



# Huish Episcopi Primary School

## Inspection Report

**Unique Reference Number** 123648  
**LEA** Somerset  
**Inspection number** 281524  
**Inspection dates** 9 May 2006 to 10 May 2006  
**Reporting inspector** Alison Grainger AI

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

<b>Type of school</b>	Primary	<b>School address</b>	North Street
<b>School category</b>	Community		Langport
<b>Age range of pupils</b>	4 to 11		Somerset TA10 9RW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01458 250673
<b>Number on roll</b>	198	<b>Fax number</b>	01458 251587
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mark Nesbit
<b>Date of previous inspection</b>	31 January 2000	<b>Headteacher</b>	Mr Simon Martin

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 9 May 2006 - 10 May 2006	<b>Inspection number</b> 281524
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is situated in the small market town of Langport. Almost all pupils are of White British heritage, although a very small number have English as an additional language. The percentage of pupils with learning difficulties is below the national average. Most children enter the Reception Year with attainment at the level expected for their age.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The overall effectiveness of the school and the value for money it provides are inadequate. Pupils' progress is too patchy and inconsistent and too many underachieve. Children are given a satisfactory start in the Reception Year, where effective action is taken to rectify any weaknesses in their individual attainment on entry. Nearly all reach the goals expected for their age. However, pupils do not have a sufficiently smooth journey in developing their knowledge, understanding and skills from the start of Year 1 to the end of Year 6.

The quality of teaching varies too much and is inadequate overall. It is not matched well enough to pupils' needs and is the main cause of their underachievement. Little teaching is good, although effective teaching has helped the pupils in Year 6 to catch up this year. Coverage of the curriculum is also inconsistent and unsatisfactory.

Care, support and guidance for pupils are satisfactory overall. Guidance through marking and target setting to help pupils know how to improve their school-work is not strong enough. There are good features in the attention given to pupils' personal welfare. Pupils are provided with a calm and orderly environment. They behave well and get on with each other and with the adults in school. Although parents are pleased with the school, particularly the care for their children and the approachability of staff, a few are concerned about their children's progress in Years 3 to 6.

Leadership and management, particularly self-evaluation, are inadequate. The causes of underachievement have not been identified and tackled. As a result, the school has seen itself as being more effective than it is. Although some improvements have been made since the last inspection, such as in the provision for information and communication technology, overall progress has been unsatisfactory. The school is not demonstrating that it is able to identify and bring about the improvements that are needed.

### What the school should do to improve further

- Ensure that all pupils do as well as they should by matching teaching to their needs and covering the curriculum in sufficient depth in all classes.
- Improve the rigour of self-evaluation at all levels of leadership and management so that weaknesses in provision, particularly in teaching, are identified and effective action is taken.
- Strengthen marking and target setting so that pupils know better how to improve.

## **Achievement and standards**

### **Grade: 4**

Pupils' progress through the school is inconsistent and inadequate overall. Children get off to a satisfactory start in the Reception Year in all areas of learning. Almost all reach the goals expected for their age and a few exceed them. In Years 1 to 6, there is significant underachievement in several year groups where many pupils should be doing better. Pupils with learning difficulties are the only group who make consistently satisfactory progress.

Standards in the national tests for pupils at the end of Year 2 have been broadly average in reading, writing and mathematics in recent years. These results indicate that most pupils achieve satisfactorily at the end of Year 2 in relation to their starting points and capabilities. However, not all are doing as well as they should in Year 1, particularly in writing. Furthermore, there is little evidence of pupils reaching the higher levels for their age in Years 1 and 2 in their day-by-day schoolwork.

Many pupils in Years 3 and 4, particularly the average and more capable ones, are working well below their capabilities. These pupils have made poor progress since the end of Year 2, and evidence from their school work indicates that they are not on course to reach their targets. Pupils now in Year 6 are reaching the broadly average standards of which they are capable because of good teaching and provision in 'booster groups' this school year. Pupils in Year 5 are also making reasonable progress this school year but not all are reaching the standards of which they are capable. Many pupils now in Years 5 and 6 underachieved in earlier years and did not make adequate progress towards their targets. The targets set for individual pupils to reach at the end of each year as they move up from the start of Year 3 to the end of Year 6 are not always challenging enough. Individual targets are often modified when pupils fail to reach them.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. The vast majority of pupils are friendly, courteous and polite. They behave well and follow safe practices, for example as they move about the school and use the steep steps between the main building and the playground. Many pupils enjoy school and this is reflected in their attendance, which is above the national average. They get on well with each other and like the adults in school; Year 6 pupils, for example, really appreciate the effort the school has made to provide them with a breakfast club during the week of the national tests. During this inspection, it was seen that not all pupils maintained good attitudes to learning when teaching did not interest or challenge them sufficiently. Although pupils in Years 5 and 6 present their work carefully, many younger ones do not.

