

# Huish Primary School

## Inspection report

---

<b>Unique Reference Number</b>	123722
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	327972
<b>Inspection date</b>	27 January 2009
<b>Reporting inspector</b>	Chris Nye HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	417
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jacque Bacrach
<b>Headteacher</b>	Pauline Price
<b>Date of previous school inspection</b>	6 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Carisbrooke Gardens Yeovil BA20 1AY
<b>Telephone number</b>	01935 474984
<b>Fax number</b>	01935 423027

---

<b>Age group</b>	4–11
<b>Inspection date</b>	27 January 2009
<b>Inspection number</b>	327972

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the Early Years Foundation Stage (EYFS)
- pupils' achievements and standards
- the effectiveness of teaching and learning
- the impact of leadership and management on school improvement.

Evidence was collected from performance data, including the school's evaluation of pupils' achievement and standards, school documents, observations of lessons and break time, and scrutiny of the work produced by pupils. Parents' questionnaires and discussions with pupils, the chair of governors and senior staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Huish Primary School, which is larger than average, serves an area of mixed housing in the centre of Yeovil. Most pupils are of White British heritage. The percentage of pupils with learning difficulties and/or disabilities and those who claim free school meals is below average. The school has two classes in each year group and children enter the Early Years Foundation Stage (EYFS) into one of two Reception classes. The school has achieved Healthy School Plus, Gold Artsmark and Geography Qualitymark awards. It is recognised by the authority as a 'hub' school, taking a leading role in a project on Personalised Learning'.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

- Huish is an outstanding school which provides exceptionally good education and care for its pupils. Almost all parents are enthusiastically supportive of the school. One comment expressed the views of many: 'My son is enthusiastic and happy to go to school each day. What more could a parent ask for
- ' This is because, as a result of extremely effective leadership at all levels, teaching is of a very high standard and the curriculum is vibrant and varied. Pupils thrive socially and emotionally. They make excellent progress academically in a very supportive atmosphere where everyone is valued and listened to.

Children get off to an excellent start in the EYFS. Most enter school with skills and understanding at or below the level expected for their age and they make outstanding progress in their first year. This is built on very effectively in Key Stage 1 where pupils make excellent progress in reading and mathematics with most exceeding expectations by the time they leave Year 2. In writing, standards are good. Recently introduced strategies to further improve them have had a very positive impact on pupils' progress in this subject. Standards in recent years have been generally well above average at the end of Key Stage 2. Last summer's results for pupils at the end of Year 6, whilst still above expectations in English, mathematics and science, fell slightly short of the school's own challenging targets. The school has been rigorous in identifying why this was and has introduced a number of very effective strategies to address this. For example, the focus on writing, especially the Friday 'Power Writing' sessions, has resulted in outstanding development of writing skills and standards are rising throughout the school. Pupils with learning difficulties and/or disabilities make excellent progress relative to their starting points. This is because the school has very effective strategies to identify problems early on. Its commitment to 'personalised learning' means that teaching and support are extremely well focused on the individual needs of each pupil.

The excellent progress and the consistently high standards are largely the result of outstanding teaching. Teachers model high expectations and pupils follow this by having high expectations of themselves. They know their targets and, because they are enthusiastic learners, they are very focused on achieving them. Lessons are very well planned to ensure that teaching meets the needs of all the pupils. Teachers and teaching assistants effectively use a range of strategies to ensure that pupils understand what they are learning in lessons and are quick to spot when any one pupil needs additional support. Many lessons are inspirational, for example in one, pupils were highly motivated by using role play to explore how to create a sense of tension in their writing. As a result, lessons have pace, learning is exciting and pupils make excellent progress.

Another reason for the school's success is the varied and well planned curriculum. As well as ensuring that pupils are effectively taught key skills, it is also enriched by a wide range of activities, clubs and events. For example, training in how to use a stirrup pump enlivened a history topic on the London Blitz. Music and art are very good and the school is rightly proud of its large orchestra and the fact that the choir recently sang in the Schools Prom at the Royal Albert Hall. Geography is also a strength and the school is unusual in gaining the Geography Qualitymark, which is more commonly achieved by secondary schools.

Pupils' personal development and well-being are outstanding. The strong inclusive ethos of the school ensures that every child feels valued and they hugely enjoy school. As a result,

attendance is good and pupils have very positive attitudes towards their learning. Their behaviour, both in class and on the playground, is very good. Pupils' spiritual, moral, social and cultural development is excellent. They care very well for each other and show a real sense of commitment to the school and community. This is illustrated by the very active school council and their fund raising activities. Pupils have a very well developed understanding of how to keep themselves safe and healthy. They grow vegetables for school dinners and enjoy numerous sporting activities such as tag rugby, badminton, cross country, netball, football and cricket. Pupils are developing an excellent range of skills which will effectively contribute to their future economic well-being. As well as acquiring high levels of basic skills, pupils learn to work well in teams and develop workplace skills. For example, one class was observed writing their own CVs!

