

INSPECTION REPORT

EWYAS HAROLD PRIMARY SCHOOL

Ewyas Harold, Hereford

LEA area: Herefordshire

Unique reference number: 116674

Headteacher: Mr Mark Gunn

Reporting inspector: David Amos
21712

Dates of inspection: 14 – 15 March 2000

Inspection number: 191201

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Ewyas Harold
Hereford
Herefordshire

Postcode: HR2 0EY

Telephone number: 01981 240432

Fax number: 01981 241106

Appropriate authority: The Governing Body

Name of chair of governors: Ms Diana Palmer

Date of previous inspection: 18 – 22 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small rural primary school situated in the village of Ewyas Harold but it takes pupils from a much wider area. Most pupils are from private housing with a small group from local authority housing. Other pupils come from local agricultural communities. Pupils have a wide range of ability when they start school, but overall the attainment of pupils on entry to the school is average. There are currently 94 pupils on roll. The school is part of the South Herefordshire Education Action Zone and receives additional funding from this source.

The percentage of pupils with special educational needs is above the national average as is the number of pupils with statements of special educational need. No pupils have English as an additional language and no pupils come from other ethnic backgrounds. It is indicated that there are no pupils eligible for free school meals but the local education authority have not provided a meals service for a number of years.

Since the last inspection in 1996 a new headteacher and two new teachers have been appointed. There is a high number of additional support staff, 3 of which are funded by the Education Action Zone (EAZ), and these staff are used to provide support for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

Ewyas Harold Primary achieves good standards for its pupils and prepares them well for the next stage in their education. The majority of the teaching is good and pupils with special educational needs receive very good support and make good progress. The leadership of the school is effective in ensuring that there is a clear focus on raising standards. The expenditure per pupil is high, as is the case with all small schools. Pupils come into school with average levels of attainment and the proportion of pupils with special educational needs is high, nevertheless they receive good quality teaching and attain higher than average standards at the end of Key Stage 2. Therefore, the school provides good value for money.

What the school does well

- By the end of Key Stage 2 pupils attain good standards in English and mathematics and achieve well in relation to their ability.
- Throughout the school the majority of teaching is good, with some very good quality teaching at Key Stage 2.
- The provision for pupils with special educational needs is very good, with particularly good support being given by the classroom assistants.
- The pupils have positive attitudes to their work and their behaviour is good.

What could be improved

- The governors, headteacher and staff should develop a more systematic approach to monitoring and evaluating the work of the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection found Ewyas Harold Primary to be a good school but identified 6 areas where improvement was required. Progress in these areas has been satisfactory overall and the school is continuing to improve. The school has improved its planning systems with the successful implementation of the National Literacy Strategy and the National Numeracy Strategy. The role of the curriculum co-ordinators is more clearly defined but there is still not a systematic approach to monitoring standards in subjects or the quality of teaching and learning. Governors are more involved in the work of the school. They have developed a more efficient committee structure and governors with subject responsibilities are starting to work more effectively with curriculum co-ordinators. However, there is no overall strategic plan or systematic procedures in place for self-evaluation of the quality of the school's work to ensure that good practice is consistent throughout the school or that areas needing

improvement are fully identified and monitored. Improved assessment procedures have led to more effective target setting. The quality of annual reports on pupils' progress is now satisfactory and the school meets the requirement to provide a daily act of collective worship.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	D	A	A	B
Mathematics	A	C	A	B
Science	B	C	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Although results have fluctuated over the past three years due to small numbers in each cohort and differences in the percentage of pupils with special educational needs, the school has generally produced standards above the national average and above the average for similar schools. The current Year 6 pupils, although a significant proportion are on the school's register of special educational needs, are on course to meet or exceed the required national standard. By the end of Key Stage 2 pupils are achieving well in terms of their ability and the school is meeting the targets set for individual cohorts of pupils. There are good standards in reading and the school is working hard to raise further its standards in writing. During the course of the inspection many good examples of written work were seen at both key stages. Standards in mathematics are also good at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils are keen to learn, listen attentively and generally work with sustained concentration.
Behaviour, in and out of classrooms	This is good. Pupils are polite and courteous and show respect for others.
Personal development and relationships	The personal development of pupils is good. The school provides a caring ethos. Relationships are good.
Attendance	This is good and pupils come to school on time.

