

# Hallaton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120176
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313544
<b>Inspection date</b>	30 October 2008
<b>Reporting inspector</b>	Alison Cartlidge

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 on roll</b>	
School (total)	79
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Ravenhill
<b>Headteacher</b>	Diane Riley
<b>Date of previous school inspection</b>	7 February 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Churchgate Hallaton Market Harborough LE16 8TY
<b>Telephone number</b>	01858 555629

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<b>Age group</b>	4–11
<b>Inspection date</b>	30 October 2008
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**Fax number**

01858 555569

<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following:

provision and progress in the Early Years Foundation Stage (EYFS)

the extent to which teachers involve pupils in improving their writing

how well leaders track pupils' progress

the impact of pastoral care on pupils' behaviour and enjoyment of school.

Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, views of parents, and scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Pupils come to this small school from the village of Hallaton and the surrounding area. The proportion of pupils entitled to free school meals is exceptionally low. The school has a below average proportion of pupils with learning difficulties and/or disabilities, although year groups vary and these pupils are not evenly distributed throughout the school. Many pupils join the school after the usual starting point or leave early, especially during Years 3 to 6.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Pupils are exceptionally enthusiastic about attending this good school. On entry to the EYFS, most children are working at the levels typically expected for this age group. Children make a good start to their education in the small Reception class and standards are slightly above average when they start in Year 1. Good teaching ensures that pupils achieve well, and standards are above average at the end of Year 6. Most pupils, including those with learning difficulties and/or disabilities, make good progress. The school is aware that teachers do not always expect enough from pupils in their writing, and consequently standards in this subject lag behind others. Leaders are focusing well on increasing the level of challenge provided, although pupils are not involved enough in assessing their own learning when writing in different subjects.

Members of staff ensure that pupils receive good care, guidance and support. Pastoral care is exemplary and this is instrumental in the pupils' outstanding personal development and well-being. Pupils' behaviour is excellent and this enables them to work together very well and try hard in lessons. Pupils say that they feel safe at school because teachers deal satisfactorily with minor instances of bullying. One pupil spoke for others when saying that 'everyone is fair'. Pupils have a very thorough understanding of how to stay safe. For example, older pupils have a very good awareness of road safety and support younger pupils diligently when they walk out of school to the adjacent hall. Pupils are kind and considerate and support each other exceptionally well. Their spiritual, moral, social and cultural development is excellent. Pupils respect the views of others and are friendly, polite and helpful. Pupils' contribution to the community is outstanding. They are fully involved in many village and church events and take responsibility for raising funds for charity. For example, they recently raised enough money to pay for a tap and a baby buffalo for a village in the Third World.

The school's contribution towards community cohesion is outstanding. Members of staff increase the pupils' knowledge of multicultural Britain thoroughly by bringing in visitors, including pupils from a school in Leicester, to provide them with experience of a wider range of ethnic backgrounds. Pupils take part in an exchange visit to Madrid and learn about democracy by visiting the House of Commons.

Teachers have very good relationships with the pupils. One pupil spoke for many others when saying that 'the teachers are all lovely here'. Teachers explain activities clearly, enabling pupils to start their work quickly in most lessons. They plan many exciting activities that engage the pupils' interest really well. Teachers and teaching assistants provide good support, especially for pupils with learning difficulties and/or disabilities, enabling them to make good progress towards the targets in their individual education plans. However, there are occasions across the school when teachers do not use assessment information well enough to plan work that is sufficiently different for the range of abilities in each class. At these times, teachers do not challenge all pupils well enough. Teachers mark pupils' work frequently, but do not always explain clearly enough to pupils how they could improve their work.

Members of staff ensure that procedures for safeguarding pupils are fully in place to support those who are finding life difficult. The school works closely with external agencies such as parents, other schools and the church to support the well-being of all of its pupils.

The good curriculum provides a very wide range of interesting visits and visitors and these contribute very well to pupils' enjoyment of learning. Older pupils are especially pleased with the residential visits. As one pupil commented, 'You are out of school, but you are learning.'

The curriculum supports pupils' personal development very well, and helps them to lead exceptionally healthy lifestyles. Pupils enjoy taking part in a wide range of sports and say that they would like even more opportunities to work outdoors. They are planning a winter sports day this year to increase the opportunity for physical activity even more. They grow and eat their own vegetables and understand the importance of eating five fruits or vegetables each day.

Leadership and management are good. The headteacher, other senior members of staff and governors share a clear vision for the school and know what to do to make it even better. They are enthusiastic and strongly committed to speeding up pupils' progress. Since the last inspection, assessment arrangements have improved, demonstrating that the school has a good capacity to go on improving. Good systems for self-evaluation enable leaders to know the school's strengths and areas for development. The school sets challenging targets for the end of Year 6, but senior leaders are aware that they are not fully evaluating information kept on pupils' progress to identify and tackle dips in the progress of groups of pupils as soon as they arise. Pupils' outstanding personal development and good basic skills prepare them well for the next stage of their education and later life.

The school involves parents well in their children's education, especially with reading, and most parents are very pleased with the work of the school. Two parents summed up the positive views of many others by writing, 'Children are happy and confident and have a love of learning' and 'The school has a real sense of community'. These comments demonstrate areas where the school excels.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Good provision enables children to settle into the Reception class quickly and to achieve well. Standards are slightly above average when they start in Year 1 and they do especially well in knowledge and understanding of the world and physical development. Members of staff are good at helping children to learn and develop. They focus especially well on making learning exciting and improve speaking and listening well through frequent discussions. As a result, children become confident and articulate when talking about their experiences. Members of staff work together well as a team to meet children's differing needs. Children's personal development is good. They play together happily and are keen to make choices and try new activities. Members of staff care for the children well and are good at promoting their welfare. They maintain thorough records of the children's progress. Leadership and management are good because senior members of staff have clear plans to improve provision. For example, they are aware that they should do more to make writing activities more enticing.

### **What the school should do to improve further**

- Involve pupils more in improving their writing in all subjects.
- Analyse information about pupils' progress more thoroughly, so that any dips in progress can be detected as they arise and the resulting information can be used to tailor lesson activities even more closely to differing needs.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

31 October 2008

Dear Children

Inspection of Hallaton Church of England Primary School, Market Harborough LE16 8TY

Thank you for welcoming us to your school and for sharing your work with us. We are glad that you really enjoy coming to this good school.

- Here are some things we particularly liked about your school.
- You make a good start to your learning in the reception class.
- You make good progress across the school and reach above average standards by the end of Year 6.
- You behave exceptionally well and are very good at helping others.
- You know how to stay safe and healthy and your winter sports day sounds a good idea.
- Teaching is good and your teachers help you to enjoy school by making lessons fun.
- You study a good range of interesting topics and go on some very exciting visits.
- All adults in school are kind and caring and look after you well.
- Your headteacher, teachers and governors know how to make your school even better.
- Your parents and carers are very pleased that you come to this school.
- What we have asked your school to do now.
- Involve you more in improving your writing in all subjects by showing you what you need to do next more clearly.
- Look more closely at information about how well you are all doing, so that your teachers can tackle any dips in progress more quickly and make sure all of you have challenging work to do in lessons.

We thoroughly enjoyed talking with you about your school and wish you well for the future.

Yours sincerely

Alison Cartlidge Lead inspector