Pupils make a good contribution to the school community through the school council. They also contribute well to the wider community and are aware of the needs of those less fortunate than themselves. Pupils have the expected understanding of the

importance of eating healthily and taking regular exercise. They satisfactorily develop skills necessary for their future economic well-being, such as in using computers. However, not all acquire the skills they should in writing and mathematics

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The main reason why pupils' progress is patchy and many underachieve is that the teaching they experience over time is inconsistent and inadequate overall. Evidence from this inspection indicates that there is not enough good teaching to ensure that all pupils achieve well. Currently, effective teaching for Year 6 pupils this year has done much to help them catch up and reach appropriate standards.

In the year groups in which pupils do not make enough progress, work is not always matched adequately to their needs. Teachers' expectations of pupils are often too low and the work provided lacks challenge. On occasions, weaknesses in the management of pupils, and in the activities provided, lead to pupils not taking enough part in the lesson. For example, when pupils are gathered together on the carpet for too long, they become restless and do not pay attention.

Day-by-day assessment, such as through questioning of pupils to check their understanding, and through marking, is not used well enough in most classes. Although there are examples of good marking in Year 6, in other years it does little to help move learning on.

More positively, good relationships between teachers and pupils promote an atmosphere supportive of learning. Teachers usually explain the purpose of lessons clearly so that pupils know why activities are being undertaken.

### **Curriculum and other activities**

#### **Grade: 4**

The curriculum does not meet pupils' needs adequately. All the required subjects are taught but the evidence of pupils' recorded work shows thin coverage in some years, which contributes to pupils' underachievement. Much work lacks depth and challenge in science, religious education, geography and history. Too little attention is given to the development of pupils' skills in writing and mathematics across the curriculum. However, the provision for information and communication technology has improved since the last inspection and is now satisfactory.

Personal, social and health education contributes effectively to pupils' personal development. The good range of activities additional to lessons includes after-school clubs for pupils in Years 3 to 6, a residential visit to an activity centre in Year 6, visits to places of interest, and visitors who talk to pupils. All these activities contribute to pupils' enjoyment of school.

Children in the Reception Year experience a satisfactory curriculum. Attention is given to any weaknesses in attainment on entry. At the start of this school year, for example, staff gave particular attention to improving children's personal, social and emotional development.

## **Care, guidance and support**

### **Grade: 3**

The overall satisfactory care for pupils has some good features but also an aspect requiring improvement. Guidance to pupils about how to make progress with their schoolwork is the weaker area of care and is unsatisfactory. Pupils' individual targets are not reviewed frequently enough or referred to in marking.

Good attention is given to pupils' personal welfare. Effective steps are taken to help children settle in when they start in the Reception Year and to support those who enter the school at a later stage. Staff are mindful of the personal needs of pupils with learning difficulties and disabilities.

Arrangements for ensuring pupils are safe, including child protection procedures and risk assessments, are satisfactory. Pupils are taught about healthy eating and given opportunities for regular exercise.

## **Leadership and management**

### **Grade: 4**

The headteacher has analysed national tests results for Year 6 pupils and national assessments for Year 2 pupils with considerable care, and has clearly identified groups that have underperformed in previous years. Specific actions were instigated this year in response to this analysis, for example the provision of additional support programmes and through the priorities identified in the school's improvement plan.

However, the school has yet to begin critically analysing pupils' work and the teaching they experience over time, to identify and tackle the root causes of underachievement. Consequently, the school's assessment of its overall effectiveness as good was not confirmed by this inspection. All pupils do not make sufficient progress based on their starting points.

Teaching and the curriculum lack leadership at both senior and middle management levels. A curriculum strategy team, comprised of key staff with leadership and management responsibilities, has been in place this school year but this is insufficiently effective and has not developed into a real driving force for raising standards. Governors have actively questioned the school's performance in national tests and sought external advice about improvements required. They have checked that developments planned by the leadership relate to the school's improvement priorities and are implemented.

On a day-by-day basis, the school runs smoothly. Pupils are provided with a calm and orderly environment and are able to approach staff, including the headteacher. There are satisfactory arrangements for gaining pupils' views and some adequate action is taken to seek the views of parents. However, the school is failing to provide a

satisfactory education for its pupils. It has made insufficient progress since the last inspection, particularly in raising standards in writing and in improving the curriculum. Leadership and management are inadequate. The evaluation of current provision is weak. The school has not demonstrated that it has the necessary capacity to improve.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	4	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us when we visited your school. We enjoyed talking with you. We found that you behave well and are sensible. You get on with each other and with the adults in school. The adults take good care of you.

You have some good opportunities to do interesting things additional to lessons, such as taking part in clubs in Years 3 to 6 and going out on visits. We know that the Year 4 pupils enjoyed the river walk they went on while we were in school.

There are some things that we have asked the adults to do to make the school better. We do not think that you are making as much progress as you should. The adults are going to look carefully at the teaching and the work in different subjects to see how they can put this right. They are also going to do more to tell you how you can improve your work and make better progress. To help you, other inspectors will visit the school to check the progress you are making.

Thank you again for helping us and for making us welcome.