The good behaviour and positive attitudes of the pupils are major contributory factors to the good standards of work attained.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall the quality of teaching was good and no unsatisfactory lessons were observed. At Key Stage 1, 50% of the lessons were good and 50% were satisfactory. At Key Stage 2, 88% of lessons were good or better of which 13% were very good. At both key stages good lessons were observed in both English and mathematics and the teachers have effectively introduced the National Literacy and Numeracy strategies. At both key stages teachers planning identifies clear learning objectives, there are clear introductions to activities and teachers questioning ensures that pupils are able to explain their reasoning and develop their understanding. The very good quality lessons observed at Key Stage 2 were characterised by high expectations of what the pupils could achieve and a very good pace to learning being maintained. Throughout the school the teachers have very effective support from classroom assistants and this is major contributory factor in the progress made by pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school generally provides a broad and balanced curriculum, with an appropriate emphasis given to developing basic literacy and numeracy skills.
Provision for pupils with special educational needs	This is very good and a strength of the school's work. The school is very good at promoting social inclusion and providing full access to the whole curriculum. The school's procedures for the identification and support of special needs pupils are very good. The pupils benefit considerably from the work of the Special Educational Needs Support Teacher and the support given by the high quality classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the moral and social development of the pupils is good and this is promoted well by all staff and in assemblies. Pupils know right from wrong and learn to respect and care for one another. The provision for spiritual and cultural development is sound.
How well the school cares for its pupils	The school has a caring ethos and promotes the welfare of its pupils. Monitoring of academic progress is effective in establishing appropriate targets for pupils.

The school makes good provision for the teaching of swimming and a good number of peripatetic teachers provide good instrumental tuition. In information and communication technology there is good provision for word processing and desktop publishing but the school does not currently provide the full curriculum for this subject. This is shortly to be improved by the installation of a number of new computers through the National Grid for Learning initiative.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has formed an effective new team of teachers and support staff who work hard to try to achieve high standards for the pupils. He has improved strategic planning and is providing a clear educational direction for the school. The special educational needs co-ordinator has established very effective identification and support structures for pupils with specific difficulties.
How well the governors fulfil their responsibilities	Governors are very supportive and involved in the work of the school. They are developing better systems for fulfilling their role.
The school's evaluation of its performance	Although there is a greater focus on using performance data to aid target setting, the school does not have a clear system in place for monitoring and evaluating its work.
The strategic use of resources	The deployment of classroom assistants is very effective in supporting the progress of pupils identified as having special educational needs.

The school is developing sound systems for applying the principles of best value in its financial decision making. Monitoring and self-evaluation is not well developed, although some monitoring is now taking place. This aspect of the school's work is considerably limited by the large teaching commitment of the headteacher.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • The school is helping their child to become more mature and responsible. • The school expects the children to work hard and achieve their best. • Special educational needs provision. 	<ul style="list-style-type: none"> • The school to establish a closer partnership with parents. • To have more information about how their children are getting on. • To be better informed about curriculum changes. • The amount of homework.

The inspection team found that the majority of teaching in the school was good and that pupils are expected to work hard. The pupils have positive attitudes to the school and their moral and social development is good. Special educational needs provision is very good and is a major strength of the school. The inspection team agreed with the parents' view that there is a need for more information about what is expected of their children's attainment in each key stage and the changes caused by the new National Literacy and Numeracy strategies. The school should endeavour to re-establish a closer partnership with the parents and improve their confidence in its work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Key Stage 2 pupils attain good standards in English and mathematics and achieve well in relation to their ability.

