

# Inspection of Hallaton Church of England Primary School

Churchgate, Hallaton, Market Harborough, Leicestershire LE16 8TY

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Inspection dates: 3 and 4 July 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Leaders have raised their expectations for pupils over recent times. While leaders are ambitious for pupils, not all pupils achieve as well as they could. The introduction of the 'Five R-Stars: be responsible, be resilient, be reflective, be respectful, be remarkable' encourages pupils to do their best. Leaders recognise this in itself will not lead to all the necessary improvements succeeding. There is a clear and robust plan to build upon the improvements already seen. Leaders are determined to secure further improvements.

There is a sense of community at this school. The school sits at the centre of the village. Pupils participate regularly in village life by entering art competitions at the local show and exhibitions in the local museum. Pupils join the local 'wombles' in litter picking in the village and in the RSPB birdwatch.

Pupils are proud to come to this school. They enjoy the range of responsibilities on offer. The librarians regularly tidy the library and make recommendations of good books to read. The 'Worship Team' help in assemblies and evaluate their effectiveness. There are a range of clubs on offer. Pupils participate in the choir and enter mass singing events.

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

Learning to read is a priority at this school. Pupils learn to read as soon as they start in the Reception Year. There is a consistent approach to the teaching of phonics. Most staff are trained to deliver the programme. Regular checks ensure that pupils receive additional support should they fall behind. They soon catch up. Pupils become fluent and confident readers because books match their needs.

Beyond phonics, leaders recently introduced a new approach to teaching reading. This approach identifies the key knowledge pupils need to learn and when. However, there are inconsistencies in the delivery of this in some classes. Pupils state that the new approach challenges them. It helps them develop a deeper understanding of the text and helps them to read faster. Quality texts are at the heart of this new approach. Pupils enjoy reading.

Leaders have developed a structured curriculum. However, in some subjects, leaders have not thought through in enough detail about what pupils should be learning and remembering. Where subjects have been well developed, teachers make clear links with prior learning. For example, in history, teachers ensured that pupils recalled learning from Year 4 about the War of the Roses before starting a unit on King Richard III in Year 6. As a consequence, pupils' depth of knowledge was strong. Similarly, in subjects where knowledge is explicit, teacher subject knowledge is also strong. This means that teachers check on what pupils can remember. However, leaders have not yet established consistent systems to identify gaps in pupils' knowledge in some subjects.

Children in the early years foundation stage (EYFS) settle well. There are high expectations for behaviour and routines are well established. The curriculum has clear progression. Leaders identify key knowledge and in what order to teach it. This helps teachers and staff to check what children know and remember. Teachers adapt activities to correct any gaps. Well-organised activities enable children to work well together or on their own. Leaders recognise there could be further opportunities to develop children's deeper thinking. Children are happy in the EYFS.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). There are rigorous systems to identify these pupils' needs. Leaders communicate these well with staff. However, not all staff routinely ensure that pupils with SEND access the curriculum well enough.

Most of the time pupils behave well. The recent introduction of a new behaviour policy has strengthened the approach to managing behaviour. Pupils say it encourages them to be responsible for their own behaviour. Younger pupils enjoy the rewards they receive for exemplifying the 'Five-Rs'. However, the approach to managing behaviour is not consistent in all classes. Pupils' attitudes to their learning are improving. Pupils attend regularly.

Pupils in this school understand equality and diversity. Pupils understand the importance of fundamental British values. However, they have not yet developed a robust understanding of their significance. There are a wide range of sporting activities, and clubs, for pupils to participate in.

Recent changes in leadership have brought renewed ambition and expectation. Senior leadership, supported by the governing body, have made improvements to the work of the school. They have clear plans for this work to continue. They understand what needs to improve and by when. Senior leaders are still developing some aspects of subject leadership, particularly checking how well the curriculum is being implemented.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that only responsible adults work in the school. They make appropriate checks on staff. Staff are knowledgeable about the potential signs of harm and abuse. Any concerns are reported upon. Regular review of records ensure that concerns are acted upon. Leaders work with external agencies to obtain the support vulnerable families need.

Pupils say they feel safe. They say bullying is rare but adults act upon it should it happen. Pupils know how to keep themselves safe when working online. Leaders act swiftly to any locally reported concerns. Pupils learn how to keep themselves safe in the community.

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

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

- The work on the curriculum is not yet complete. In some subjects, leaders have not thought through in enough detail about what pupils should be learning and remembering. Because of this, learning is sometimes limited or confused. Leaders should review and develop the curriculum further, so that teachers know exactly what to teach and when to teach it. They should do this to help pupils learn more, remember more, and be able to do more.
- Leaders have not yet established consistent systems to identify gaps in pupils' knowledge in some subjects. Where curriculum thinking is less clear, teachers do not check effectively how successfully pupils acquire knowledge and use it fluently. Leaders should ensure that checks on what pupils know and remember consistently assist teachers in determining clear next steps for pupils without causing unnecessary burdens for staff and pupils.
- Senior leaders are still developing some aspects of subject leadership skills, particularly checking how well the curriculum is being implemented. As a result, subject leaders are not yet providing clear guidance on how to improve the teaching of the curriculum in some subjects. Senior leaders should ensure that all subject leaders have the skills, expertise and time they need, so that they can lead their subjects and support teachers effectively.
- Not all staff routinely ensure that pupils with SEND access the curriculum well enough. As a result, pupils with SEND do not always benefit from a good quality education. Leaders should make sure that pupils with SEND receive the support they need, so that they achieve as highly as they should.

## 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](#)' 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>	120176
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10268092
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ali Rutherford
<b>Headteacher</b>	Claire Stevens
<b>Website</b>	<a href="http://www.hallatonprimary.co.uk">www.hallatonprimary.co.uk</a>
<b>Date of previous inspection</b>	17 May 2022, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative providers.
- The school was last inspected under Section 48 of the Education Act 2005 in May 2019.
- The current headteacher started in August 2022.
- There have been significant changes in the governing body since the last section 5 graded inspection, including the appointment of the chair of the governing body.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and the special educational needs and/or disabilities coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history and geography. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for science and art and design.
- The lead inspector met with four members of the governing body, including the chair.
- The lead inspector met with a local authority representative.
- The lead inspector took account of the responses to the Ofsted's free-text service for parents, Ofsted Parent View survey, Ofsted's staff survey and pupil survey. Inspectors spoke informally to parents outside the school.
- Records of attendance, behaviour and safeguarding were scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

### **Inspection team**

Mark Anderson, lead inspector

His Majesty's Inspector

Donna Moulds

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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