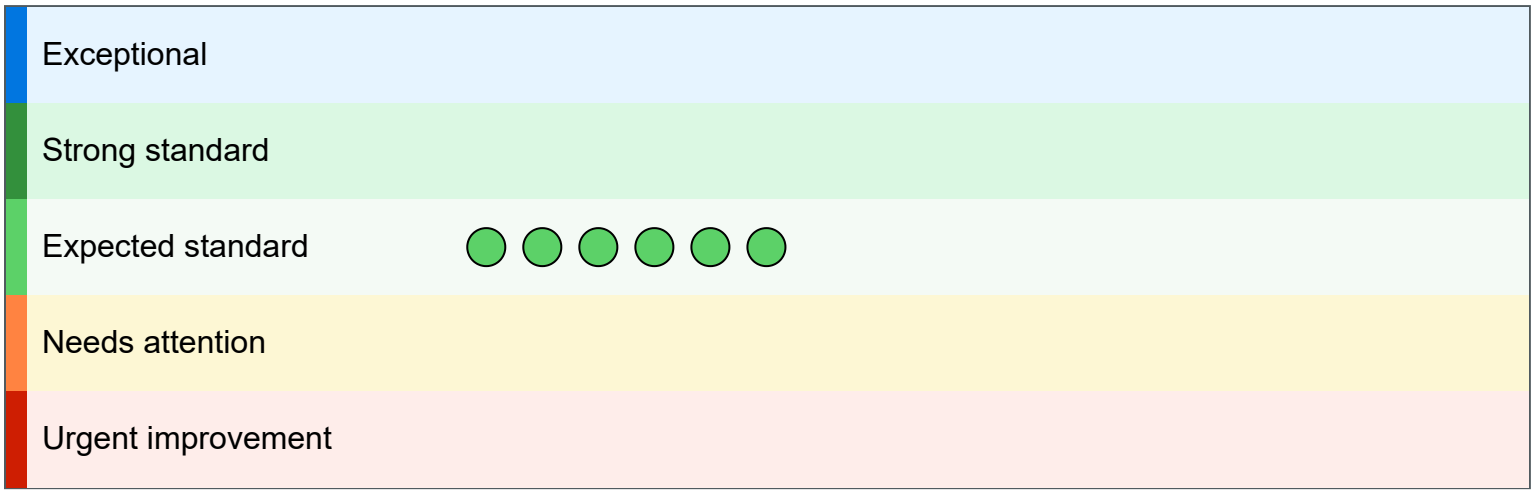
Hallaton Church of England Primary School

Address: Churchgate, Hallaton, Market Harborough, Leicestershire, LE16 8TY

Unique reference number (URN): 120176

Inspection report: 8 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Achievement is a positive and improving picture, including for disadvantaged pupils. In the Year 4 multiplication tables check, pupils have consistently achieved in line with national averages over recent years. In phonics, pupils have achieved significantly higher than national averages.

Historically, at the end of key stage 2, pupils' achievement in national assessments has been slightly below that typically found nationally. More recently, however, this has improved. Current pupils achieve well. This is evident in pupils' books and their contributions in lessons. Pupils' learning builds incrementally over time. They demonstrate a convincing and accurate recall of the key knowledge that is identified in the curriculum. The school's own evaluation of achievement reflects inspectors' findings.

Pupils with special educational needs and/or disabilities (SEND) achieve well from their starting points, in some cases, impressively so.

Attendance and behaviour

Expected standard

Rates of attendance are positive, both historically and recently. Despite a slight drop in attendance last year, attendance remained higher than national figures, including for disadvantaged pupils. Leaders have a firm handle on the reasons for pupils' absence and follow any unexplained absences up robustly. In the small number of cases where the school is concerned about pupils' attendance, it provides the right balance of challenge and support. This has a positive impact. The school has successfully reduced the number of absences due to holidays taken in term time.

The school's approach to behaviour is underpinned by the 'Five Rs'. These help pupils to know how to be reflective, responsible, resilient, remarkable and respectful. Daily, pupils do their best to live up to these expectations. They enjoy earning points for demonstrating these characteristics. Pupils value the additional rewards on offer, including bronze, silver and gold star awards. Headteacher gold stickers are highly prized. Pupils understand what happens when behaviour falls below expectations. However, poor behaviour is rare. Serious misbehaviour, including bullying, is very rare but is dealt with robustly. Any pupils who need extra help to meet the school's expectations are well supported. Over time, their behaviour improves.