1. The results of the 1999 National Curriculum Standard Assessment Tests for 11 year olds show that the standards attained in English and mathematics were well above the national average and above the average for similar schools. Although results can fluctuate considerably year on year due to the small number of pupils in each year group, the school has shown a trend of improvement in English and mathematics over the past three years, which is broadly in line with the national trend. The current Year 6 has a significant number of pupils identified as having special educational needs, but they are on course to meet or exceed the required national standard in these two subject areas. The pupils attain good standards in reading and the school has set appropriate targets to further raise the standards of writing. During the inspection many examples of good written work were seen. For example, there were several examples of good poetry writing at both key stages and some very good descriptive pieces had been written by Year 5 and Year 6 pupils.
2. The main factors in attaining these high standards are the good quality teaching and the effective implementation of the National Literacy Strategy and the National Numeracy Strategy. Both of these strategies have been implemented well and this has helped provide much better continuity and progression in pupils' learning. The teachers in Key Stage 2 have adapted these strategies well to the individual needs of their pupils and their organisation of the lessons has ensured that pupils of all ability levels are given good support. This was clearly seen in a high quality mathematics lesson with Year 4 and Year 5 pupils when they were challenged by a good range of mental mathematics' questions at the start of the lesson. This was followed by a data handling activity which allowed some pupils to develop their own ways of graphing the given information and, through skilful questioning, helped many pupils to make accurate inferences from the data displayed. The teachers in Key Stage 2 set high expectations for their pupils and ensure that the work provided is challenging and well matched to the ability levels of the pupils. They ensure that the learning objectives set for the pupils are clear and that lessons have a good pace. This was exemplified when Year 5 and Year 6 pupils were challenged to produce a newspaper in one day using both their English and information technology skills.

Throughout the school the majority of teaching is good, with some very good quality teaching at Key Stage 2.

3. Overall the quality of the teaching in the school is good and no unsatisfactory teaching was observed. At both key stages good teaching was seen in English and mathematics. At both key stages teachers generally have a good subject knowledge in the teaching of English and mathematics. This ensures that the pupils are taught an appropriate range of skills and strategies.
4. At both key stages planning is thorough and teachers set clear objectives for what the pupils are to learn during the course of the lesson. The teachers take good account of the needs of pupils in the school's mixed age classes. These learning objectives are usually shared with the pupils and introductions to the tasks set are clearly given so that the pupils understand what is expected from them. Relationships with the pupils are good and this results in pupils having the confidence to offer answers and give

explanations as to how they have arrived at their conclusions. The pace of lessons is generally good. Pupils are expected to work at a good rate and this expectation is consistently reinforced by the teachers setting time targets for completion of work. This was used very effectively with Year 1 pupils with the teacher marking out on the class clock how long the pupils had to complete the set task. Throughout the school the support given by classroom assistants is of a very high quality and a major contributory factor in the progress made, particularly by pupils identified as having special educational needs.

5. The very good quality of teaching at Key Stage 2 was a result of a number of factors. The challenge set for the pupils was very high but not unrealistic and the pace of learning was maintained at a high rate. Very good explanations were given of possible techniques or strategies that could be used. Of major importance was the very good quality questioning used which enabled pupils to develop their understanding and improved their ability to give explanations for their selected methods of working, as was seen during the lesson on designing a newspaper with Year 5 and Year 6 pupils. This resulted in pupils developing their knowledge, skills and understanding at a good pace but also at a pace by which they had a secure grasp of what was being learnt and could retain their understanding. This was clearly demonstrated in a Year 1 literacy lesson when pupils were able to use the ideas discussed as a whole class and transfer them into high quality individual pieces of writing.

The provision for pupils with special educational needs is very good, with particularly good support being given by the classroom assistants.

6. The school has an above average number of pupils identified as having special educational needs. However, the high quality provision for these pupils is a major contributory factor in the school being able to maintain good standards.
7. The Special Educational Needs Co-ordinator is highly qualified and very well organised. There are very good systems in place for the early identification of pupils having difficulty with learning or behaviour. Assessment of the needs of these pupils is good and very clear targets are set for them in their Individual Education Plans. Teachers are fully aware of their needs and provide for them well when planning their lessons. Pupils with special educational needs also receive good quality support at Key Stage 2 from a support teacher during individual and group withdrawal sessions. Good liaison exists with parents and they are very positive about the support given to their children.
8. The school benefits from a good number of classroom assistants, some of whom are provided through additional funding from the Education Action Zone. These members of staff are very skilful and the quality of their continuing support in the classroom is a major factor in the good progress made by these pupils. During whole class sessions they sit with designated pupils helping them to understand the teacher's instructions and explanations. They encourage pupils to have the confidence to offer answers to questions and provide very good support when pupils are undertaking written tasks. The assistants do not provide the pupils with answers but use very good questioning and reminders of previous work to help their pupils make progress with the task.

