

Inspection of Hose Church of England Primary School

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

Inspection dates:	1 and 2 July 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils flourish at this small school. They take great pride in their learning, arriving each day with enthusiasm and purpose. Their positive attitudes reflect the deep sense of belonging felt across the school. The school's strong commitment to delivering high-quality education ensures that pupils, including those who are disadvantaged, achieve well.

The core values of 'Respect, Bravery, Success and Pride' are deeply rooted in daily life. Pupils understand and embrace these. They show empathy, support each other and are determined to do their best. This creates a nurturing and inclusive environment where pupils feel valued and inspired.

Behaviour is exemplary. Pupils are consistently courteous and considerate. Older pupils lead by example, setting high standards for their younger peers to follow. Those in leadership roles, including sports leaders and school council members, carry out their responsibilities with confidence and honesty. They demonstrate maturity, show initiative and have a strong sense of commitment.

Pupils embrace a wide range of enriching opportunities, from cricket and wheelchair basketball, to skateboarding and music lessons. Residential trips help them to develop independence and resilience. Pupils, and parents and carers, speak joyfully about the school's annual productions, which bring the school community together in celebration.

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

The school has developed a well-structured and ambitious curriculum that meets the needs of pupils. Learning is planned carefully so that pupils build knowledge step by step and make strong links to previous learning. Frequent opportunities for recall and retrieval help pupils remember key information and deepen their understanding over time. As a result, pupils apply their knowledge with confidence and make meaningful connections across subjects. They are well prepared for their next stages of education.

The school's approach to assessment has been refined recently. While some effective practices are in place already, this work is still developing. As a result, staff sometimes do not respond swiftly enough to resolve gaps in pupils' knowledge fully.

Reading is a core priority. In the early years, children develop a love of stories and join in with enthusiasm. Phonics teaching begins from the first day in Reception. Expert staff model sounds accurately. They often provide opportunities for pupils to practise blending and segmenting words. Writing activities support spelling and help pupils build a rich vocabulary. As pupils move through the school, reading remains a key focus. Pupils have access to a range of carefully chosen texts that broaden their understanding of the world. Over time, pupils develop a lasting love of reading.

Staff benefit from a well-planned programme of training. This strengthens their practice and helps them use effective strategies to present information. They are well equipped to deliver engaging and purposeful learning.

Learning is adapted thoughtfully to meet the needs of pupils with special educational needs and/or disabilities. This ensures that these pupils can access the curriculum successfully. For example, staff may introduce key vocabulary before a lesson or provide clear scaffolding to help these pupils focus on the most important parts of a task.

Children in the early years are very eager to learn. Staff exploit every opportunity to support and extend this interest through high-quality interactions and well-designed activities. Staff match learning precisely to children's stages of development and interests. As a result, children thrive and are very well prepared for the transition into Year 1.

The school has exceptionally high expectations for behaviour. Pupils meet these consistently. They show positive attitudes to learning and take pride in their work. Classrooms are calm and focused, allowing pupils to learn without disruption. Staff work closely with families to promote regular attendance and ensure that pupils benefit fully from all aspects of school life. As a result, attendance is high.

The school offers an excellent programme for personal development. It promotes respect, acceptance and tolerance very effectively. Pupils understand that everyone is different and unique, which supports the school's inclusive ethos. Visitors from a range of backgrounds help pupils learn about different cultures and religions, deepening their understanding of life in modern Britain. Character education is a strength. It is woven throughout the curriculum and helps pupils understand the importance of values such as responsibility and active citizenship. Disadvantaged pupils are well supported to access wider experiences, including the annual beach trip. Pupils also learn how to stay safe online and in the community.

The governing body plays a key role in supporting the school's success. Governors are committed to ensuring that pupils receive the highest quality of education. Staff are proud to be part of the school and value the support they receive, particularly in managing their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's assessment system is relatively new and not fully embedded. Sometimes, pupils have gaps in their knowledge that are not identified or resolved fully. The school should ensure that the new assessment system is implemented effectively so that teachers plan learning to allow pupils to catch up and keep up.

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	120135
Local authority	Leicestershire
Inspection number	10379536
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair of governing body	Emily Greasley
Headteacher	Lianne Hough
Website	www.hoseprimaryschool.co.uk
Dates of previous inspection	14 and 15 February 2023, under section 5 of the Education Act 2005

Information about this school

- 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 2020.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the leader of early years.
- Inspectors carried out deep dives in these subjects: reading, mathematics and humanities. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector met with members of the governing body, including the chair.
- Inspectors took account of the responses to the Ofsted Parent View and Ofsted's surveys for staff and pupils.
- Inspectors spoke informally with parents outside the school.
- 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 considered pupils' behaviour at various times of day, including during lessons, around the school site and at lunchtime. They scrutinised the school's records for attendance and behaviour.

Inspection team

Nyree Parker, lead inspector

His Majesty's Inspector

Karen Slack

Ofsted Inspector

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