

Inspection of Huish Primary School

Carisbrooke Gardens, Yeovil, Somerset BA20 1AY

Inspection dates: 10 and 11 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Leaders have the highest ambitions for their pupils. They ensure that pupils, regardless of their background, achieve well at Huish. It is a highly inclusive environment where pupils feel safe. Pupils flourish from the moment they start school. They say that everyone is welcome at the school. For example, pupils look after those who join from other countries.

Staff expect pupils to do their very best in everything they do. Pupils rise to this. Their behaviour in classrooms and around the school site is exemplary. Pupils display kindness and politeness to one another. Bullying is extremely rare. Pupils demonstrate exceptionally positive attitudes to learning. As a result, classrooms are a hive of purposeful learning.

Pupils have a wealth of experiences beyond the academic curriculum. Leaders check that there is range of cross-curricular activities for pupils to pursue their interests and talents. This includes disadvantaged pupils and those with special education needs and/or disabilities (SEND). Staff carefully plan trips, such as visits to a mosque or a local museum, to deepen pupils' knowledge further.

Parents' views on the school are highly positive. Comments such as 'could not recommend the school enough' and 'an all-round excellent school' summed up the views of many.

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

Leaders relentlessly pursue excellence. They continuously strive for improvement across all aspects of the school. As one governor described it, 'We never stand still.' This has resulted in a highly ambitious, rich and well-established curriculum. Leaders' checks on its impact are timely and thorough. As a result, they quickly identify any weaknesses and swiftly address them.

Leaders have prioritised an ongoing cycle of high-quality training for all staff. It is carefully tailored to meet identified areas. This means teachers' subject knowledge is deep. They understand how their lessons build on what pupils have learned in the past and what they will learn next. During lessons, teachers use questions to great effect to make frequent checks on pupils' learning. They swiftly address any gaps in knowledge.

Pupils can recall what they have learned over the long term. They use this to make connections in their learning. They can analyse issues and articulate them well. For example, in geography pupils speak knowledgably about the issues surrounding rainforests. In history, they critique historical sources drawing on what they learned previously.

Teachers adapt the curriculum skilfully to meet the needs of all pupils, including those with SEND. They meet their individual needs very well. Consequently, pupils achieve exceptionally well across the curriculum. The school makes use of specialist teachers in some subjects to ensure the impact of the curriculum is consistently high across all areas. Their work is of a consistently high quality.

Leaders prioritise reading across the school. They have embedded an effective early reading programme. They waste no time in ensuring that children learn to read in Reception. This flying start means that pupils learn to read quickly and confidently.

By key stage 2, pupils read widely across a variety of genres and authors. They talk with great enthusiasm of their love of reading and the books they have read. Author visits inspire pupils to read further. Teachers use daily 'read aloud' sessions to deepen pupils' vocabulary. For example, in the early years, children discuss alternative words for 'sad' when reading Goldilocks and the Three Bears.

Leaders have established highly effective systems to ensure that any pupils who fall behind in reading receive the support they need. This includes pupils who are at the early stages of learning English. Leaders analyse this support closely to check its impact. As a result, pupils catch up quickly.

Leaders ensure that pupils' personal development is woven throughout the curriculum and in everyday life at Huish. As a result, pupils are compassionate and confident. Local awards recognise the school's outstanding work on well-being.

Leaders ensure that pupils develop leadership skills through being given responsibilities, such as house captains or being members of the eco-council. Pupils speak with great pride about their roles. Pupils have a very strong awareness of faiths and cultures different to their own.

Pupils enjoy school. Their positive attitudes and exemplary behaviour ensure that learning progresses without interruption. They reflect this in their very strong attendance. Leaders have clear procedures to work with families and swiftly address any issues.

Trustees and governors hold the school to account well. They check regularly on aspects of the school's work. Their self-evaluation of the school is accurate. Staff morale is high. They feel very proud to work at Huish. Early career teachers have high-quality support.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture. They ensure that staff receive regular training. As a result, they can identify pupils at risk of harm. Staff record concerns and leaders act on these swiftly. They make referrals to the local authority as necessary. Leaders work well with other agencies and, where

appropriate, challenge them to achieve the best outcome for the family. The trust oversees the school's safeguarding work, including recruitment procedures and checks on visitors and contractors.

Through regular revisits in the curriculum, pupils have a detailed knowledge of how to stay safe online and the risks of 'stranger danger'.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140455
Local authority	Somerset
Inspection number	10242385
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	Board of trustees
Chair of trust	Jackie Bachrach
Headteacher	Cara Carlock
Website	www.huish.somerset.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Huish Primary School is part of the Huish Academy Trust. It converted to become an academy school in December 2013. When its predecessor school, Huish Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school runs its own breakfast club provision.
- 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders, the chief executive officer of the trust, groups of staff, representatives from the local governing body, and a member of the trust board.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, geography and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also looked at samples of work in science and history.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors spoke to parents at the start of the school day. They also considered the responses to the online survey for parents, Ofsted Parent View, and took into consideration responses to the pupil and staff survey.

Inspection team

Jason Edge, lead inspector	His Majesty's Inspector
Katharine Anstey	Ofsted Inspector
Andrew Evans	Ofsted Inspector

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