

Ewyas Harold Primary School

Inspection report

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| Unique Reference Number | 116674 |
| Local Authority | Herefordshire |
| Inspection number | 338861 |
| Inspection dates | 5–6 October 2009 |
| Reporting inspector | Rodney Braithwaite |

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

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|--|-------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 120 |
| Appropriate authority | The governing body |
| Chair | Diana Palmer |
| Headteacher | Stephanie Rosser |
| Date of previous school inspection | 8 May 2007 |
| School address | Ewyas Harold Hereford HR2 0EY |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons, talked to parents and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation relating to school self-evaluation, data on pupils' progress, safeguarding of pupils, provision for the curriculum and school improvement planning.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and progress of pupils in the last three years, its consistency across the school, and how effective the school was in improving these aspects
- the skills of children entering the Early Years Foundation Stage, and the effectiveness of provision for these children
- the provision for pupils learning of other cultures, their outcomes and how this contributes to pupils' knowledge of, and involvement in, community cohesion
- the effectiveness of senior and middle managers, in particular their capacity to lead school improvement.

Information about the school

The school is smaller than most primary schools. Almost all pupils are White British. The proportion of pupils with special educational needs and/or disabilities, the majority of whom have specific learning difficulties, is about average. Very few pupils are eligible for free school meals. A private nursery is situated on the school premises, and the school will shortly be opening a breakfast club. The number of pupils attending the school has risen significantly in the last two years. The school has received the Healthy Schools Award and the Quality Mark for teaching pupils with special educational needs and/or disabilities. The present headteacher is retiring at the end of this term.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, which is showing a strong capacity to maintain the good improvement made in the last three years. This is because there is a much stronger structure of distributive leadership in the school. Led by a compassionate and well organised headteacher, the staff have taken enthusiastically to sharing the wide range of responsibilities in the school. This has resulted in steady improvements in attainment, an effective reorganisation of provision in the Early Years Foundation Stage, which is now good, and a high standard of care and guidance for the needs of all pupils.

Teaching has improved and is now consistently good, and the great majority of more able pupils are reaching the standards of which they are capable. All groups of pupils, including those with special educational needs and/or disabilities make good progress.

Children in the Early Years Foundation Stage make good progress in their learning and development. This continues through Key Stages 1 and 2 so that by the end of Year 6 attainment overall is above the national average. However attainment in writing in Key Stage 1 is not as high as in other subjects. The school has been aware that for some time standards have only been in line with the national expectation, or even slightly below, whilst reading, for example has been consistently above average. The school has new strategies in place which are beginning to have a beneficial effect. Assessment procedures are good, so teachers are now much better at pinpointing reasons for pupils having difficulties in their learning.

The school has many strengths which include friendly and enthusiastic pupils who have very good attitudes to learning and behave well both in and outside school. They show good enjoyment in learning, particularly in practical experiences such as those at the Forest School. Staff know their pastoral needs very well and are always on hand to provide support when needed. The development of pupils' spiritual, moral and social skills is also strong and permeates daily life in the school. However the cultural development of pupils is less well developed. Pupils' involvement in the local community is high, as is their involvement in the school community. Their learning of other cultures in both their own country and on a global scale is not at the same level.

The governing body makes a good contribution to the management of the school, both through support and challenge, and ensures that all its statutory responsibilities, especially in safeguarding, are fully met.

What does the school need to do to improve further?

- Continue to improve attainment in writing in Key Stage 1 by;

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- embedding and using the new assessment for learning measures of progress
- relating more closely the good standards of pupils' reading skills to the skills of writing
- ensuring that there are more opportunities for writing in other subjects

Outcomes for individuals and groups of pupils**2**

Pupils respond well to stimulating and exciting teaching. Learning is best where teachers challenge all pupils strongly, and promote enjoyment and fun, such as in a music lesson in Year 1/2 where pupils were learning to be independent and perform in front of their peers. In a lesson in the Forest Class in a nearby wood, pupils in Year 5 made rapid gains in skills, knowledge and teamwork when planning and constructing a shelter from available resources. The responses of pupils in Key Stage 2 to their questionnaires indicate all of them feel they learn a lot in lessons. They make good progress, and this includes those pupils with special educational needs and/or disabilities. Work in pupils' books is usually well presented and marking is generally helpful in guiding improvement and encouraging them.

