

# Hose Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120135
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339610
<b>Inspection dates</b>	25–26 February 2010
<b>Reporting inspector</b>	Bob Roberts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Garnett
<b>Headteacher</b>	Mr Matthew Brookes
<b>Date of previous school inspection</b>	18 March 2008
<b>School address</b>	Bolton Lane Hose Leicestershire
<b>Telephone number</b>	01949 860312
<b>Fax number</b>	01949 860312
<b>Email address</b>	manager@hose.leics.sch.uk

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by one additional inspector. The inspector visited eight lessons, spoke to parents and held meetings with governors, staff and groups of pupils. The majority of time was spent observing learning. He observed the school's work, and looked at minutes of meetings, school policy and planning documents and 24 replies to the parent questionnaire.

The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- achievement and standards, particularly in mathematics
- personal development and the development of workplace skills
- the quality of teaching and learning in order to judge whether to support the school's own evaluation
- leadership and management and whether the school has improved significantly since its last inspection.

## Information about the school

This is a very small village school. No pupils are eligible for free school meals and all are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is low. The school has Early Years Foundation Stage provision in the Reception class. During 2008 to 2009 the school took Year 6 pupils on roll for the first time as a result of school reorganisation in the Vale of Belvoir. The school has achieved the full International Schools Award, the Healthy School Award and, most recently, the silver Artsmark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is a school which has improved since it was last inspected. Judged as good at that point, the quality of the school's provision has improved significantly in a number of respects. Pupils' progress in mathematics has improved. The new headteacher has settled in well, bringing good ideas for development and a commitment and drive that rub off on others. The stable staffing has benefitted pupils considerably as teachers and other adults grow in their capacity and work fruitfully together.

Determined and energetic leadership has established outstanding provision for pupils. The Christian values that underpin the ethos of the school result in each child being known and valued. There is a very strong sense of the school as a community. All individuals are valued but all are part of a greater whole which they willingly acknowledge. The school's curriculum ensures that the small size and relative isolation of the school will not be a barrier to an experience that broadens pupils' horizons and enriches their development. The inspection confirmed the school's view that the quality of teaching is outstanding. During the inspection it was unfortunate that one of the three class teachers was away. Nevertheless, pupils left the inspector in no doubt as to the quality of teaching they receive and this is confirmed by parents' views and pupils' actual achievements.

Given this quality of provision, pupils flourish. Their personal development is as strong as their academic progress. They enjoy school immensely, as shown by their consistently high attendance. Their excellent moral and social development is reflected in exemplary behaviour and positive attitudes to learning. Their progress through the school is at least good at each stage and their overall achievement is outstanding. They are very well prepared for the next stage of their education.

The school knows its strengths and weaknesses very well. The inspection confirmed the large majority of the judgements in the school's self-evaluation. Careful tracking and continuous dialogue amongst staff ensures that they have a firm grasp of the progress and development of each pupil. Leadership responsibilities are shared and staff respond to the good opportunities for professional development with enthusiasm and commitment. Occasionally, one or two policies have not been fully up dated, for example, the health and safety policy is not particularly specific to the school. Planning and evaluating are, at times, insufficiently focussed on outcomes for pupils. However, the very good leadership from the headteacher, the strong teamwork, the good governing body, and the developing leadership and management experience of the staff, all contribute to excellent capacity to improve.

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

- Strengthen leadership and management practices by:
  - ensuring that new initiatives and developments are planned and evaluated with more explicit improvements for pupils at their centre
  - ensuring that all policies are up dated and are made specific to the school.

