

Inspection of a good school: Alexander Hosea Primary School

Honeyborne Way, Wickwar, Wotton-Under-Edge, South Gloucestershire GL12 8PF

Inspection dates: 6 and 7 June 2023

Outcome

Alexander Hosea Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to and learn much at Alexander Hosea Primary School. There is a calm, purposeful, family-like atmosphere in the school. Staff form caring relationships with pupils and are considerate of their needs.

Pupils embody the school's values of 'be kind', 'be respectful' and 'be responsible'. They are polite and kind towards staff and one another. Staff have high expectations. They make sure all pupils understand how to manage their behaviour. Pupils across the school behave well. Staff ensure that pupils know what bullying is and why it is wrong. Pupils confirm bullying is rare. They are confident that staff deal with any problems quickly when they report it. Consequently, pupils feel safe at school.

Leaders place a strong emphasis on the development of pupils' emotional and social well-being. Pupils say this helps them to learn to build healthy relationships and respect one another.

Many parents praise the efforts staff make to enhance pupils' learning. They talk positively about how staff help children to flourish academically and emotionally. Typical comments describe the school's inclusive and supportive environment.

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

Leaders prioritise reading. It is central to the school's curriculum. Children learn to read soon after they start school. They follow a rigorous phonics programme. Teachers make sure pupils secure the skills they need to read consistently well. Staff use assessment with precision to identify pupils who find reading difficult. These pupils get high-quality extra help. The strong focus on reading continues for older pupils. They spoke knowledgeably and enthusiastically about the books they read.

Leaders have designed an ambitious and broad curriculum. It is well sequenced and carefully thought through in most subjects. The curriculum excites pupils' interests and

helps them learn about important themes, such as global issues. It prepares them for the modern world. However, in some subjects, leaders are redesigning the curriculum. In these subjects, their work is at an early stage of development. As a result, pupils do not develop the same depth of understanding as they do in other subjects.

Teachers are passionate about the subjects they teach. Leaders provide appropriate training to improve teachers' subject knowledge. In lessons, teachers ask pupils to recall their prior learning. They help pupils make links in learning and apply what they know to learn new facts. For example, in mathematics, Year 4 pupils use their knowledge of coordinates to move shapes to a new position on a grid.

In some foundation subjects, teachers do not always use assessment well enough. Learning does not always match pupils' starting points as well as it could. This means that some pupils do not develop the knowledge leaders intend.

The school is calm and orderly. Pupils treat one another with respect. This starts in the early years. Children follow routines exceptionally well. They take turns and listen carefully to adults. Staff work with children as they use imaginative play and solve problems. Consequently, children develop language skills well.

Leaders have a highly developed understanding of the needs of pupils with special educational needs and/or disabilities (SEND). They work well with external advisers and parents. Staff make sure pupils with SEND have the right additional teaching and pastoral support. They break down learning into small steps of meaningful content for pupils, including those with complex needs. Pupils learn the same ambitious curriculum as their peers. They make good progress through the curriculum.

Pupils have many opportunities to develop their talents and personal interests. They are proud to take on positions of responsibility, such as school councillors and house captains. Pupils know the importance of helping one another and teamwork. Leaders provide a range of experiences for pupils to learn about life in other countries. For example, pupils learn to respect different faiths and lifestyles. They are confident to challenge discrimination and racism.

Governors are knowledgeable about the school's work. They know what is going well in the school and where improvement is required. Governors hold leaders to account for their actions and ask challenging questions.

Leaders have created a positive team culture among staff. Leaders, including governors, understand the pressures that staff face and are considerate of their well-being and workload. Staff morale is high. They feel well supported and proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure all staff receive up-to-date training. Staff are vigilant. They keep detailed records and use these to identify potential concerns. Leaders follow up on all

issues swiftly. They work closely with safeguarding partners to support families at an early stage.

Leaders and governors make sure that recruitment checks are robust. They check safeguarding policies and procedures are followed regularly.

Through assemblies and the curriculum, pupils learn to manage risks appropriately. The curriculum supports them to stay safe when using social media and the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum is not fully developed. As a result, pupils do not gain as great a depth of understanding in these subjects as they could. Leaders need to continue the work they have started to ensure that the curriculum in all subjects helps pupils to build their subject-specific knowledge over time.
- In some foundation subjects, leaders do not use assessment precisely enough to check what pupils know and understand. Where this occurs, gaps in pupils' learning may not always be identified. Subject leaders should check the quality of education in their subject to ensure that pupils learn what is intended in the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in March 2014.

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

Unique reference number	109023
Local authority	South Gloucestershire
Inspection number	10256769
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Joanna Dent
Headteacher	Debbie Williams
Website	www.alexanderhoseaprimary.co.uk
Date of previous inspection	14 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with school leaders, including the headteacher and deputy headteacher, and with representatives of the local governing body and the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and design and technology. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The inspector looked at curriculum plans and spoke to leaders about other subjects, including history and geography.
- The inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.

- The inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school, and considered how well safeguarding leaders act on concerns about pupils' welfare and safety. The inspector talked to pupils, staff and governors about safe working practices.
- The inspector considered the responses to the online survey, Ofsted Parent View, including the free-text responses. The inspector met with parents at the start of the school day. The findings of Ofsted's online staff and pupil surveys were considered.

Inspection team

Richard Vaughan, lead inspector

Ofsted Inspector

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