

# Inspection of Hose Church of England Primary School

Bolton Lane, Hose, Melton Mowbray, Leicestershire LE14 4JE

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Inspection dates: 14 and 15 February 2023

## Overall effectiveness

## Requires improvement

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Outstanding

This school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

Hose Church of England Primary School is a welcoming and nurturing school. This nurturing ethos permeates throughout the school, resulting in pupils being happy and safe. From Reception onwards, pupils learn the school routines and shared values of 'kindness and consideration, equality and fairness, determination, honesty, forgiveness and doing your best'.

Parents and carers are very happy with what the school offers their children. Typical comments from parents refer to the care the school provides. One parent said: 'The nature and size of the school creates a uniquely nurturing environment, giving me as a parent the confidence that my child will be encouraged to succeed.'

Pupils enjoy learning across a broad range of subjects. Leaders want pupils to benefit from an ambitious curriculum. These ambitions are not fully met yet, as some pupils learn less well in some subjects.

Leaders have high expectations for pupils' behaviour. Pupils across the school behave well. Pupils say that bullying is very rare, and they are confident that adults would deal with it if it did happen.

Pupils have opportunities to attend extra-curricular activities. Leaders have asked pupils what they would like to take part in and have ensured that the offer meets their interests.

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

Pupils enjoy learning across a broad range of subjects. Leaders provide exciting opportunities for pupils to experience as part of their learning. For example, a giant rocket recently visited the school. Pupils made rockets and learned about the solar system.

Leaders have been further developing and refining the curriculum. Where leaders have done this, pupils learn very well. In a few subjects, leaders have yet to make their intended changes. As a result, pupils do not always gain the knowledge they need to be able to make connections and build upon their previous learning. This means that sometimes, pupils struggle to remember what staff teach them.

In some subjects, teachers check carefully what pupils can do and understand. This helps staff to plan learning so that it meets the needs of all the pupils in the class. However, this is not consistently the case, including in the early years. As a result, not all the learning that staff plan meets the needs of all pupils.

Leaders are clear that they want all children to enjoy reading and become fluent readers. They have recently introduced a new programme to teach phonics early reading. Staff have received appropriate training to teach the programme. This is

helping younger children, especially those in early years, to learn new sounds quickly and to blend these sounds to read simple words. Staff ensure that the books that pupils read match the sounds that children are learning. Teachers ensure that there are opportunities for pupils to apply phonics when writing independently. Pupils have taken part in workshops with authors and illustrators, and show a love of reading.

Pupils, including children in the early years, behave well. Low-level disruption is not common. Children in the early years quickly learn the school's rules and routines. The school is calm and orderly. Pupils are polite and friendly. Pupils' attendance rates are high.

Pupils understand the importance of maintaining an active lifestyle, including how to keep physically and mentally healthy. They talk confidently about issues such as democracy, racism and accepting differences. Pupils understand the differences between a range of faiths, such as Christianity, Sikhism and Islam.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) accurately. Leaders develop precise targets for pupils. Following changes made recently to SEND provision, leaders are now working closely with parents.

Leaders work closely with the Vale Collaboration of schools and, as a result, staff benefit from sharing good practice. Governors provide effective support and challenge for leaders. Staff enjoy working here and leaders support them with their workload and well-being. Teachers who are early in their career feel well supported. Staff are proud to work at this school

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure staff receive appropriate training. Staff understand how to spot if a pupil might be at risk from harm and report concerns promptly. Leaders ensure that they follow-up any concerns swiftly. Leaders work closely with parents, carers and external agencies to ensure that pupils get the support they need.

Checks on the suitability of staff to work with pupils are robust.

Pupils know how to stay safe. They learn about the different risks that they may face and how to manage these. For example, pupils learn about how to stay safe online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders recognise the need to develop the curriculum and have started to implement changes in the way that they plan and deliver it. In some subjects, leaders have not yet precisely identified the most important knowledge that pupils

should know and remember. As a result, teaching does not make important knowledge explicit. This means that not all pupils in these subjects make as much progress as they could. Leaders should continue their work in developing the curriculum so that it identifies the most important knowledge that pupils need to know and remember in all subjects. Leaders should make this knowledge explicit to teachers. Leaders have not ensured that all teachers consistently incorporate effective opportunities to check pupils' learning into their lesson designs. Teachers do not always utilise opportunities within the lesson, including when talking to pupils in the early years, to check that all pupils are developing the intended understanding. This means that some pupils do not acquire the knowledge and skills they need. Leaders need to ensure that teachers are systematically checking pupils' understanding of the essential content, and all pupils are supported to embed this knowledge and use it fluently.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	120135
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10254805
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	54
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nathan Jones
<b>Headteacher (Acting)</b>	Lianne Hough
<b>Website</b>	<a href="http://www.hoseprimarieschool.co.uk">www.hoseprimarieschool.co.uk</a>
<b>Date of previous inspection</b>	26 February 2010

## Information about this school

- There have been changes to staffing over recent years, including some changes to leadership. The acting headteacher took up post in October 2022.
- The school is part of the Diocese of Leicester. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place on 13 March 2020. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school does not make use of any alternative provision.
- There is breakfast and after-school provision for children aged four to 11 on the school site. This is not managed by the governing body.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the acting headteacher and a range of teaching and support staff.
- Inspectors spoke to staff about their workload and well-being.
- The lead inspector met with two members of the local governing body.
- The lead inspector spoke with a local authority representative.
- As part of this inspection, inspectors carried out deep dives in early reading, mathematics, science and history. In each deep dive, the inspector met with subject leaders, visited some lessons, looked at pupils' work and spoke with pupils and teachers.
- The lead inspector observed individual pupils reading to their teachers.
- Inspectors met with groups of pupils from Years 1 to 6.
- Inspectors observed breaktime and lunchtime.
- The lead inspector checked the school's safeguarding procedures and the checks made on staff. They met with leaders, staff and pupils to evaluate the culture of safeguarding.
- Inspectors reviewed a range of documents, including school development plans, self-evaluation documents, curriculum documentation, attendance and behaviour records, and documents on the school's website.
- Inspectors considered the responses to Ofsted's online surveys for staff and pupils.
- The inspector also considered the views of the parents and carers who responded to Ofsted Parent View. This included the comments received via the free-text facility.

## Inspection team

Anne Maingay, lead inspector

His Majesty's Inspector

Chelsea Sandbrook

Ofsted Inspector

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