The pupils have positive attitudes to their work, behaviour is good and the school provides a caring ethos.

9. Pupils are enthusiastic and have positive attitudes to their work throughout the school. The behaviour of pupils is good. Teachers have appropriate expectations of behaviour, pupils are aware of these expectations and management of behaviour is consistently applied. These factors contribute to the standards attained as lessons are orderly and proceed at a good pace with few interruptions for reminders of appropriate behaviour.
10. Pupils' positive attitudes occur as a result of the good relationships that exist with their teachers and the caring ethos that pervades the school. Pupils are given the confidence to try answers and if these answers are wrong they are not made to feel as if they have failed as their contributions are always valued. This applies equally to those pupils who have identified special educational needs. Pupils also find the majority of lessons challenging, and this, coupled with the enthusiasm of the teachers, ensures that pupils are motivated and want to learn.

WHAT COULD BE IMPROVED

The governors, headteacher and staff should develop a more systematic approach to monitoring and evaluating the work of the school.

11. Although some monitoring of work is now happening, this element of the school's work is not well developed. The school is therefore not able to fully analyse what aspects of its work are proving to be the most successful and what areas need to be improved. For example, it cannot identify which aspects of good quality teaching could be used to disseminate good practice and to raise further the quality of teaching.
12. The school is starting to analyse data more effectively and has rightly identified the need to raise standards in writing to bring them more closely in line with standards in reading. Some monitoring of pupils' work is happening in English, the governor with responsibility for numeracy has produced a useful report following classroom observations and an external consultant has undertaken some valuable monitoring of pupils' work alongside the headteacher. However, these developments are new and they are not well co-ordinated. The school has no policy or strategic plan for monitoring its effectiveness or for any self-evaluation of its work.
13. Co-ordinators are not sufficiently involved in monitoring and the headteacher's ability to monitor the quality of teaching and learning through direct classroom observation is severely restricted by his large teaching commitment. Governors' methods of monitoring are developing but are still largely informal and rely heavily on the close contact several governors have with the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

14. The governors, headteacher and staff should seek to improve the quality of its self-evaluation by:
- Developing a monitoring policy which identifies how monitoring will be undertaken, how it will happen, who is responsible for each aspect and to whom the outcomes will be reported.
 - Produce a schedule which identifies priority areas for monitoring and a timetable for when it is to take place.
 - Ensure that evidence is collected of the results of monitoring and that this is used to disseminate aspects of good practice and identify areas for improvement and further development.
- (Paragraphs: 11, 12 & 13)

15. PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	7%	66%	27%	0%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	94
Number of full-time pupils eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	86 (77)	86 (89)	86 (77)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	4
	Girls	6	6	5
	Total	12	12	9
Percentage of pupils at NC level 2 or above	School	86 (77)	86 (67)	64 (89)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	4	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	15
	Girls	4	3	3
	Total	18	16	18
Percentage of pupils at NC level 4 or above	School	95 (61)	84 (61)	95 (61)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	4	3	3
	Total	18	16	17
Percentage of pupils at NC level 4 or above	School	95 (63)	84 (63)	89 (69)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	87
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	21.9 : 1
Average class size	23.5

Education support staff: YR– Y6

Total number of education support staff	11
Total aggregate hours worked per week	115

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	212398.00
Total expenditure	206614.00
Expenditure per pupil	2153.00
Balance brought forward from previous year	20095.00
Balance carried forward to next year	25879.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	93
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	50	6	2	0
My child is making good progress in school.	29	46	13	6	6
Behaviour in the school is good.	35	48	10	0	6
My child gets the right amount of work to do at home.	27	27	29	4	13
The teaching is good.	33	46	4	8	8
I am kept well informed about how my child is getting on.	23	38	25	15	0
I would feel comfortable about approaching the school with questions or a problem.	42	42	8	4	4
The school expects my child to work hard and achieve his or her best.	29	52	8	2	8
The school works closely with parents.	19	42	21	13	6
The school is well led and managed.	33	40	17	4	6
The school is helping my child become mature and responsible.	27	56	6	0	10
The school provides an interesting range of activities outside lessons.	31	52	8	2	6