

Huish Episcopi Primary School

North Street, Huish Episcopi, Langport, TA10 9RW

Inspection dates 12–13 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because:

- The majority of pupils make good progress from their different starting points and achieve well. Rates of progress across Key Stage 2 have improved markedly since the previous inspection and are higher than most other schools.
- Pupils' attainment in reading, writing and mathematics by the end of Year 6 has risen to be higher than the average.
- Teaching and learning are good overall and at times outstanding. Strong teaching at each end of the school ensures that children get off to a good start and that older pupils finish their primary education strongly.
- Pupils feel safe, behave well and enjoy being in school. Attendance is good and improving. Pupils with additional needs are well looked after and make similar progress to their peers.
- Leaders, managers and the governing body have established a clear and compelling vision for the school. Accurate self-evaluation is informed by rigorous monitoring.
- Staff performance is well managed and weaker teaching has been tackled robustly. Comprehensive induction and training programmes have improved teaching and learning during a period of staff turbulence and changes to the school community.
- An interesting and varied curriculum makes a strong contribution to pupils' achievement and their wider development.

It is not yet an outstanding school because:

- Occasionally, teaching fails to meet the learning needs of all pupils. Consequently, pupils' learning is more variable and pupils do not always make the best progress possible.
- The school's detailed pupil tracking data are not used systematically by senior leaders (the governing body), to check the progress of classes towards their interim and end-of-year targets.

Information about this inspection

- The inspector visited eight lessons, of which four were joint observations undertaken with the headteacher. In addition, the inspector observed pupils at breaktimes, examined their work in books and listened to a sample of pupils reading.
- Meetings were held with a group of pupils, members of staff, including the headteacher, and three representatives of the governing body.
- The inspector met with several parents and carers at the end of the school day and considered 27 responses to the on-line questionnaire (Parent View). He also took account of the views of staff, including those expressed in 12 responses to the staff questionnaire.
- Other aspects of the school's work were examined. The inspector looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and the school's central record of checks on staff.

Inspection team

Ian Hancock, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The school became a member of the Huish Community Education Trust and a foundation school on 1 April 2011. It is a member of the Huish Community Learning Partnership.
- There have been successive changes in teaching staff since the previous inspection. This is due mainly to several maternity leaves. At the time of the inspection, the substantive deputy headteacher was on maternity leave.
- The school is smaller than most primary schools and around 60% of the pupils currently on roll are boys. A higher-than-average proportion of pupils join and leave the school other than at the usual times. While most pupils are of White British heritage, an increasing proportion come from minority ethnic backgrounds. A few pupils who speak English as an additional language are at the early stages of speaking English when they join the school. The proportion of pupils that are known to be eligible for the pupil premium is also rising, but remains below the average.
- The proportion of disabled pupils and those with special educational needs that are supported through school action is above the average, but the proportions supported at school action plus or with a statement of special educational needs are lower than most other schools.
- Pupils are taught in five mixed-aged classes, including the Reception class for children in the Early Years Foundation Stage which contains a small number of Year 1 pupils.
- The school meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Over the next year, share and extend the stimulating teaching that already exists in the school so that pupils' good learning and progress are sustained in all classes by:
 - setting learning objectives for each lesson that challenge pupils of different ages and abilities
 - strengthening pupils' ability to evaluate their own and each other's learning by asking them to explain their answers fully and providing detailed criteria for checking their work.
- Ensure that summary information on pupils' progress and attainment is shared more frequently with the governing body in order to monitor more closely the school's progress towards termly and end-of-year objectives.

Inspection judgements

The achievement of pupils is good

- Children's knowledge and skills when children join the Reception class vary, reflecting the small cohorts. Recently, they have been below those expected for their age. Good teaching and secure routines ensure that children settle quickly and make good progress across all areas of their learning.
- Children's independence and social development are promoted particularly well. For example, within a few days of starting school, children were able to listen attentively to adult instructions, discuss their learning with a partner and confidently gather the materials they needed. Subsequently, they walked around with clip boards practising their early writing skills by making labels while timely adult interactions checked their understanding and extended their vocabulary.
- Pupils generally make good progress across Key Stage 1 in their reading. However, pupils' progress in writing and mathematics is less well embedded which means that pupils' progress is slower. Consequently, their attainment at the end of Key Stage 1 exceeds the average in reading and is average in writing and mathematics. A recent fall in pupils' attainment in Year 2 largely reflected the different capabilities of the year group.
- Pupils make good, and improving, progress in acquiring their basic skills across Key Stage 2, so their attainment at the end of Year 6 is above the average. In lessons, pupils are enthusiastic learners that collaborate well with each other on shared tasks. In a Year 6 literacy lesson on using imagery in poems, pupils keenly shared ideas and scribed for each other. The class teacher's skilful use of pupil discussion and paired writing enabled pupils to achieve well.
- When reading to an adult, younger pupils apply their knowledge of letters and sounds, (called phonics), competently to decode unfamiliar words. They demonstrate a good understanding of what they are reading and correct themselves frequently when they have misread a word.
- Older pupils speak enthusiastically about reading and were observed eagerly testing their comprehension skills using an individualised electronic reading programme. Several pupils reported how the programme had not only improved their reading, but ensured they were suitably prepared to read a more demanding book. However, some pupils have a limited recall of authors and types of text.
- Disabled pupils and those with special educational needs make similar progress to their peers. This is because they are well supported in lessons and through personalised programmes of support. For example, pupils participating in an individual reading programme made, on average, 10 months progress during the 12-week programme. Pupils who speak English as an additional language are effectively supported in lessons.

