



Huish Primary School

Inspection Report

Unique Reference Number 123722
LEA Somerset
Inspection number 281546
Inspection dates 6 December 2005 to 7 December 2005
Reporting inspector Tom Simpson RISP

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

Type of school	Primary	School address	Carisbrooke Gardens
School category	Community		Yeovil
Age range of pupils	4 to 11		Somerset BA20 1AY
Gender of pupils	Mixed	Telephone number	01935 474984
Number on roll	422	Fax number	01935 423027
Appropriate authority	The governing body	Chair of governors	Mr Tim Witt
Date of previous inspection	12 June 2000	Headteacher	Mrs Vivienne Campbell

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Huish is a large primary school. Although the pupils are mainly White British, there is a small number from minority ethnic groups and one pupil is at an early stage of learning English as an additional language. A lower-than-average proportion of the pupils are entitled to free school meals, and most are not from particularly advantaged backgrounds. A large proportion of pupils in some year groups have significant and complex needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school. It is very well led and managed and effective steps have been taken to promote improvement since the last inspection. The school gives good value for money and has a good capacity to improve even further. Its strategies for improving progress have been very effective over the last few years and staff show the enthusiasm and drive for the improvements to continue.

Provision for children in the Reception Year is good and results in them achieving well. Pupils' personal development is excellent throughout the school. Pupils are provided with a rich and relevant curriculum and thoroughly enjoy their education. There is also outstanding care and guidance for the pupils. Health and safety have a high priority in the school and pupils are given excellent advice on what to aim for.

Teaching is good and this has resulted in good progress throughout. There are particular strengths in the way lesson objectives are used to focus the pupils on what they are expected to learn and to help them judge how well they are doing. Pupils with learning difficulties and disabilities are well supported by teachers and other staff and as a result do well. However, some of the targets and strategies on their individual education plans are not relevant enough to day-to-day practice. The tracking of pupils' progress is good overall but in a minority of year groups, targets are set too low.

What the school should do to improve further

- Ensure that individual education plans for pupils with learning difficulties and disabilities have clear, achievable targets that can be used to measure progress over the term or half year, and closely associated strategies for improvement that can easily be reviewed.
- Make sure that internal yearly targets for pupils are set high enough in all year groups.

Achievement and standards

Grade: 2

When pupils enter Reception their attainment varies from year to year but is broadly average. They make good progress throughout the school. By the time they leave in Year 6, standards are above average. Results of national tests in Year 2 and Year 6 were above average in 2005, and the school exceeded its targets for Year 6 results. The progress pupils made between tests in Years 2 and 6 improved each year from 2003 to 2005, with progress in mathematics making a significant leap in 2005. The standards reached at the end of Reception last year were below average, but these pupils entered the school with significantly lower standards and their progress was good. Pupils who speak English as an additional language make good progress as a result of the individual attention and care they receive. Pupils with significant learning difficulties also make good progress because their targets in day-to-day planning are very effective and staff work hard to support and include them in lessons.

The school's detailed tracking of pupils shows that yearly National Curriculum targets are mostly met and often exceeded in some year groups. In one or two year groups, for example, Year 3, these targets are set too low and this leads to a short period of slower progress.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils of all ages – but especially the oldest ones – are very kind towards each other and thoroughly enjoy the many extra jobs and responsibilities on offer. They get very involved in lessons. They express their views very honestly and openly, giving animated examples of what they enjoy about school. Attendance and punctuality are satisfactory. Behaviour is consistently good, with those who join the school showing quick improvements once they settle into the new routines and expectations. Pupils try hard in lessons and co-operate very well, developing skills which will stand them in good stead in the future. Spiritual, moral, social and cultural development are all very strong, with art and music contributing much to excellent personal development. Pupils fund raise extensively and are regularly encouraged to think of others less fortunate. Quiet moments for prayer or reflection are strong features.

Pupils have an exceptionally good understanding of how best to keep safe, fit and healthy and are being successfully encouraged to think this out for themselves and then share their views. The school council is bringing the views of all pupils together and everyone in the school fully understands that their opinions matter.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and as a result the pupils make good progress. Strengths in the teaching at the school include the effective use of learning objectives to set the scene for lessons and to support pupils' own evaluation of their progress. Teachers have secure subject knowledge, which is reflected in the interesting work they provide for the pupils. They manage the pupils very well. This results in very positive relationships at all levels. Pupils with learning difficulties are supported effectively in lessons by teachers and other staff and as a result they do well.