For several years, pupils' attainment has been above average by the time they leave school. With regard to writing in Key Stage 1, present evidence indicates that standards are improving, although they are not yet at the same level as pupils' above average reading skills. In Key Stage 2, attainment is above average in English, and challenging targets are being exceeded. Attainment in science is consistently above average, with many pupils reaching high levels. Overall, the great majority of pupils are achieving well. Relationships throughout the school are very good. Pupils say unanimously that the staff cares for them and there is good mutual respect. They appreciate the support and advice they receive, several mentioning the learning mentor. Pupils enjoy their education, typified by the comments, 'it is a very healthy and happy school, and its very sporty as well. I learn lots and lots.' Pupils have few concerns about bullying or the behaviour of others, although one wryly remarked, 'some of them have their moments!'. Pupils know and understand the benefits of a healthy lifestyle, and think that school lunches are very healthy. They enjoy their opportunities for games and sports clubs and take part enthusiastically in their very pleasant school grounds. Older pupils enjoy their responsibilities, especially being 'buddies' to younger pupils. School councillors talk engagingly about what they try to do for the school, especially their contribution to the improvement of the outside areas. They are involved regularly in local community activities, charity fundraising and activities with other nearby schools. Attendance and punctuality are satisfactory, the main problem being the number of pupils taken on holiday in term time. A strength in the personal development of pupils is their preparation for the future. As well as reaching good standards in English, mathematics and information and communication technology, pupils are developing independent learning skills, and a good level of teamwork especially in their outdoor challenges.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching and learning are good because teachers have good subject knowledge, manage their classes well, and make learning practical and enjoyable. For example, pupils in Year 6 studying ecosystems and food chains were able to do their own research with laptops, and answer a number of challenges based on their findings, including an invitation to report in French. Planning is good, although some teachers fail to move higher attaining pupils on quickly enough to planned extension activities. Time targets for completion are also occasionally not rigorous enough. Teachers' understanding and use of assessment data is generally good, and teaching assistants make a good contribution the learning of pupils.

The school has a well balanced curriculum which gives pupils a wide range of learning opportunities, especially in the immediate locality. This was very evident in the film made by pupils of activities in local farms, which provided them with several opportunities for cross curricular learning. A varied range of clubs, visits and other extra curricular activities, such as the moth spotting evening joined by parents, enhance the provision. There is good provision for the use of information and communication technology across the curriculum. Writing in subjects other than English is less well developed in Key Stage 1. The school is continuing to develop its creative curriculum through its 'creative weeks', such as that when pupils studied life in medieval times. The school gives a caring and welcoming environment for all pupils. Pupils feel safe in

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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school and are very confident in the support they receive from adults. The school's provision for pupils with specific learning difficulties is very good. Provision for child protection and risk assessment is rigorous. There are good arrangements for the transition of pupils to their next stage of education. Procedures for dealing with attendance issues are also robust.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher sets a fine example in ensuring that the whole staff shares her ambition for a continually improving school, which provides for the needs of all its pupils. This has helped the school to be thoroughly inclusive, where all pupils are provided with the same opportunities for self development and learning. In this small school most teachers take leadership responsibilities with enthusiasm and success. Members of staff cooperate well and spend time on supporting each other. This has enabled good progress to be made in priority areas, and indicates a good capacity for further improvement. There is a very positive whole staff approach to enabling pupils to do as well as possible. Governors are both supportive and challenging, and bring a number of skills to bear in their contribution to the management of the school. The headteacher ensures that they have a wealth of relevant information in order to inform their decision making. School leaders and governors have a good understanding of safeguarding procedures, and make certain that all are in place.

