

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Hallaton Church of England Primary School

#### Vision

Learn, grow, flourish. Whatever you do, work at it with your whole heart, working for the Lord not just for men.  
Colossians 3:23

Our Christian vision is to provide high standards of teaching and learning and promote spiritual development and the ability to 'learn, grow and flourish' as human beings.

Hallaton School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- Hallaton is a small rural primary school where both staff and pupils are supported to 'learn, grow, and flourish'. Pupils are well known and cared for by staff, who often go out of their way to support them in all the ups and downs of life. Staff are nurtured by the care shown for their own professional development.
- An active culture of responsibility for others is fostered across the school. Pupils are empowered to make changes. This is one of the ways the pupils are helping each other flourish and grow.
- The commitment for all to 'learn, grow and flourish' underpins the continuing development of the curriculum and enrichment activities. This successfully equips pupils to grow in confidence, ready for the next stage in their education.
- The religious education (RE) curriculum is well sequenced and effectively develops pupils' understanding of the world religions studied. RE is given a high profile in the school and pupils enjoy their learning.

#### Development Points

- Simplify the Christian vision so that it is understood and expressed more clearly by leaders and governors. This will sharpen the monitoring of the effectiveness of the Christian vision.
- Enhance leaders' understanding of spirituality. This will enable them to identify opportunities for spiritual growth within the curriculum and confidently support the spiritual flourishing of pupils and staff.



## Inspection Findings

Hallaton is a small rural primary school where pupils and adults are motivated by Colossians 3:23 'whatever you do work at it with all your heart, working for the Lord and not just for men.' The school's Christian vision is clearly expressed through the motto 'learn, grow and flourish'. This influences leaders to model learning and growing through the decisions they make and the collaborative way they work. As a result, leaders use the Christian values to enhance pupils' understanding of how the vision is demonstrated in friendship, justice, wisdom, kindness and endurance. The vision drives the leaders' determination for school improvement. The Christian vision sits alongside the mission, ethos, values and learning powers but this collection of statements sometimes leads to confusion amongst the school community about what is driving the actions and decisions. Consequently, leaders and governors monitoring of the Christian vision is not robust.

The commitment for all to 'learn, grow and flourish' underpins the continuing development of the curriculum. Leaders at all levels are involved in reviewing the curriculum so that it enables pupils to flourish and prepares them for the next stage in education. They benefit from a broad range of trips, visitors and experiences which enrich the curriculum. These enhance pupils' engagement in their learning and help them to grow in curiosity about the world around them. Leaders ensure that pupils, including those with Special Educational Needs and Disabilities (SEND), and those who are vulnerable, get the support and assistance they need to flourish. The development of being remarkable, reflective, responsible, resilient and respectful as key aspects of learning, enables pupils to build their independence. Staff encourage all to work hard to 'learn, grow and flourish' through many extra-curricular activities including taking part in school teams and participating in sporting events. Pupils are given time to reflect on their learning, although opportunities for spiritual development are sometimes missed. This is because there is not a shared understanding of spirituality amongst staff.

Daily collective worship develops a strong sense of belonging for pupils and adults. Effective partnerships with leaders of local churches mean that pupils experience different styles of worship and prayer. Pupils are encouraged to ask big questions about life, and these are used as a stimulus for some collective worship. Throughout the year, each class plans and leads a service for the community in church which allows pupils to explore the meaning of different Bible stories and write their own prayers. This provides opportunities for spiritual reflection. Pupils confidently talk about how collective worship helps them to think about people across the world and to be reflective of their own actions. However, the opportunity for pupils to think deeper about something 'bigger and beyond themselves' is still developing. As a result of leaders' monitoring, collective worship is becoming more inclusive and reflective. Pupils are invited to take part by nominating others to light the candle who live out a Christian value. The clear structure in collective worship mirrors the school's Anglican tradition and supports all pupils to feel included. Staff value the time to think in collective worship along with the opportunity for longer periods of reflection away from the classroom.

The Christian vision drives a strong culture of treating pupils and adults well. Hallaton is a welcoming place to learn and develop friendships. The buddy system at the school ensures that pupils settle quickly and make friends. Wellbeing is a priority and well-trained staff effectively provide a safe space to share concerns and build confidence. Families are given care and support from the staff, not only in the everyday challenges of life but also during periods of change. From the behaviour policy rooted in restorative principles, to the nurture given to support mental health, pupils are well known and valued. As a result, pupils flourish emotionally and socially. These strong relationships create a culture in which pupils learn from their mistakes and grow in resilience. Vulnerable children and those with SEND flourish in the nurturing environment as they learn and grow in confidence and make



progress. The school has worked on accessing curriculum networks through local partnerships which means that staff feel supported and have opportunities to develop the teaching, learning and support for the whole child. The different perspectives from these links support staff professional development.

The school's active culture of responsibility is founded in the Christian vision to not only learn, grow and flourish in school but, also in their own community. Pupils' roles such as sports leaders, school councillors and worship leaders, develop responsible attitudes and bring about change. For example, in response to learning about the life and work of David Attenborough, the school council carried out litter picking around school and the village. Caring relationships amongst pupils across the school encourage cooperation and respect for others. Encouraging pupils to reflect on their learning gives them the confidence to write letters asking for help to make positive changes for wildlife. Careful curriculum choices and the weekly collective worship resources are developing pupils' awareness of injustice in the world. Pupils are developing their understanding of injustice through discussions and feel empowered to take actions themselves. For example, raising awareness of the plight of endangered animals and connecting with others to bring about change. Older pupils understand that not everyone is treated fairly, and some people are affected by persecution. Staff and pupils take an active role in community events including the upcoming World Day of Prayer and the Remembrance service. These events are just one example of how the church and school collaboration brings the whole community together to think of others.

RE is given a high profile and is valued by pupils. The curriculum is well sequenced for mixed-age classes and as such, supports pupils to develop their understanding of different beliefs including core elements of Christianity. RE is taught in a creative way which engages the pupils and deepens their understanding of different faiths. Pupils are encouraged to critically think about what they have learned. The curriculum is enriched through faith story visits, links with a city school and theme days which contribute to a rich and diverse learning experience. As a result of this, pupils enjoy their learning in RE.

## Information

Address	Churchgate, Hallaton, Market Harborough, Leicestershire LE16 8TY		
Date	04 February 2025	URN	120176
Type of school	Voluntary Controlled	No. of pupils	65
Diocese	Leicester		
Headteacher	Claire Stevens		
Chair of Governors	Ali Rutherford		
Inspector	Rachel Chamberlain		