Teachers use assessment well in order to match activities effectively to the needs of different ability groups in their class. The best lessons are characterised by a high level of challenge in discussions and in the work set for the pupils. However, in a few lessons, the pace of initial discussions is too slow or the pupils are not involved enough in them.

Curriculum and other activities

Grade: 1

The school gives its pupils a highly stimulating curriculum which enables them to really enjoy their work. Pupils of all ages are kept busy and interested. There is an excellent emphasis on developing artistic skills. This has resulted in national recognition through a Gold Artsmark award. The high quality and wide range of displays throughout the school show just how well pupils are doing in many areas of the curriculum. Pupils talk very enthusiastically about their residential visit in Year 5 and pupils of all ages have plenty of visits arranged to kickstart their interest in specific topics.

Sporting achievements are wide ranging and greatly enhance pupils' general fitness and wellbeing. Those with identified talents – for example in information and communication technology – have innovative and purposeful opportunities to work as a team in high quality projects. One boy eagerly told inspectors that his involvement helped 'bring out my creativeness'. A large number of pupils from Years 1 to 6 get involved in after-school clubs, some of which promote high standards in music. Strong links with parents and other schools fully support learning.

Care, guidance and support

Grade: 1

Pupils are cared for exceptionally well because adults understand their roles and responsibilities. Home visits are very effective in promoting care and well-being when the very youngest children start school. Staff get to know each child as an individual and this helps pupils settle, feel contented and make progress. Staff act quickly to support and help pupils whether they are in lessons or during play. Relationships are very positive and pupils speak sensibly about why they feel so safe in school.

Pupils are given excellent guidance on what to aim for, for example, through individual two- to three-week targets linked specifically to writing. Marking then focuses on these targets, very effectively ensuring progress. In addition, the very clear emphasis on learning objectives in many lessons is making it much easier for pupils to learn. Day-to-day guidance for pupils with learning difficulties is also excellent.

Governors fulfil their role in ensuring that health and safety are given a high priority. Procedures for child protection are very secure. Risk assessments are well developed. It is the thorough attention to detail and the clear understanding of good practice in how best to guide and support pupils which stand out in this school. Parents recognise and appreciate the outstanding aspects of care and support.

Leadership and management

Grade: 1

Overall leadership and management are outstanding. The headteacher provides outstanding leadership. This is particularly distinguished by the way in which she has established an ethos in which middle managers and other staff are so hugely enthusiastic and committed to improvement and by the way she has so successfully

developed the curriculum. The other members of the senior management team provide very good leadership and are also a very effective force for school improvement. The school's evaluation of its performance prior to the inspection matched that of the inspectors.

The school has very effectively monitored and evaluated the quality of its work and put in place successful strategies for improvement. As a result, the progress made by pupils and the overall quality of education have improved briskly over the past few years. One example of this is the provision for mathematics, which was rigorously reviewed, leading to a significant rise in the pupils' achievement.

The governing body is supportive but is prepared to question and challenge the school management when this is necessary. Through effective monitoring strategies, individual governors have a good understanding of what is happening in the school. Parents and pupils are consulted appropriately and most hold positive views of the school.

The good leadership of the provision for pupils with learning difficulties ensures that these pupils make good progress. However, some of the targets on their individual education plans, and strategies in place to achieve these, are not sufficiently relevant to day-to-day practice and so are peripheral to the work of this highly skilled team. This means that associated work – although effective – is not as efficient as it could be.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Huish Primary School Carisbrooke Gardens Yeovil BA20 1AY

7 December 2005

Dear Pupils

Thank you for making us so welcome at your school. We enjoyed meeting you and hearing about your work. You told us how much you like your school. We think you are lucky to be at such a good school.

Here are some of the things we especially liked:

You are very kind towards one another and behave well.

You understand really well how best to keep safe, fit and healthy.

The grown-ups in the school care for you exceptionally well and give you excellent guidance on what to aim for in your work.

Your headteacher and the other staff are working very successfully to make the school even better.

The teaching is good. You are given lots of very interesting things to do in lessons.

The things that should be worked on next are both to do with the way teachers record for themselves what they want you to be able to do. These are about:

The targets they write down for those of you who find learning the hardest. They need to be made more useful to other staff.

The targets they write down to show what work you should be able to do by the end of the summer. Sometimes these are a bit too easy.

I hope you continue to work hard and enjoy your time at the school.

With best wishes

Dr Tom Simpson Lead Inspector