

Inspection of a good school: Hallaton Church of England Primary School

Churchgate, Hallaton, Market Harborough, Leicestershire LE16 8TY

Inspection date: 17 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy coming to this school because it is 'small and welcoming.' They told inspectors that they like knowing everyone in school and said that their teachers are 'great'. The school is a calm and safe place for its pupils. Older pupils are proud of the opportunity to 'buddy' a younger child. They enjoy the chance to help nurture and care for their younger peers. Pupils rarely have concerns about bullying. When fallouts happen, they know that teachers will help them to sort it out.

The school has strong links within the village. Pupils enjoy visits to the museum located next to the school. The school is welcoming of all communities. Recently, adaptations were put in place to enable Ukrainian pupils to successfully start at the school. However, pupils' understanding of relationships and emotional well-being are less well developed.

Most parents and carers speak highly of the school. One parent, typical of many, commented, 'The school has a lovely ethos and learning environment.'

There are weaknesses in the school's curriculum. Leaders have not established their expectations of what pupils need to know over time in a consistent and coherent manner.

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

Leaders are aspirational for all pupils at the school. However, curriculum developments are still in the early stages. The key knowledge that leaders want pupils to know is not clearly broken down into small steps across all year groups. Leaders have not made clear the most important things that pupils should learn and when.

Leaders have similarly high aspirations for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND access the same curriculum as their peers.

Teachers adapt resources and equipment to ensure pupils with SEND can access the whole curriculum. They are encouraged to take part in all aspects of school life, including sports competitions.

Most pupils quickly learn to read because teachers know the order of the sounds that need to be learned. Teachers ensure that pupils who need extra help to read receive the required, regular support. Leaders check that reading books match pupils' stage of reading development. Children in the early years learn to use their knowledge of sounds to write simple words. Adults help the youngest children to develop correct letter formation. They help them to write sounds that are represented by more than one letter.

In some subjects, such as mathematics and early reading, teachers make checks to identify what pupils know or may have forgotten. They use these checks to help them adapt the curriculum so that the gaps in pupils' knowledge are addressed. Other curriculum areas are not at this stage of development.

Pupils enjoy a range of extra-curricular activities. These include learning to play musical instruments, sports competitions and drama. Older pupils can meet their local member of parliament during a visit to the House of Commons in London. Leaders have adapted the school's personal development offer to ensure there are more opportunities to enhance pupils' independence and social development. For example, pupils enjoy forest school. They have the opportunity to make choices and work in teams.

Although it was planned, leaders have not consulted parents on the school's relationships and health policy. Pupils commented that they learn about relationships from other sources. This includes from their friends. Pupils are at risk of receiving misinformation. Leaders have not made sure that staff have the knowledge or expertise to deliver the school's relationships and health programme.

Many governors are new to their post. They are developing their knowledge and expertise to ensure that they fulfil their roles. They are beginning to check how the school's budget is leading to improvements. However, governors' expertise and challenge of leaders' actions need further development. As the current headteacher retires, governors are ensuring that the right leadership is in place.

Staff are proud to work at the school. They recognise that they need opportunities to develop their knowledge and expertise in delivering the whole-school curriculum.

In discussion with the headteacher, the inspectors agreed that curriculum development, governance and the school's personal development offer may usefully serve as foci for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know their pupils well. This helps them to identify any emerging concerns quickly. All staff receive regular safeguarding training and frequent updates on

how to keep pupils safe. Leaders are reviewing the systems used to record safeguarding concerns. They are ensuring that they use all the available information to help them understand any potential safeguarding risks to pupils and their families.

Pupils learn about how to stay safe online. Leaders ensure that pupils know how to report something that makes them feel uncomfortable. Pupils know that adults in school will take their worries and concerns seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum does not consistently identify the knowledge that pupils should learn and know. Curriculum plans do not take account of what pupils have learned in the early years. Plans are not clearly sequenced. Consequently, pupils do not receive precisely focused teaching that enables them to know more and remember more as they progress through the school. Leaders should ensure that the curriculum sets out what pupils should know in all subjects, and in what order, from the early years to Year 6.
- Many governors are new to their role and are developing their understanding of how to hold leaders to account. This has limited their ability to make accurate and effective checks on the impact of leaders' actions. Governors need to ensure they have sufficient knowledge and expertise to ensure that they can fulfil their legal duties and hold leaders to account.
- Aspects of the school's personal development programme are not secure. Pupils' understanding of healthy relationships, and physical and emotional well-being, needs further development. Pupils are not prepared well enough to understand different types of relationships, protected groups and diversity in families. Leaders need to ensure that the school's personal development offer is well planned and sequenced so that pupils are well prepared for life in contemporary society. They need to ensure that staff have the knowledge and expertise to deliver the school's health and relationships programme. Leaders need to ensure this work is completed within statutory timeframes.

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 May 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

Unique reference number	120176
Local authority	Leicestershire
Inspection number	10227875
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	93
Appropriate authority	The governing body
Chair of governing body	Alison Rutherford
Headteacher	Diane Riley
Website	www.hallatonprimary.co.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England primary school. It underwent a section 48 inspection in May 2017. This is an inspection of the school's religious character.
- There have been significant changes in governance since the last inspection, including a new chair of governors. The school is due to undergo further changes in leadership as the current headteacher retires at the end of the summer term 2022.
- The school welcomed a group of Ukrainian refugee children during the week of the inspection.
- The school does not make use of any alternative providers.

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 school leaders and have taken that into account in their evaluation.
- Inspectors completed deep dives in reading, mathematics and history. They discussed the curriculum with leaders, visited lessons, examined pupils' books and spoke with

teachers and pupils. Inspectors observed pupils reading to adults as part of the inspection. The curriculum for physical education was also considered.

- Inspectors met with groups of pupils during the school day, including during social times. They observed behaviour at lunchtime and playtime.
- Inspectors examined the single central record of vetting checks. They examined a range of documentation including that related to the safeguarding of pupils. They discussed the arrangements for safeguarding with senior leaders.
- Inspectors met with school leaders and representatives of the governing body and spoke with a representative from the local authority.
- Discussions were held with the school's special educational needs and disabilities coordinator, and with those who are responsible for the delivery of the personal development programme in school.
- Various documents were considered during the inspection including the school's self-evaluation, school improvement plans and governing body minutes.
- Inspectors took note of the responses received on Ofsted Parent View and considered the results of the Ofsted staff questionnaire.

Inspection team

Shaheen Hussain, lead inspector

Her Majesty's Inspector

Carl Thornton

Ofsted Inspector

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