

# Inspection of a good school: Hathern Church of England Primary School

Pasture Lane, Hathern, Loughborough, Leicestershire LE12 5LJ

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Inspection dates:

29 and 30 March 2022

## Outcome

Hathern Church of England Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are happy at this small but growing school. They love the way that everyone knows each other well. Pupils know to respect different opinions and viewpoints.

Pupils are interested in what they learn. For example, older pupils talk confidently about why the Vikings were such effective raiders. Younger pupils look at how maps of the known world have changed over time. They enjoy learning outside as part of forest school sessions. Pupils have opportunities to grow their own vegetables and climb trees in the school's extensive grounds.

Pupils behave impeccably. Classrooms are calm and pupils can concentrate and do their best. Pupils understand the importance of setting a good example. They take every opportunity to live out the school's ethos of 'Cooperation, Awareness, Respect, Enjoyment' (CARE). Older pupils are looking forward to their residential visits. Pupils say that bullying rarely happens. They trust that adults will help them resolve issues quickly.

The school is at the heart of the community. Parents and carers say that their children are happy and safe at school. One parent, typical of many, commented that, 'This is a wonderful village school with a supportive, family-like atmosphere.'

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

Leaders have developed a broad and relevant curriculum. They have identified the most important knowledge and skills they want pupils to know across all subjects. Curriculum leaders are enthusiastic about their subjects. However, some leaders are new to their roles and do not have the necessary expertise to lead developments in their subjects.

Pupils say the school is 'passionate' about reading. They are keen to read, and enjoy the inspiring library spaces around school. Leaders carefully select a variety of texts that link to the topics pupils will study. Teachers read to pupils every day. This helps pupils to develop a love of reading and extend their vocabulary.

Leaders make sure that reading is taught well from the start of Reception. Younger pupils are provided with reading books that closely match the sounds they know. This helps them to become confident and enthusiastic readers. Older pupils read with fluency and confidence. Pupils who fall behind receive the right support so that they can catch up.

Teachers ensure that pupils learn and revisit important knowledge across all subjects. In science, for example, pupils revisit what they know about forces to help their 'rockets' take off. Teachers check what pupils remember and understand. They carefully plan next steps in pupils' learning and identify any extra support that pupils may need. In some subjects and classes, the planned activities do not always allow children to practise important skills well enough.

Teachers adapt their teaching to ensure that pupils with special educational needs and/or disabilities (SEND) have access to an ambitious curriculum. Teachers quickly spot pupils who need more support. Leaders ensure that they identify and put in place the precise help that pupils with SEND need.

Leaders carefully plan experiences and opportunities to help pupils prepare for life in modern Britain. Leaders ensure that pupils learn about different faiths and cultures. Pupils have opportunities to learn about people and communities that are different to their own. Pupils understand the importance of equality.

Pupils enjoy taking on responsibilities, such as being house captains and assembly helpers. Leaders ensure that all pupils represent the school in a sporting competition during the year. Pupils are proud of the many successes they have achieved.

Relationships are positive between children and adults in the Reception class. Children are supported to listen well and cooperate with others. Teachers ensure that activities are interesting and help children know more of the school's early years curriculum. For example, children observed and handled the newly hatched chick with sensitivity and fascination. They then used scientific words to compare its features with those of humans. Leaders think about how the learning in Reception links to learning that pupils will come across in the future.

Governors provide effective challenge and support to school leaders. They check that leaders are making the right decisions that continue to improve the school.

Staff say that they are proud to work at the school. They feel valued and supported. They appreciate the high-quality training that they receive, such as for early reading. Staff share leaders' and governors' high expectations for every child.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. All staff receive regular training. They share their concerns about pupils' welfare with leaders quickly. Leaders record these concerns diligently. They work well with external agencies. They are tenacious in securing the right support for pupils who need it. Leaders ensure pre-employment recruitment checks are carried out thoroughly.

Pupils trust adults in school. They know their concerns and worries will be listened to. Pupils learn how to keep themselves safe in a range of situations, including online. They learn about respectful relationships and consent.

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

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

- Leaders have not ensured that pupils have sufficient opportunities to independently apply their knowledge from one subject to another. This hinders their deeper understanding of the school's curriculum. Leaders should ensure that teachers provide pupils with sufficient opportunities to apply their knowledge in different contexts across subjects.
- Some staff are new to subject leadership or new to their area of responsibility. This means they do not yet have sufficient expertise to make checks on their subject. Leaders should ensure that all subject leaders have the knowledge and expertise to make checks and develop their subject area.

## **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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2012.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	120175
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10212518
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Farthing
<b>Headteacher</b>	Stephen Dunn
<b>Website</b>	<a href="http://www.hathernprimary.org/">www.hathernprimary.org/</a>
<b>Date of previous inspection</b>	19 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England voluntary-controlled school within the Diocese of Leicester.
- The school's most recent section 48 inspection took place in November 2017. This is an inspection of the school's religious character.
- The school is part of the Loughborough Primary Academy Partnership.
- 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 the headteacher, curriculum leaders and groups of staff.
- The inspector spoke with five members of the governing body, including the chair. A discussion was held with a representative from the local authority.

- The inspector carried out deep dives in the following subjects: early reading, science and history. For each deep dive, the inspector visited lessons, looked at curriculum planning, reviewed pupils' work and spoke with pupils and teachers about their lessons.
- The inspector listened to pupils in Years 1, 2 and 3 read.
- The inspector met with groups of pupils and spoke to other pupils during social times.
- A wide range of documents were scrutinised, including those relating to safeguarding, attendance and behaviour. The inspector also scrutinised the school's single central record.
- The inspector reviewed the responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. The inspector also spoke with parents at the end of the school day. The inspector considered the responses to the staff survey.

### **Inspection team**

Joanne Sanchez-Thompson, lead inspector    Ofsted Inspector

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