'The Hallaton Way' makes clear to pupils what positive conduct looks like. Many pupils model this well. In these cases, pupils are highly courteous, for example by holding doors open for one another.

Curriculum and teaching

Expected standard

Since the previous inspection, the school has made significant improvements in both the curriculum and teaching. The curriculum, across all subjects, is well planned and

sequenced. It takes full account of pupils' ages and the nature of mixed-age classes. The curriculum makes clear the key knowledge that pupils are expected to learn and remember.

In lessons, teachers make clear what pupils are expected to learn. Lessons build incrementally over time. The activities that teachers provide are engaging and enable pupils to achieve the intended outcomes. Typically, teachers accurately check pupils' learning in lessons. They make appropriate adaptations where needed. As a result, all groups of pupils typically achieve well.

The school ensures that pupils have the essential, underpinning knowledge needed to learn the curriculum. Those at the earliest stages of learning to read receive a well-planned and sequenced phonics curriculum. This enables them to go on to read and understand more complex texts. Pupils go on to develop a love of reading. However, there are some minor inconsistencies in pupils' written work. In some cases, teachers do not address errors in pupils' letter formation or joins quickly enough. Leaders have identified this and are in the early stages of tackling it.

Leaders have an accurate understanding of the quality of teaching in the school. They provide well-tailored training and support so that teachers know how to implement the curriculum successfully.

Inclusion

Expected standard

The school is inclusive. It knows all its pupils well. It keeps a close eye on how well they achieve, both academically and personally. The school's ‘Inclusive Classroom Strategy’ is well designed and ensures that all staff know how to include all groups of pupils in lessons. Staff are well trained in this. Classrooms are equipped with a broad range of resources and equipment that pupils select to help them in their work.

Provision for pupils with special educational needs and/or disabilities (SEND) is a strength. Pupils' needs are identified quickly and accurately. The school's ‘All About Me’ documents make clear the challenges that pupils face and the support that needs to be put in place. Pupil and parent views are fully reflected in these. Targets for pupils with SEND are consistently precise and reviewed regularly. Disadvantaged pupils get on equally well. Leaders regularly check that these pupils are receiving the support that they need and that this is helping them to achieve. The school's pupil premium strategy focuses on the right priorities and, overall, has a positive impact on pupils' outcomes.

The school is quick to identify and put support in place for any needs that emerge. This includes pupils who are new to the country or new to speaking English. The school also has the knowledge and systems required to support any pupils who are in care.

Leadership and governance

Expected standard

Leaders have a strong ambition and uncompromising drive to ensure that all pupils ‘Learn, Grow and Flourish’. They have a clear understanding of the school's strengths and consistently identify the right areas for improvement. The actions they have taken have resulted in demonstrable improvements. However, in some cases, leaders do not always use the full range of information that is available to them to check on the impact that their

improvement work has. For example, governors do not make routine use of the full range of information that is published about the school to aid their decision-making. Notwithstanding this, there is a strong capacity for continued improvement.

Staff are unanimously proud to work at the school. They speak highly of leaders. Their workload, well-being and training needs are carefully considered and well catered for.

Governors bring a broad range of expertise. They provide a good degree of challenge and an unwavering level of support. They have a clear vision for the school's future and are determined to make this a reality, always considering ‘What if?’. Working closely with the headteacher, they have ensured that the school has continued to go from strength to strength during a potentially unstable period. The unavoidable, extended absence of the headteacher was managed admirably and seamlessly by all parties.

The vast majority of parents hold the school in high regard. They value the school's close-knit, family feel and the progress that pupils make. They describe the school as the beating heart of the village it serves. Inspection evidence supports this view.

Personal development and wellbeing

Expected standard

Pupils are well prepared for life beyond the school. They learn about a wide range of people, places and communities. The school provides opportunities for pupils to meet and work with pupils from other schools in different contexts. Pupils value the close links they have with their partner school in Leicester City.

For a school of its size, there is an impressive range of extra-curricular activities that enable pupils to develop their talents and interests. The school ensures that every pupil participates. Similarly, the school provides an impressive range of activities that help bring the curriculum to life. These include regular opportunities to learn outdoors, residential visits, participation in sporting and arts events, and regular visits to a local farm and the neighbouring Hallaton Museum. The school works closely with the busy ‘Friends of Hallaton’ group to ensure that the broad range of activities that they provide dovetail with the school’s curriculum.