The quality of teaching is good

- The quality of teaching is good, and occasionally outstanding, particularly for the youngest and oldest pupils. In the most effective lessons, teachers move learning on briskly with well-focused and probing questions that keep pupils on their toes. This was particularly evident in a Key Stage 2 mathematics lesson where pupils calculated simple number problems rapidly in preparation for the main part of the lesson. In this lesson, the teacher's confident subject knowledge ensured that teaching points were clearly explained and demonstrated.
- Teachers use assessment information to plan well-structured lessons for mixed-aged classes. In one well-taught lesson, the Reception Year children were given opportunities to engage in different adult-led and child-selected activities while the Year 1 pupils were taught more formally. Occasionally, pupils make slower progress because the objective for the lesson is not sufficiently refined to challenge different ages and capabilities.
- In several lessons seen, the teacher and teaching assistant systematically circulated around the room, questioning individuals about their learning. Teachers then adjusted their teaching in light of the pupils' responses. During a Key Stage 2 mathematics lesson, the class teacher

adapted the content by creating an impromptu teaching group to maintain an appropriate level of challenge for all pupils.

- Teaching assistants are adept at supporting individuals and groups of pupils, including disabled pupils and those with special educational needs or those who speak English as an additional language.
- Pupils use checklists to evaluate their writing, but these lack the detail necessary to guide pupils and develop their understanding of what is required. Similarly, valuable learning opportunities are sometimes missed because pupils are not routinely asked to explain their answers.
- Reading is taught well and accounts for pupils' good progress and rising levels of attainment. The youngest pupils make good progress in learning to read because teachers demonstrate the articulation of letter sounds confidently.

The behaviour and safety of pupils are good

- Pupils' good behaviour continues to be a positive feature of the school. During this inspection, pupils were courteous and considerate, holding doors open for others and thanking classmates for distributing equipment to support their learning. Inspection evidence shows that most parents and carers believe that their children are happy, safe and well looked after. The inspector came to a similar view.
- Pupils behave well in lessons and in the playground because they have a clear understanding of the agreed expectations, rewards and consequences. Pupils feel safe and most think that behaviour is usually good. One pupil acknowledged candidly, 'We do have our off days.'
- In lessons, teachers manage behaviour well. For example, by insisting that younger pupils use their 'classroom voice' when discussing their learning with a partner. Elsewhere, teaching assistants remind pupils of the school's expectations when walking around the school site.
- Safety is given a suitably high profile so that pupils are clear about how to keep themselves safe both within and beyond the school. For example, a notice reminds pupils to hold the handrails when using the steep steps to the playground.
- Pupils are aware of different types of bullying such as cyber bullying and can explain the potential dangers of using social networking sites. They say that any unkindness is tackled swiftly and effectively. Isolated incidents of bullying are rigorously recorded and carefully followed up. As a result, pupils are confident in raising concerns with adults and value the worry boxes that are located within classrooms.
- The school's ethos is very positive. Motivational sayings written by pupils, such as 'If you never give up, you'll go far', are displayed around the school. Older pupils willingly take on roles of responsibility as play leaders, monitors and members of the school council. They take their responsibilities seriously such as when supervising younger pupils using play equipment at lunchtimes.
- High-quality relationships at all levels and an engaging curriculum ensure that pupils display very good attitudes towards their learning. This can be seen in the high take-up of after-school clubs and in their good, and improving, attendance.

The leadership and management are good

- The headteacher and other leaders have maintained a clear vision of where and how to improve the school during a period of substantial change. Inspection evidence confirms this vision is shared widely and members of staff fully support what the school is trying to achieve. Expectations are articulated clearly and promote a consistent approach to teaching and the learning environment.
- The headteacher has a very accurate view of the quality of teaching and learning. Her perceptive observations and informative feedback punctuate the school's monitoring records. There is a good level of professional support for all staff which is linked closely to performance management in order to improve their practice. Accountability systems

are strong and weaker teaching has been tackled vigorously.

- Leaders' accurate evaluation of the school's effectiveness stems from a regular review of pupils' attainment and progress. Systems to track pupils' reading development are detailed and the outcomes are used widely to inform improvement planning.

- **The governance of the school:**

- The governing body knows the school well because members visit regularly to monitor the school's work. On a recent visit to check on literacy, members of the governing body heard pupils read, viewed resources and met with the subject leader.
- Members follow up visits with detailed reports for the full governing body and by raising questions in subsequent meetings.
- Comprehensive reports from the headteacher update members on their statutory responsibilities and ensure that they are kept well informed.
- Summary information on pupils' progress and attainment is not shared often enough for members to check the difference that actions are making over the short and medium term.

- Procedures for safeguarding pupils meet current government requirements and there are robust arrangements in place for checking staff and other adults.

- The curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. Trips into the locality, visitors to school and residential visits provide numerous opportunities for pupils to pursue their sporting, cultural and artistic interests. Pupils' positive responses are demonstrated by their reflective attitudes towards learning, high levels of engagement and growing aspirations for the future.

- The local authority provides light touch support for this good school.

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

Unique reference number	123648
Local authority	Somerset
Inspection number	402185

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	128
Appropriate authority	The governing body
Chair	Greg Perkins
Headteacher	Gillian Islip
Date of previous school inspection	25–26 February 2010
Telephone number	01458 250673
Fax number	01458 251587
Email address	office@huisepiscopi-pri.somerset.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