The school provides excellent pastoral care, support and guidance. It is tireless in ensuring that the needs of pupils are identified and met, and works very well with families and external agencies to this end. Bullying and racism are rare, but when they occur they are rigorously and effectively dealt with. All statutory safeguarding procedures are in place and effectively applied. Pupils are well guided, especially regarding their work. Very effective assessment and tracking systems ensure that teachers are fully aware of how well pupils are doing. Very clear marking and challenging targets effectively help pupils to make progress. This is because they understand clearly what they need to do to improve their work.

A key factor in the school's success is the very high standard of leadership and management at all levels. The highly regarded headteacher, ably assisted by the deputy headteacher and senior staff, sets a clear educational direction and challenging targets. There is a strong sense of cohesion and all staff work diligently to ensure that standards and quality continue to rise. As a result, the few weaknesses identified at the last inspection have been fully resolved, and the school has an excellent capacity to improve still further and provides exceptionally good value for money. Curriculum managers are proactive in raising the quality of teaching and learning in their subjects. They are involved in rigorous monitoring and evaluation which results in well focused staff training, for example in improving pupils' writing. The school knows itself well, although it sometimes underrates its quality. This is partly because improvement planning, although very effective in identifying suitable priorities and actions, does not always make it clear how success in achieving these is measured against outcomes for pupils.

Well led and trained governors are fully involved in the life of the school. They provide a very effective balance between challenging the school to improve and supporting it in making such improvements. The school's contribution to community cohesion is a strength. As well as making a very positive contribution to the local community, the school pursues active links with contrasting schools, for example in London and Spain. This, along with cultural events such as 'India Day', encourages pupils to develop their understanding of other cultures both within Britain and in the wider world.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Provision for the youngest children is excellent in all respects. In an atmosphere of fun and support, children thrive and make exceptional progress. Their personal development and well-being are excellent. Their exemplary behaviour, clear enjoyment of school and the caring way in which they treat each other demonstrates this well. They make rapid progress in relation to their starting points and most meet or exceed expected levels by the time they move into Key Stage 1. Excellent assessment and tracking systems demonstrate that the current Reception

children have made particularly good progress in linking sounds with letters, writing and numeracy. Teaching and the curriculum are excellent. For example, during the inspection, the children's knowledge of, and enthusiasm for, learning about dinosaurs was very impressive. The welfare of children in EYFS is outstanding. There are very well thought through procedures to ensure the health, safety and happiness of children, and these are consistently and rigorously applied. The success of the EYFS is largely due to the outstanding leadership which ensures that parents and children feel valued and that the provision goes from strength to strength.

### **What the school should do to improve further**

- Ensure that the actions identified in improvement plans can be clearly and consistently measured against outcomes for pupils.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

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

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

---

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



## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

28 January 2009

Dear Children

Inspection of Huish Primary School, Yeovil BA20 1AY

What a wonderful day we had in your school! Thank you for making us so welcome and for being so helpful during the inspection. We especially enjoyed talking to you because you are so friendly and eager to tell us about how good your school is. We also enjoyed visiting your classrooms, talking to the adults, looking at your work and going to assembly. It was lovely to see how talented many of you are in music, poetry and gymnastics. You and your parents think that Huish is a fantastic school that is doing a wonderful job of teaching and looking after you, and we agree! Here are the most important points made in the report about your school:

- Children get a really great start to their schooling in the Reception classes.
- Because you are all so enthusiastic and really well taught, you make excellent progress and do well in English, mathematics and science. Almost all of you reach expected standards and a good number of you do even better.
- Teachers and teaching assistants are really good at knowing what sort of teaching and support each one of you needs and they make sure that you get this.
- You behave really well. You are sensible and responsible and enjoy coming to school.
- You are given plenty of interesting and exciting things to learn and do.
- The grown-ups who are in charge of the school do an excellent job in running it.

Even though yours is an excellent school, there are always things that can be improved still further. To help with this, we have asked your teachers to make sure that when they plan improvements, they will know how much difference these plans make to you, your work and your happiness. Perhaps you could help by telling your teachers how successful you feel these improvements are.

Thank you again for what was, for us, a magical day!

Yours faithfully

Chris Nye Her Majesty's Inspector