

Inspection of a school judged good for overall effectiveness before September 2024: Huish Episcopi Primary School

North Street, Langport, Somerset TA10 9RW

Inspection dates:

1 and 2 April 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Tiffany Doughty Davis. This school is part of the Preston Primary Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Bernie Green, and overseen by a board of trustees, chaired by Mike Kerrigan.

What is it like to attend this school?

Huish Episcopi Primary School is a highly ambitious school. Pupils achieve exceptionally well and have many opportunities to develop their own unique characters, talents and interests. Pupils are very happy at this school and have many trusted adults to help them feel safe.

Pupils' attitudes towards their learning are impressive. Pupils in all year groups are keen to share their work and relish the praise they are given for their efforts and achievements. The school has high expectations for behaviour. These are built on a culture of warm and respectful relationships between pupils and adults. Disruption is very rare and never tolerated. Pupils and staff proudly state that 'everyone is equal' at this school.

The school provides pupils with a diverse and vibrant range of extra-curricular activities and pupil leadership roles. For example, sports leaders work alongside adults to provide activities for younger pupils during breaktimes. Pupils keep a keen eye on the current house point totals, with the house captains organising competitions such as cake decorating and swimming galas. The extensive menu of trips is enjoyed by pupils and staff. Visits to take part in outdoor adventurous activities, to art galleries, theatres and professional sports matches both bring the curriculum to life and the school community together as a team.

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

The school has a broad and ambitious curriculum that helps pupils develop a deep understanding of a wide range of subjects. Subject leaders review the curriculum to ensure it is challenging and implemented effectively. This means that the work produced by pupils of all ages is of a high standard across the curriculum. Pupils talk confidently about their learning, making links between topics and what they have learned before. For example, pupils in Year 6 use their knowledge of mathematical rules to solve complex problems. Consequently, pupils are exceptionally well prepared for their next stage of education.

Teachers have excellent subject knowledge and clearly explain concepts to pupils. They are skilled at checking what pupils know and can do. Teachers swiftly respond with the support or challenge that pupils need to secure their understanding. Within the early years, children have a rich range of activities to support their development. For example, monitoring the class tadpoles is used to develop children's communication skills as well as igniting excitement and wonder about the world.

Reading is a notable strength of the school. The love of stories runs through the curriculum. From Reception onwards, staff deliver highly effective phonics provision. Pupils who are new to the school or need additional support with their reading are helped to quickly catch up. This means that pupils rapidly develop their reading fluency to become confident, independent readers.

The school accurately identifies the needs of pupils with special educational needs and/or disabilities. These pupils swiftly receive highly effective support to meet their individual needs. Pupils make rapid progress with their work relative to their starting points. Staff across the school know pupils well as individuals. They make sure that every pupil has opportunities to be fully involved within the life of the school.

Pupils are well prepared for growing older and adult life. The school creates a sense of belonging for pupils, supporting their mental health. Pupils know how to keep themselves healthy and safe, including online. The school explicitly teaches pupils of all ages about the local risks of the river and railway. Active lifestyles and trying new things are encouraged through play and sports festivals. Pupils take part in competitive sports to develop their own understanding of sportsmanship.

Pupils have extensive opportunities to learn about the fundamental British values and consider what they mean for them. For example, pupils in Year 4 can articulately explain the impact that the First World War and the suffragette movement had on the democratic rights we enjoy today. Pupils are knowledgeable about different religions and cultures. They are keen to give their own thoughts and opinions, while remaining highly respectful of others. The school is inclusive and celebrates difference.

Leaders and those responsible for governance have a comprehensive understanding of the school's strengths. Their drive and determination to continually improve the school has led to sustained increases in academic standards since the last inspection.

Throughout this work, leaders have shown consideration for the workload and well-being of staff. A wealth of professional development opportunities has ensured that staff are highly effective in their roles and feel valued.

The school is proactive in engaging with families and the wider community. Parents and carers speak highly of the school's work. They appreciate the level of pastoral care shown to their children and their family. Pupils, parents and staff are proud to be part of the Huish Episcopi Primary School community.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

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	141790
Local authority	Somerset
Inspection number	10374112
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	Board of trustees
Chair of trust	Mike Kerrigan
CEO of the trust	Bernie Green
Headteacher	Tiffany Doughty Davis
Website	www.huishepiscopiprimary.co.uk
Dates of previous inspection	26 and 27 February 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Preston Primary Academy Trust.
- The school uses one registered alternative provision.
- There is a breakfast club and after-school club led by the school for pupils who attend the school.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector held discussions with school leaders at all levels. They also spoke with teaching staff, support staff, trust executive leaders, local governors and representative of the trust board.
- The inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and around the school, including at breaktimes.
- The inspector viewed a range of school documentation, including the minutes of governance and trustee meetings, the school's self-evaluation documents and improvement plans.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the view 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 inspector considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey. Inspectors also spoke with parents at the end of the school day.

Inspection team

Sara Berry, lead inspector

His Majesty's Inspector

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