Parents and carers are regularly consulted about the progress made by their children, and are encouraged to play a full part in their learning. The school's contribution to community cohesion is satisfactory. The school has started to open links with other schools in this country and abroad and thus expand pupils' knowledge of other cultures. The school deploys its resources, especially the staff, effectively.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |

| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
|---|----------|
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

The majority of children enter the Reception class with the skills expected for their age, but there are also groups of children with either above or below average skills. All children make good progress in most areas of learning, because teaching is consistently good, and occasionally outstanding, and children's welfare and safeguarding are promoted well. As a result a majority of children enter Year 1 at levels above those expected for their age. Although children's communication skills are above average, their skills in writing are not so well developed. Children greatly enjoy their learning in activities such as cake making, and role playing. For example, their creation of spiderman and his car caused great excitement, and promoted good speaking skills. They are well behaved and their attitudes to learning are usually excellent. Relationships with parents are very good. They appreciate frequent communication with staff, and the staff's care for their children.

Provision for children is good. Activities are stimulating and well planned in much improved accommodation, especially the outdoor facilities. Children are encouraged to work independently, and there is a good balance between individual, group activities and those led by adults. Assessments are accurate and are being used effectively to support learning.

The Early Years Foundation Stage leader and classroom assistant work very effectively as a team in monitoring and evaluating provision. Transition arrangements into Year 1 are good, and transition from the new on-site Nursery is developing effectively.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

Responses received from nearly half of parents indicate a very positive view of the school. Almost all feel that their children enjoy school, that both teaching and leadership are good, and that children are being prepared well for their future lives. Typically, a parent commented, 'the staff show a great passion for their jobs...they know every child very well, which makes for a very warm school.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ewyas Harold Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 33 | 60 | 19 | 35 | 2 | 4 | 0 | 0 |
| The school keeps my child safe | 33 | 60 | 18 | 33 | 4 | 7 | 0 | 0 |
| The school informs me about my child's progress | 23 | 42 | 30 | 55 | 2 | 4 | 0 | 0 |
| My child is making enough progress at this school | 26 | 47 | 21 | 38 | 3 | 5 | 2 | 4 |
| The teaching is good at this school | 30 | 55 | 19 | 36 | 3 | 5 | 0 | 0 |
| The school helps me to support my child's learning | 21 | 38 | 27 | 49 | 3 | 5 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 28 | 51 | 22 | 40 | 5 | 9 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 30 | 55 | 20 | 36 | 0 | 0 | 1 | 2 |
| The school meets my child's particular needs | 22 | 40 | 28 | 51 | 3 | 5 | 2 | 4 |
| The school deals effectively with unacceptable behaviour | 22 | 40 | 27 | 49 | 5 | 9 | 0 | 0 |
| The school takes account of my suggestions and concerns | 21 | 38 | 24 | 44 | 2 | 4 | 1 | 2 |
| The school is led and managed effectively | 32 | 58 | 17 | 31 | 2 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 30 | 55 | 20 | 36 | 5 | 9 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 October 2009

Dear Pupils

Inspection of Ewyas Harold Primary School, Herefordshire HR2 0EY

Your school provides you with a good education.

Many thanks for making us so welcome on our recent visit. We were so pleased to see how much you enjoyed your learning especially the young singers in Class1/2. You were very polite and we thought you behaved very well everywhere. We were pleased to hear that you feel so safe and well looked after by all the staff.

We believe that you are well taught in all your classes and that your teachers and their assistants work very hard to help you learn. You do really well in reading, science, mathematics and information and communication technology. In Key Stage 1 your writing is improving, and we hope you will soon achieve as well as you do in other subjects. We were very pleased to know that you and your parents think the school is doing a good job, and that even if you do have a problem, the school does its best to help you. Your headteacher and all the staff are working as a very good team in order to give you the best start possible to your education.

We have suggested to them that;

- they try to help you to continue to improve your writing in Key Stage 1 by giving you more opportunities to write, and by showing you how your reading skills can help you to write better
- giving you more opportunities to learn about people who live in this country and in some other parts of the world

We are sure that you will be able to help your teachers do this. Keep enjoying your learning, and give a really good send off to your headteacher when she leaves.

Yours faithfully

Rod Braithwaite

Lead Inspector

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