

Inspection of a school judged good for overall effectiveness before September 2024: Husbands Bosworth Church of England Primary School

School Lane, Husbands Bosworth, Lutterworth, Leicestershire LE17 6JU

Inspection date: 21 January 2025

Outcome

Husbands Bosworth Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The co-executive headteachers of this school are Alan Eathorne and Heather White. The school is part of Learn Academies 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), Jane Jones, and overseen by a board of trustees, chaired by Jeremy Benson.

What is it like to attend this school?

Pupils, staff and parents and carers all agree that this is a small school with a big family feel. Relationships are positive. Pupils are inclusive and eager to support one another. The school expects them to achieve highly, both academically and personally. Pupils do their best to live up to this. They know they are expected to be 'Ready, Respectful and Responsible'. These 'three Rs' run consistently through all aspects of the school's life.

Pupils behave well. They are helped to understand their feelings and emotions. Poor behaviour is rare. Pupils are eager to earn the different rewards on offer, including raffle tickets and moving up through the rocket system. They look forward to celebrating each other's successes in each Friday's 'Three Rs assembly'. Pupils know that everyone should be treated equally. They do not tolerate any form of discrimination. As one pupil summed up, 'Everyone is welcome here. Everyone is treated the same.'

Pupils are proud that their school is seen as a 'Farming School'. They visit a range of different agricultural settings, including arable and dairy farms. They have a rounded understanding of the role that farming plays in the school's heritage, the local community and wider society.

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

The school's curriculum, across the vast majority of subjects, is well organised. Content is taught in a logical order and builds cumulatively over time. The curriculum takes good account of pupils' ages and stages of learning. It makes clear the most important content that pupils are expected to know and remember. Lessons align closely with this content. In most cases, pupils talk knowledgeably about what they have learned. However, in some subjects, the recent improvements are yet to impact fully. In these subjects, pupils cannot consistently recall what they have learned. In some cases, pupils recall the activities they have completed but not the precise content the curriculum says they should know.

Early reading is taught well. The school's phonics programme makes clear the sounds pupils should learn at each stage of their education. The programme is taught consistently. The books pupils read are closely aligned to the sounds they know. Pupils soon master phonics and go on to become fluent readers. Pupils who begin to fall behind are identified quickly and given the help needed to catch up.

Beyond phonics, pupils go on to develop a love of reading. They study a wide range of texts, authors and genres. They are motivated to read often and widely. They are helped to explore and improve their understanding of different texts. They benefit from learning new and challenging vocabulary.

The school has very recently introduced a new curriculum for the early years. It is well designed. Across each of the areas of learning, it sets out the milestones children are expected to achieve at each stage of the Reception Year. However, the school has not yet begun to check how well it is working. As such, the school cannot yet be sure that children are learning the curriculum as well as they could.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school identifies these pupils' needs well. Through well-written plans, the school makes sure everyone knows how best to help and support. The school uses information well when pupils join the school to ensure their needs are met from the outset.

Support for pupils' wider development is a strength. At the core of this offer is a well-planned curriculum for relationships and sex education and health education. Pupils learn about a wide range of people, places and communities from around the world. They develop an age-appropriate understanding of protected characteristics and fundamental British values. They value the range of extracurricular and sporting activities that the school provides. Pupils are proud of the roles and responsibilities they take on, including sporting ambassadors, school councillors, members of the collective worship team and well-being ambassadors. They wear their badges of office with pride. Overall, pupils are prepared well for life in modern Britain.

The school is well led and managed. Working with three other local schools, it benefits from a talented pool of leaders. At all levels, including trust and governance, leaders know what is working well and what needs to improve further. They have successfully brought

about improvements in the curriculum and leadership. The school has a strong capacity for continued improvement. The trust and local governors provide the right level of challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

In a small number of cases, safeguarding records do not show the full range of decisions and actions the school has taken to keep pupils safe. As a result, in these cases, safeguarding records are incomplete.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not begun to check on how well its recently implemented early years curriculum is working. As such, the school cannot yet be sure that children are learning the curriculum as well as they could. The school should ensure that it checks on how well the early years curriculum is implemented and how well it results in children reaching the milestones it sets out.
- In some subjects, pupils' recall of what they have learned is inconsistent. In some cases, pupils can recall the activities they have completed but not what they have learned from these. This means that pupils do not consistently acquire the content of the curriculum. The school should ensure it continues to embed its curriculum and that it results in pupils consistently knowing and remembering the identified content.
- There are minor weaknesses in the school's safeguarding records. In a small number of cases, they do not show the full range of decisions and follow-up actions the school has taken to keep pupils safe. As a result, in these cases, safeguarding records are incomplete. The school should ensure it consistently records the decisions and actions taken in relation to safeguarding concerns.

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 second ungraded inspection since we judged the predecessor school, Husbands Bosworth Church of England Primary School, to be good for overall effectiveness in October 2013.

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	143252
Local authority	Leicestershire
Inspection number	10347630
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	98
Appropriate authority	Board of trustees
Chair of trust	Jeremy Benson
CEO of the trust	Jane Jones
Headteacher	Alan Eathorne (Co-executive Headteacher) Heather White (Co-executive Headteacher)
Website	www.husbandsbosworth.leics.sch.uk
Date of previous inspection	9 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of Learn Academies Trust. The school works closely with three other schools in the trust: St Andrews Primary School, South Kilworth Church of England Primary School and Lubenham All Saints Primary School. These schools share the same executive headteachers and local governing body.
- 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 in March 2019.
- The school does not currently use any alternative provision.

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 inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors held meetings with the executive headteachers, the head of school, curriculum leaders, leaders responsible for SEND, the early years leaders and groups of staff and pupils.
- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum documentation for a range of subjects.
- An inspector met with representatives of the local governing body, the CEO, the deputy CEO and a representative of the board of trustees.
- The inspectors took account of the responses to the Ofsted Parent View survey. They considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views 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.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. An inspector scrutinised the school's plans for improvement and its assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes and with parents at the end of the school day.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Debonair Brown

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025