

Inspection of West Huntspill Primary Academy

New Road, West Huntspill, Highbridge, Somerset TA9 3QE

Inspection dates: 3 and 4 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Emma Barker. This school is part of The Priory Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, William Roberts, and overseen by a board of trustees, chaired by Katie Dominy.

What is it like to attend this school?

Pupils are happy to come to West Huntspill Primary Academy. They enjoy school because it is a fun place to learn. Adults have high expectations of pupils' behaviour. Clear routines are in place. Most pupils need few reminders to follow them. Pupils say behaviour has improved. They show positive attitudes to learning and play well together.

Relationships between pupils and adults are positive. This means pupils trust adults to keep them safe. Pupils know adults will help if they have any concerns. The school has implemented a new approach to improving attendance. This work is having a positive impact on how often pupils attend school.

Pupils value having responsibilities within the school such as play leaders and parliament leaders. They enjoy a range of after-school clubs. These include gardening, mindfulness, dance and multi-sports.

Most parents would recommend the school to other parents. They say the school communicates well with them and addresses any concerns they may have. The school provides curriculum information sessions and a reading café for parents. This supports parents in knowing how to read at home with their child.

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

The school has thought carefully about the curriculum that pupils need to learn. It has identified the small steps of knowledge that pupils need to build over time. Clear guidance means teachers know what to teach and when. In lessons, teachers model what they want pupils to learn. Classroom displays help pupils recall previous learning. Teachers support pupils to broaden their language, and pupils are beginning to use accurate vocabulary. Teachers use assessment to make sure pupils deepen their knowledge and understanding.

In some subjects, the curriculum is relatively new and has not been fully implemented. This means pupils do not yet build their knowledge well enough over time. This is reflected in historic published outcomes. The school has refined the curriculum so that pupils can better recall what they have learned and build their knowledge. For example, in writing, pupils now have more opportunities to develop their writing skills and vocabulary. In mathematics, the school has included more opportunities for pupils to reason and solve problems.

The school is ambitious for what all pupils can achieve. The school supports pupils with special educational needs and/or disabilities to learn the same curriculum as their peers. Adult help and resources support pupils to access learning. When pupils need more support, the school gives them extra help so they can keep up with their peers.

Pupils learn to read as soon as they start school. They build their phonics knowledge well. Adults use regular assessment to check pupils' learning. The books that pupils read match the sounds they know. Adults support pupils to read and understand stories. The texts that pupils and teachers read help pupils to develop their understanding of the wider world. Teachers read to their classes with enthusiasm. Pupils enjoy listening to the stories that adults read to them.

The early years foundation stage curriculum supports children to build their knowledge in preparation for Year 1. The school has recently refined the Nursery curriculum which means children are better prepared to start school. Provision inside and outside supports children to develop knowledge well across the curriculum. For example, children practise early mathematics by sorting shapes. Children have opportunities to write letters and post them in the class postbox.

The personal, social and health education curriculum supports pupils to keep themselves safe. They learn about growing up and being healthy. The school organises wider opportunities for pupils. Paralympic athletes have shared with pupils their achievements and careers advisers have talked to pupils about future employment. In the school parliament, older pupils support younger pupils to discuss real-life issues. For example, they discuss why it is important to wear a life jacket when in deep water. They encourage younger pupils to share their views and practise speaking and listening.

Pupils enjoy trips such as a visit to the Clifton Suspension Bridge. They learned about the engineering challenges overcome by Isambard Kingdom Brunel. This helped them to understand why he is a significant local historical figure. Pupils can explain differences between world religions. Pupils say adults treat them fairly. They have some understanding that people should treat everyone the same. The school is supporting pupils to deepen their understanding of tolerance and respect.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is new and not yet implemented effectively. Pupils do not build their knowledge well in these subjects. The trust needs to ensure that the curriculum for these subjects is fully implemented so that pupils know more and remember more.

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	148531
Local authority	Somerset
Inspection number	10298104
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	Board of trustees
Chair of trust	Katie Dominy
CEO of the trust	William Roberts
Principal	Emma Barker
Website	www.huntspillfederation.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- West Huntspill Primary Academy converted to become an academy in April 2021. When its predecessor school, West Huntspill Community Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school is part of The Priory Learning Trust.
- The school has Nursery provision for two-year-olds.
- The school uses one registered alternative provider.
- There have been several staff changes since the last inspection.

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 the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about writing, physical education, science and opportunities for pupils' personal development.
- Inspectors held meetings with the principal, the special educational needs coordinator, the early years leader, curriculum leaders, teaching staff and administration staff.
- The lead inspector met with governors, trustees and the chief executive officer.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, 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.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- The lead inspector considered the responses to Ofsted's online survey for parents, Ofsted Parent View. She also took into consideration the responses to the surveys for pupils and staff.

Inspection team

Caroline Musty, lead inspector

Ofsted Inspector

Sean Millar

Ofsted Inspector

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