## Outcomes for individuals and groups of pupils

**1**

Children start Reception with skills and knowledge that are broadly as expected for their age, although with such small numbers this varies from year to year. They make outstanding progress through the Early Years Foundation Stage and the rest of the school. When pupils leave at the end of Year 5, which has been the case until recently, their average attainment is well above national expectations. Last year, the first group of pupils stayed at the school for Year 6. Their progress was exceptional and their attainment was well above average. At the last inspection the school was asked to improve standards in mathematics to more closely match those in reading and writing. Thanks to a review of the way mathematics is taught, this has been achieved. Pupils with special educational needs and/or disabilities also make very good progress because the support for them in lessons is matched extremely well to their needs. Pupils develop the skills, confidence and attitudes that will serve them well and their overall achievement is outstanding. This is a result of being nurtured in a school where the staff know the pupils exceptionally well, where class sizes are small and where pupils feel they are contributing to a warm, supportive and purposeful community.

Pupils enjoy their lessons. In the lessons seen the level of their attention and concentration was very good. They spoke articulately of their enjoyment, how hard they think teachers work to make lessons fun, and the way in which they feel suitably challenged. They know that if they are having difficulty understanding, then teachers will take pains to explain things. Attendance is consistently high and behaviour is excellent. Spiritual development is outstanding. Pupils' social, moral and cultural development is also excellent. Pupils are polite and helpful. They mix and play together extremely well. Pupils spoke of the school as a 'family' and they play their part by supporting and caring for younger pupils. The school strengthens the cultural grasp that pupils have of the world around them: further links are being initiated with countries such as China. Pupils feel safe and have an impressive understanding of safety issues. They adopt healthy lifestyles and a high proportion participate in the many sporting opportunities. The school council is very active and is well-regarded by pupils, who feel that they have a voice in school affairs. The school continues to be at the heart of the village community and through concerts, productions and visits to places such as the local hospice pupils make a significant contribution to village life.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The school judged correctly in its own evaluation that the quality of teaching has improved since the last inspection. Teachers plan lessons very carefully, with inventive activities that match the needs of pupils extremely well. Pupils are suitably challenged by stimulating tasks. Relations between staff and pupils are very good. The small class sizes and the extra support from teaching assistants mean that pupils receive an exceptional degree of help and encouragement, to which they respond very well. Teachers use computer technology well to give lessons more fluency and variation. All pupils are used to having personal targets and find them helpful. Good use is made of the outdoors and the local village hall, when appropriate.

The curriculum meets all the statutory requirements and provides a succession of memorable experiences. Subjects are linked together extremely well. The focus of the curriculum is on basic skills but these are taught through creative and stimulating contexts. For example, the traditional story, Goldilocks and the three bears, turned into a crime drama for pupil-detectives to write accurate, detailed, scene-of-crime witness statements! Staff work collaboratively to provide special themed-weeks for pupils across the school. Other cultures are introduced imaginatively, such as the recent attention to China which led to the whole school doing pre-school exercises together in the playground. The school is noticeably outward-looking, matching the needs of the pupils in this quiet, rural setting and whole school trips to, for example, a partner school in a

