

East Huntspill Community School

New Road, East Huntspill, Somerset, TA9 3PT

Inspection dates 10–11 February 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The effective partnership between the two schools in the Huntspill Community Federation has strengthened the school's leadership. The headteacher, governors and staff have been successful in creating a purposeful learning environment, resulting in good teaching and better progress for pupils.
- The headteacher's excellent leadership inspires staff and pupils to do their best. His commitment to ensuring that everybody succeeds is a significant factor in the improvements for pupils.
- Leaders check teaching very thoroughly. They follow up their checks promptly with helpful advice and training. This has ensured that the quality of teaching, learning and assessment has improved.
- The curriculum interests and motivates pupils. As a result, pupils develop very positive attitudes to learning. Teaching is consistently good because teachers know their pupils well and plan work carefully to meet their differing needs.
- All groups of pupils make good progress in reading, writing and mathematics and reach or exceed average standards.
- Children in the early years achieve well. Effective leadership and teaching ensure that they make good progress.
- The behaviour of pupils is good and the school is a happy, harmonious place. Pupils say that they feel very safe in school and treat each other with great kindness and respect.

It is not yet an outstanding school because

- Some teaching does not challenge pupils to think deeply enough.
- Governors' checks on the school's work are not systematic enough to enable them to hold leaders to account precisely.

Full report

What does the school need to do to improve further?

- Strengthen teaching to improve pupils' achievement by challenging and extending pupils' thinking to the full.
- Ensure that governors systematically check the work of the school for themselves to enable them to hold leaders to account more effectively.

Inspection judgements

Effectiveness of leadership and management is good

- The establishment of an effective partnership across the Huntspill Community Federation has strengthened considerably the school's leadership and management. This has led to improvements in all aspects of the school's work.
 - The inspirational and tenacious headteacher promotes a strong sense of ambition that every pupil can be successful. He has created a culture where good behaviour flourishes and effective teaching is the expectation. Staff and pupils have risen to the challenges he sets and are proud to be part of the school.
 - The pace of improvement has increased significantly since the previous inspection and, as a consequence, pupils' progress is now good. Leaders make full use of the expertise from both schools to ensure that improvements are secure and sustainable.
 - Self-evaluation is robust and accurate, ensuring that leaders have a clear view of the school's strengths and weaknesses. They use this information effectively as a basis for improvement planning. Leaders closely monitor the implementation of their plans each term, making adjustments where necessary to increase the impact on pupils' achievements.
 - Staff with specific responsibilities check carefully on teaching in their subjects. They follow up these checks with clear guidance, training and support. In this way, they have been successful in improving teaching and learning.
 - Leaders give teachers precise and regular feedback on the strengths of their teaching and where they need to improve. There are clear links between pupils' success and salary progression to ensure that only good practice is rewarded.
 - The curriculum engages pupils' interest and provides for effective learning. Outdoor learning, as well as experiences in music, drama and sport, has a very positive impact on pupils' aspirations.
 - The school promotes equality of opportunity well and tackles discrimination of all kinds effectively. The provision for pupils who have special educational needs or disability is well targeted to ensure that their needs are met. The funding for disadvantaged pupils is used well so that they make good progress through tailored individual support and small-group teaching.
 - Leaders have used the physical education and school sport fund wisely to train staff alongside specialist coaches and increase the opportunities for inter-school competitions. Many pupils now participate in an extra-curricular sports club.
 - The quality of spiritual, moral, social and cultural education is strong and helps pupils respect each other and value their differences. Pupils' understanding of British values is promoted well through, for example, learning about democracy when electing the school council and helping to make decisions about which new reading books to buy. This ensures that pupils are suitably prepared for life in modern Britain.
 - Parents are positive about the work of the school. They say that teachers are very approachable and that they receive regular information about how well their children are doing.
 - The strong collaboration with the local authority, forged after the previous inspection, has been central to the school's improvement. The support from the local leader of education from another school and external consultants has helped teachers to improve their practice.
- **The governance of the school**
- Since the previous inspection, governors have made sure that they are better organised and trained. They now have the necessary knowledge and skills to carry out their responsibilities and provide challenge to school leaders. They monitor aspects of the school's work for themselves, but this is not yet systematic enough for them to hold leaders to account precisely for the quality of the teaching and pupils' progress.
 - Governors have an accurate understanding of how well the school is doing in comparison to national standards, including how well disadvantaged pupils are making progress compared to others in the school and nationally.
 - Governors know how the performance of staff is managed to improve teaching, how this is aligned to pay progression and how any underperformance is tackled promptly and rigorously. They set challenging targets for the headteacher's performance.

