstanding mathematics lesson, for example, Year 6 pupils were totally focused on finding the rule to explain a series of fractions. They worked systematically and had to think hard to solve the problem. There were exclamations of great delight when they found the solution. The teacher confirmed their achievements and explored their misconceptions supportively and with humour.
- Pupils' books show that teachers are now marking pupils' work regularly and they make helpful suggestions for improvement. The best marking encourages pupils to comment and reflect on their learning.
- Teaching assistants generally support pupils' learning well. They use perceptive questioning to extend pupils' understanding, particularly where teachers have briefed them on the skills and knowledge they should expect pupils to gain in the lesson.

**The behaviour and safety of pupils** are good

- The school has a welcoming family atmosphere. Pupils look out for each other and they are keen to learn. Older pupils understand that they need to do well in school to become successful when they grow up.
- The behaviour policy has recently been reviewed, and staff and pupils report that behaviour has improved since the arrival of the executive headteacher. Instances of bullying are rare and pupils are very confident about what to do in the event this occurs. Parents report that they are satisfied that any thoughtless behaviour will be handled effectively.
- Pupils behave in a mature and sensible way at playtimes, with many finding their own activities. Support from Marlbrook staff is helping to improve the quality of lunchtimes for pupils.
- Attendance has improved since the last inspection and is now above average. Absences are promptly followed up.

- The vast majority of parents and pupils who gave their views say that children are very happy in school and feel safe. Older pupils, in particular, are well aware of how to keep themselves safe when using computers. Pupils understand how to keep themselves safe outside school.
- Pupils have a very clear awareness of right and wrong, and highly developed social skills. During an assembly to celebrate achievement, the school's values were strongly reinforced. Pupils were very appreciative and respectful of the successes of others. They all listened very attentively to the sentences that Reception children read out to the whole school.

### **The leadership and management** requires improvement

- The quality of leadership and management has been erratic since the last inspection. There have been periods when the school has been without a headteacher. Teachers' work and pupils' progress have not been checked sufficiently thoroughly. Literacy and numeracy have not been given enough support. Those teachers on higher pay scales have not been sufficiently held to account.
- Until recently, the school's subject leaders have not sufficiently led developments in their subjects, or ensured teachers understand how to plan teaching progressively across year groups or to assess pupils' progress in each year group accurately.
- Provision for pupils' spiritual, moral, social, and cultural development is adequate but patchy. Many opportunities, particularly in lessons, are missed to generate a sense of excitement about learning. There are limited occasions when pupils are able to learn about the benefits and challenges of life in a multi-cultural society.
- While good attention is now paid to developing pupils' knowledge and skills of English and mathematics, other areas of the curriculum are not so well addressed, so pupils' progress is uneven. Nevertheless, there are valuable extra-curricular activities that generate good levels of motivation and engagement of pupils, such as caving, fencing and 'mad science'. Insufficient opportunities are provided to reinforce pupils' key skills, such as literacy, numeracy and ICT in other subjects.
- Leadership and management have been significantly strengthened over the last six months. There has been an accurate and detailed evaluation of the school and ambitious priorities have been set for improvement. The staff of two local outstanding schools are sharing their strengths in leadership to support the school. They are also modelling good practice in literacy and numeracy, as well as checking on the quality of learning in classrooms.
- The executive headteacher and her team provide leadership that is uncompromising in its pursuit of the highest possible standards. There is a strong determination to improve the life chances of pupils. The recent changes for the better show the school's capacity for improvement.
- Teachers are now more accountable. They are anxious to improve and positive about the impact of recent professional development. They have measurable and challenging targets that are closely related to the achievement of their pupils and they have clear deadlines for improvement.
- The local authority has supported the school in a monitoring role, especially since the full extent of the gaps in provision were identified. This has helped the executive headteacher to instil a sense of urgency into developments.

- The engagement of parents has been strengthened, and attendance at parents' evenings has improved. Parents express great satisfaction with developments throughout this year. Any concerns raised by parents are now quickly addressed.
  
- Safeguarding procedures meet the current regulatory requirements. Staff are appropriately trained. There is good provision for pupils whose circumstances make them vulnerable as a result of recently amended procedures and guidance from a senior leader from the supporting school.
  
- **The governance of the school:**
  - Although the governing body has been strengthened during the last year by new members, it has not been able to hold the school to account effectively in the past because governors have not received or properly understood information on teaching quality and pupils' achievement, including of those for whom the school receives pupil premium funding. However, governors are now ensuring that teachers' progression up the pay scale are directly linked to how well they meet their targets. A number of new committees have been set up and visits are becoming more closely focused on the school's priorities for improvement. Members of the governing body have been trained to read the government's reports on achievement. As a result of better feedback from the executive headteacher, members of the governing body now have a better understanding of the progress of pupils and the work of teachers.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	116674
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	412064

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	127
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diana Palmer
<b>Headteacher</b>	Tracey Kneale (Executive Headteacher)
<b>Date of previous school inspection</b>	5 October 2009
<b>Telephone number</b>	01981 240432
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