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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contrasting urban area, are part of the wide range of enrichment activity available. Very good arrangements are in place to support and care for pupils and to help them develop and learn. As a result, pupils show very positive attitudes and excellent personal development. Pupils write weekly about their learning in their learning logs and these provide a useful three-way exchange between pupils, their parents and the teachers. The good partnership with parents, their attendance at occasional 'forum' evenings and the strong parent teacher association is maintained by the school's use of a good range of media. Pupils' health and safety is given a high priority. The arrangements for child protection and the safeguarding of pupils are robust and transition arrangements are excellent. Pupils with special educational needs and/or disabilities are identified early and suitable support arrangements are put in place. Case studies showed how the school works very effectively with other agencies to meet pupils' needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher leads the school very well, with dedication and vigour. He has clear ideas about the long term future direction for the school which have been set out in strategic plans. All teachers have leadership and management roles of one kind or another. New projects and developments have proliferated, although they are not always planned and evaluated with the benefits for pupils sufficiently at their centre. Nevertheless staff work very well together, with enthusiasm and passion, for the good of their pupils. There is an established ethos in which all pupils matter equally and discrimination is not tolerated. Pupils' welfare and progress are at the heart of the school. Safeguarding procedures are comprehensive and rigorously practiced across all aspects of the school's work, not all policies are up-to-date. Since the last inspection the focus on mathematics and the development of the arts within the curriculum have been successful areas of attention. Governors have provided good support during recent site development projects and scrutinise the progress of the school effectively. The school strives successfully to extend its engagement with a range of community groups and partners. Pupils have a strong commitment to helping others within the school as well as working with local, national and worldwide charities. The school has effective plans to further promote community cohesion but there are as yet no formal agreed criteria against which to evaluate their impact.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The small numbers of children allow the staff to know them exceptionally well as individuals and to plan to meet their needs accordingly. This and the creative curriculum, which successfully engages the children's interest, contribute to the outstanding effectiveness of the Foundation Stage. Since the last inspection, provision has improved further. The new building provides a safe, attractive, and informative learning environment. The outdoor area, which is still being developed is used well to support learning. The children play and work together well, and this, together with their interaction with older pupils in the same building, results in their excellent personal and social development. Their progress is tracked in detail and areas of underachievement are identified and tackled quickly. The Foundation Stage leader works very effectively with a large team of assistants who increasingly contribute to planning and work flexibly together to meet children's needs. Whilst providing care and support for children, staff show a clarity and tenacity about what they want the children to learn that drives their excellent progress. There are positive partnerships with parents who are fully engaged with their children's early development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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## **Views of parents and carers**

Parents and carers are very positive in their support of the school. A high proportion of parents returned the questionnaire. There were very few concerns expressed. Four parents felt that the school did not do enough to help them support their child's learning. The inspector looked at the ways the school seek to involve parents, through, for example, evening forums on educational issues and the learning logs, and judged this to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hose Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	61	9	39	0	0	0	0
The school keeps my child safe	17	74	4	17	1	4	0	0
The school informs me about my child's progress	9	39	12	52	0	0	0	0
My child is making enough progress at this school	10	43	12	52	1	4	0	0
The teaching is good at this school	9	39	13	57	1	4	0	0
The school helps me to support my child's learning	12	52	6	26	4	17	0	0
The school helps my child to have a healthy lifestyle	9	39	13	57	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	30	9	39	1	4	0	0
The school meets my child's particular needs	7	30	14	61	0	0	0	0
The school deals effectively with unacceptable behaviour	11	48	8	35	1	4	0	0
The school takes account of my suggestions and concerns	10	43	8	35	2	9	1	4
The school is led and managed effectively	8	35	11	48	3	13	0	0
Overall, I am happy with my child's experience at this school	10	43	12	52	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Monday 1 March 2010

Dear pupils,

Inspection of Hose Church of England Primary School, Hose, LE14 4JE

As you know, your school was inspected recently and this is to tell you about the results of the inspection. First of all I would like to thank you for the way in which so many of you greeted and spoke to me. I thoroughly enjoyed meeting you and listening to what you had to say.

Hose is an outstanding school. It has improved since its last inspection. This is a great credit to everybody who works there and all those involved with it. It is a school where, as I am sure you know, every pupil is valued and supported. All the staff join together in trying to do their best for you. The teaching is excellent, and the school provides you with many experiences and opportunities to develop interests and skills.

As a result of this, you all do very well at school. The progress you make in lessons is outstanding and the standards you reach are well above average. The school also helps you develop extremely well as individuals. You have a strong sense of right and wrong and know what it means to play your part in a community. You understand very well how to be safe in your lives and how to live healthily. It is very clear from your excellent behaviour, and the ways in which so many of you contribute to the school and to the life of the village, that you are very happy at school. Your high attendance confirms this.

I have asked the school to think about one thing that will help ensure that things continue to go well. Hose is a school where a great deal is going on: the staff are full of ideas and plans for the future. I have asked them to think very clearly about the effect their ideas will have on the pupils when making plans for the future. You can help too, by playing your full part in new developments.

Yours sincerely

Bob Roberts

Lead inspector

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