- Financial management is sound and governors are involved fully in making decisions about how to spend additional funds. They are aware of the difference the use of these funds is making to pupils' progress and their physical well-being.
- The arrangements for safeguarding are effective. Leaders are diligent in ensuring that staff training is up-to-date and that policies and procedures are implemented thoroughly. Most parents support the view that their children are kept safe.

Quality of teaching, learning and assessment is good

- Teaching is typically good across the school. Pupils are focused and attentive because teachers plan well for the different groups in their classes. This has helped to increase pupils' progress to above-average rates.
- Pupils find their work interesting and quickly become absorbed in activities. For example, when studying the Battle of Britain, pupils were very enthused about the models of fighter planes they had designed, made and put on display.
- Teachers create a very positive climate for learning through their effective questioning and regular feedback to pupils on how well they are doing. Pupils say that they usually find the work hard enough. They appreciate how teachers guide them to improve their work with helpful comments both orally and in their marking in their books. Nonetheless, teaching does not always challenge pupils to think deeply enough about their learning.
- The teaching of mathematics has improved and pupils' achievement is good. The school's latest assessment information shows that most pupils are making good progress. Leaders have introduced useful strategies that help any pupils who fall behind to catch up quickly with their arithmetic skills.
- The successful implementation of a new reading programme has significantly improved pupils' progress in reading. Pupils, particularly boys, are very motivated to read widely and frequently in order to do online quizzes and meet the challenge of 'reading one million words'.
- The teaching of writing is effective, and ensures that pupils practise their writing skills across other subjects. For example, Key Stage 1 pupils wrote well in science about a year in the life of a hedgehog. The presentation of their work in books is excellent, as teachers insist on high standards from pupils at a young age.
- Phonics (the sounds that letters make) teaching is of high quality. For the past two years, all Year 1 pupils have reached the expected standard in the Year 1 phonics screening check. They become proficient readers very quickly.
- Teaching assistants are highly skilled and make a valuable contribution to learning. They are deployed well and provide effective support for individuals and small groups of pupils who need extra help.
- Teachers attribute the improvements in teaching to the increased checks on their work and the clear guidance given to them by leaders. Joint training activities with the partner school have helped ensure teachers assess standards in pupils' work accurately.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say that they feel very safe in school because the adults look after them well and pupils are taught to respect each other. Pupils typically comment that, 'Everyone is kind to each other.'
- Pupils are clear that bullying and derogatory or aggressive language are very rare and not tolerated. Pupils are knowledgeable about the different forms that bullying can take, such as physical bullying, racism or cyber bullying.
- Pupils know how to keep themselves safe through training in areas such as road safety. Pupils have regular updates in lessons about how to maintain their personal safety online and are particularly alert to 'stranger-danger'.

- Attendance is above average and currently there is very little persistent absence. Leaders monitor absence rates very closely and take firm steps to eradicate any unnecessary time off school.

Behaviour

- The behaviour of pupils is good.
- Attitudes to learning are very positive as the work is interesting and engaging. Pupils cooperate extremely well and settle quickly to work without any fuss. They have a very high regard for the school and many state, 'We think it's perfect.'
- Pupils are supportive of each other, particularly of pupils who have special educational needs or disability. They treat each other with great respect, demonstrating the school's effectiveness in fostering good relations and tackling discrimination.
- Pupils' conduct around the school, in the playground, the hall and in classrooms is highly commendable. There have been marked improvements made by a few pupils whose past behaviour caused concern, as a result of well-targeted support helping them to behave well, thus eliminating the need for exclusion.
- Pupils enjoy taking on responsible roles, such as being school councillors or leaders of 'Wake and Shake' sessions. These roles help to prepare them to become good citizens of the future.

Outcomes for pupils

are good

- From their various starting points, pupils are making good progress. Since the previous inspection, due to improvements in teaching, pupils' progress has increased in all subjects. They leave East Huntspill well prepared for the next stage in their education.
- Most pupils reach the national average at the end of Key Stage 1 and Key Stage 2 and some exceed this. The school's own assessment information shows that standards are rising. This is evident in the work in pupils' books.
- Disabled pupils, those who have special educational needs and those who need to catch up are helped well through the carefully planned support they receive. Currently, they are making good progress.
- There are no gaps in attainment between disadvantaged pupils and other pupils in school. These pupils make good, and often better than expected, progress across the school.
- The most-able pupils in Key Stage 1 and Key Stage 2 are being challenged increasingly in their work. Their progress is improving as a consequence.
- Pupils quickly become fluent and confident readers due to well-organised teaching of reading skills. They enjoy their reading across a wide range of literature and speak knowledgeably about different authors.
- Pupils of all ages use a range of information technology well to support their learning. They are adept at using tablet computers for activities such as researching information or creating comic-strip stories.
- Pupils' work in subjects such as science and geography is good. They delight in finding things out for themselves, whether it is older pupils testing the strength of magnets or younger pupils learning about the natural world in 'Forest Schools'. Pupils take pride in their achievements, such as playing a brass instrument or learning to swim using different strokes.
- Pupils benefit both socially and academically from joint activities with the partner school. They enjoy the physical challenge of the adventurous activities sessions and the 'Fairy Tale Fortnight', with opportunities to dress up and tell stories together.
- Outcomes are not yet outstanding. Pupils are not always challenged to think deeply enough.