The school's curriculum for personal, social and health education is well planned and sequenced. Pupils typically remember what they have learned. They have an age-appropriate understanding of fundamental British values and of the protected characteristics. They know how to stay safe in a range of contexts, including while online. They know how to report any concerns that they may have.

Pupils relish the many opportunities that they have to make a positive contribution to their school. These include taking on roles within the school council, the Green Team, the worship team and becoming sports leaders. Older pupils become ‘buddies’ for younger children. Pupils take their roles and responsibilities seriously. They know the importance of setting a positive example for others to follow. They typically do their utmost to do this.

Pupils who need help to understand and manage their feelings and emotions receive well-tailored support. The school checks closely to make sure that this support is working effectively.

What it's like to be a pupil at this school

Hallaton Church of England Primary is a school where, as leaders intend, pupils ‘Learn, Grow and Flourish’. It is a small school with a big family feel. Each pupil is known, understood and well cared for. Relationships between staff and pupils are consistently positive. Pupils get on well. They enjoy learning and socialising together. Older pupils set a positive example for younger pupils to follow. As one pupil eloquently summed up, ‘Everyone is kind and respectful at this school. Everyone gets on.’

Pupils enjoy learning. In lessons, they pay good attention and work hard. By the end of their time at the school, they are well prepared for the next stage of their education. The outcomes of national assessments have recently improved. From their starting points, current pupils achieve well.

All pupils participate in a good range of extra-curricular activities and experiences that help them learn the curriculum. Leaders ensure that nobody is left out. Pupils value the regular opportunities they have to learn outdoors and in their local community.

Behaviour around the school is positive. Many pupils show a high degree of courtesy. Pupils understand the ‘Five Rs’ of reflective, responsible, resilient, remarkable and respectful. They understand what these mean and do their best to live up to them. ‘The Hallaton Way’ ensures that pupils know how to behave and conduct themselves positively. Any pupils who need extra help to meet the school's expectations receive the support they need. This has a positive and demonstrable impact.

Incidents of poor behaviour, including bullying, are extremely rare. Where issues do arise, leaders deal with them swiftly and effectively. As a result, pupils are safe and feel safe. This is reflected in their positive rates of attendance.

Next steps

- Leaders should ensure that there is a consistent approach to identifying and addressing errors in pupils' writing, including in letter formation and fluency.
- Leaders should ensure that they make use of the full range of information that is available to them when evaluating the impact of their work.

About this inspection

The chair of the board of governors is Ali Rutherford.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the headteacher and leaders responsible for special educational needs and/or disabilities (SEND), attendance and behaviour. An inspector met with governor representatives and a representative of the local authority.

The school uses no alternative provisions.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The most recent section 48 inspection of the school, which is an inspection of the school's religious character, took place in February 2025.

The school has undergone significant changes since the last inspection. The headteacher was absent from September 2025 to July 2026. An interim headteacher was in post from September to November 2025. An acting headteacher was in post from November 2025 to July 2026.

Headteacher: Claire Stevens

Lead inspector:
Vic Wilkinson, His Majesty's Inspector

Team inspector:
Priya Saujani, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 8 September 2026

School and pupil context

Total pupils

46
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

98
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.04%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.17%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

13.04%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below
2024/25 (final)	53%	62%	Below
2023/24 (final)	S	61%	S
2022/23 (final)	50%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	74%	Below
2024/25 (final)	60%	75%	Below
2023/24 (final)	S	74%	S
2022/23 (final)	67%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25 (final)	60%	72%	Below
2023/24 (final)	S	72%	S
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	87%	74%	Above
2023/24 (final)	S	73%	S
2022/23 (final)	67%	73%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	S	47%	S
2023/24		46%	
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	S	63%	S
2023/24		62%	
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	S	59%	S
2023/24		58%	
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	S	61%	S
2023/24		59%	
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	S	69%	S
2023/24		67%	
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24		80%	
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	S	78%	S
2023/24		78%	
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24		79%	
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.0%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below

Year	This school	National average	Compared with national average
2022/23 (3 term)	5.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.3%	13.0%	Below
2023/24 (3 term)	2.9%	14.6%	Below
2022/23 (3 term)	8.4%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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