

Inspection of Ewyas Harold Primary School

Ewyas Harold, Hereford, Herefordshire HR2 0EY

Inspection dates: 17 and 18 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Children get off to a strong start when they join the school. They settle in quickly because of the care and support they receive. Children quickly learn the classroom routines and the importance of sharing and taking turns.

Pupils are respectful and behave well. They know and follow the school's behaviour policy. Carefully chosen routines and high expectations are established right from the early years. Pupils settle to work quickly and concentrate well in lessons. Learning is not disrupted by inappropriate behaviour.

Pupils are happy and engaged at school. They enjoy learning and they like their teachers. Pupils know they can talk to an adult in school if they are worried about anything and that they will be listened to.

The school has thought carefully about how to ensure that all pupils achieve well and are successful. Pupils are now taught in single year group classes in the early years and key stage 1. As a result, class sizes are small. Pupils benefit from the increased staff support that they receive. This ensures that they secure the early knowledge and skills they need. This model is also applied to teaching mathematics in key stage 2. Consequently, pupils attain well across the school.

What does the school do well and what does it need to do better?

The school is committed to providing a high standard of education. Recent changes have been made to improve the coherence and structure of the curriculum. English and mathematics are well designed so pupils build their knowledge and skills gradually. However, other subjects are at an earlier stage of development and have not been fully implemented.

Teachers check pupils' learning regularly in lessons. They ask questions and provide swift feedback. There are systems in place to assess pupils' attainment in English and mathematics. However, the school has yet to establish an approach to checking how well pupils are achieving in other subjects. This means that teachers do not know where gaps in pupils' knowledge exist, or where further support is needed.

Staff are enthusiastic and have embraced the changes made to the curriculum. Many have taken on subject leadership responsibilities. However, they have had little training and limited time to check and appraise their subject areas. It is therefore too early to evaluate how well changes to the curriculum are being implemented and its impact on pupils' learning.

A high priority is given to pupils' learning to read well. Staff ensure that every child in Reception class successfully learns their initial letters and sounds. Immediate support is provided the minute staff notice that a child has not grasped the phonics content taught. This endorses the school's mantra of 'keep up not catch up'. The

school is relentless in ensuring that all pupils read regularly in school and at home. Volunteers and parents support this process well. Books are closely matched to pupils' abilities. The wide range of books available in school help promote a love of reading.

Systems are in place to identify pupils with special educational needs and/or disabilities (SEND). However, sometimes these systems are implemented too slowly. Pupils' individual needs are not recognised early enough. This delays them receiving the tailored support they need. The school commissions external support to oversee provision for pupils with SEND. However, this is limited. Specialist support is accessed for those with complex needs and appropriate referrals made where needed. Pupils benefit from the resources provided by the school and the additional adult help they receive.

The early years curriculum is ambitious and provides a strong foundation for future learning. The learning environment is calm and purposeful. Staff have high expectations for how children behave and the effort they make. Children develop independence because adults know when to guide them and when to let them have a go for themselves.

Pupils are respectful. They have a good understanding about the importance of treating everyone equally. However, their knowledge and understanding of different faiths and other cultures are less well developed. The school offers some enrichment activities, but these are variable. Last year, early years children had many extended learning opportunities, but older pupils had much fewer. The number of pupils attending school clubs has reduced this year as parents now have to pay for these.

Those responsible for governance have not held the school to account robustly enough. This allowed some areas of the school's arrangements to go unchecked. With the support of the local authority, they have accessed external support to help the school improve. Staff say the school is considerate of their workload and supportive of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum implementation and its assessment in the foundation subjects is at an early stage of development. It is too early to gauge how successfully pupils are learning the new content and how well they understand and remember it. The school should review and evaluate how effectively the intended curriculum is being delivered and assess its impact on pupil achievement.

- Most subject leaders are new to their roles and are inexperienced. They do not yet have the expertise to evaluate the curriculum or identify where greater support is needed for staff and pupils in their subject. The school should ensure that subject leaders have the skills needed to monitor their curriculum areas and make improvements where needed.
- Pupils with SEND are not always identified early enough when they join the school. This leads to a delay in providing the specific individual support needed. The school should use all resources available to identify and manage the needs of pupils who have additional needs so that they achieve as well as they should.
- Pupils' cultural understanding and their knowledge of fundamental British values are limited. They are not well informed about religious beliefs and how other people live. Some pupils also have limited opportunities to extend their skills and interests beyond the academic. This impacts on their personal development. The school should ensure that pupils are well prepared for life in modern Britain and there is an equal offer for all age groups to participate in enrichment activities.
- Those responsible for governance have not held the school to account well enough. This has resulted in some previous weaknesses, for example in the quality of education not being picked up quickly enough. Those responsible for governance should check that the information they receive is accurate in order to provide the effective support and challenge needed to improve the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116674
Local authority	Hereford
Inspection number	10290534
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair of Governors	Ann Jenner
Acting Headteacher	Rosie Matli
Website	www.ewyasharoldprimaryschool.co.uk
Date of previous inspection	9 May 2018, under section 8 of the Education Act 2005

Information about this school

- At the time of the last inspection, the school was federated with another school in Hereford. This agreement ended in 2019.
- There is currently an interim headteacher in position. She joined the school in September 2023 and is being supported by an executive headteacher. The vacant headteacher post has been advertised.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.

- The inspectors met with the executive headteacher, acting headteacher and external members of staff who are currently supporting the school. A meeting was also held with members of the governing body, including the chair of governors. The lead inspector discussed the school with the director of education for Hereford and the head of learning and achievement.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at records of attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them informally about behaviour, bullying and welfare.
- The inspectors talked to parents at the end of the school day and considered the responses to Ofsted Parent View. They also reviewed the responses to the staff and pupil surveys and gathered the views of these groups on site.
- The inspectors considered a range of documents, including the school's self-evaluation and improvement plans. Minutes of governor meetings and reports from local authority officers were also scrutinised.
- To evaluate the effectiveness of safeguarding, the inspectors checked the school's single central record spoke to senior leaders about safeguarding procedures took account of the views of staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Heather Simpson, lead inspector	His Majesty's Inspector
Corinne Biddell	His Majesty's Inspector
John Parr	Ofsted Inspector

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