Early years provision

is good

- Good leadership and management has created a cohesive staff team. Staff undertake regular training so that the quality of their work is continually improving.
- Parents praise the effective arrangements for starting school that ensure children settle quickly into their new routines. Children soon understand what is expected of them and they enjoy school life.
- Most children arrive in the Reception class with skills that are typical for their age. They make good progress, especially in their speaking and listening skills. As a result, they start Year 1 as confident learners, having the skills and understanding expected for their age.

- Disabled children, those who have special educational needs and disadvantaged children are supported effectively so that their progress is in line with that of others. Increasingly, more-able children are stretched by stimulating activities, although occasionally these are not challenging enough to extend their learning to the full.
- Children are taught well with an interesting range of activities that cover all areas of learning. Their imagination is captured by the innovative approaches to learning, such the 'number bond song', where 'Mr Number Bond the spy' searches out the missing 'criminals' to make up the totals. The effective teaching of phonics ensures that children's early reading and writing skills develop well.
- Easy access to a safe and secure outdoor area enables children to extend their learning outside. The interesting resources stimulate their thinking and creativity so they become absorbed in their activities. For example, a group of boys spent a long time creating a 'hotel', making mud pancakes for their guests, cooperating well and developing their language skills effectively.
- Children enjoy warm relationships with staff and with each other. They behave well and show great delight and curiosity in their learning.
- Good attention is given to children's welfare so that they are kept very safe in school. Parents say that staff are extremely approachable and they are positive about the way they are kept informed about their child's progress.

School details

Unique reference number	123685
Local authority	Somerset
Inspection number	10008182

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair	John Micklewright
Headteacher	James Peate
Telephone number	01278 782453
Website	www.huntspillfederation.co.uk
Email address	office@easthuntspill.somerset.sch.uk
Date of previous inspection	26–27 September 2013

Information about this school

- This school is much smaller than the average-sized primary school. Pupils are organised in two classes: one for the early years and Key Stage 1 pupils, and the other for Key Stage 2 pupils.
- The school is part of a federation with West Huntspill Primary School called the Huntspill Community Federation. The schools are led and managed by the same headteacher and board of governors. West Huntspill Primary School was inspected at the same time as part of this coordinated inspection.
- Almost all pupils have a White British background.
- Until recently, the school was supported by a local leader of education from a nearby school, St Michael's Academy.
- The proportion of pupils eligible for the pupil premium is below average. This is the additional government funding to give extra support to those pupils who are eligible for free school meals or children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below average.
- There were fewer than 11 pupils in the Year 6 group, which left last summer, so their attainment in relation to national floor standards is not reported.

Information about this inspection

- The inspection took place over two days. This was a coordinated inspection with East Huntspill Community Primary School, the partner school in the Huntspill Federation. Each school was inspected independently by an inspector and receives its own inspection report.
- The inspector observed teaching and learning across the school, sometimes in conjunction with the headteacher. In addition, she made visits to classrooms, the hall and the playground.
- Meetings were held with pupils, members of the governing body and school leaders. The inspector also met with the local leader of education as a representative of the local authority. Both inspectors of the Huntspill Federation met at the same time with senior subject leaders across the two schools.
- The inspector took account of the 14 responses to the online questionnaire (Parent View), as well as consulting informally with parents at the start of the school day. The inspector took account of the views of staff and pupils gained from formal and informal discussions, as there were insufficient responses to the online questionnaires.
- The inspector observed the school's work and looked at a range of documents, including the school's improvement plans. She examined information on current pupils' progress, minutes of governing body meetings, safeguarding procedures and the plans for the use of the primary physical education and sport premium.
- The inspector listened to pupils read, talked to them in classrooms and evaluated samples of their work.

Inspection team

Sandra Woodman, Lead inspector

Ofsted Inspector

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