



**Statutory Inspection of Anglican Schools**  
**Under Section 48 of the Education Act 2006**

# **DIOCESE OF LEICESTER**

LEICESTERSHIRE LOCAL AUTHORITY

Hallaton CE (cont) Primary School  
Church Gate  
Hallaton  
Leics  
LE16 8TY

**Inspection Date: December 4<sup>th</sup> 2008**

**Section 48 Inspector: Mrs Wendy Martin (No.168)**



## SIAS Report Form

<b>Name and address of school:</b>	Hallaton CE Primary School Church Gate Hallaton Leics. LE16 8TY
<b>Type of school</b>	Primary
<b>Status:</b>	Voluntary Controlled
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicestershire
<b>Dates of inspection:</b>	December 4 <sup>th</sup> 2008
<b>Date of last inspection:</b>	8 <sup>th</sup> & 9 <sup>th</sup> June 2005
<b>School's Unique Ref. No:</b>	120176
<b>Name of Head teacher;</b>	Mrs. Diane Riley
<b>Inspector's name (with N.S. No):</b>	Mrs. Wendy Martin (No. 168)
<b>Context</b>	
<p>Hallaton Primary School serves the villages of Hallaton, Blaston, Horninghold, Stockerston and Moor Hill, with 79 pupils on roll. The school has benefitted from a new classroom, built in 2006. The "Tin Tab" a separate building owned by the church, is used for acts of worship, lunches and indoor physical education, resulting in a degree of movement between buildings. A small garden is used by pupils to grow fruit and vegetables.</p>	
<b>Summary Judgment</b>	
<p><b>The distinctiveness and effectiveness of Hallaton CE Primary as a Church of England school are good.</b></p> <p>The school is very strongly committed to its Christian foundation. It has a caring ethos in which each individual is made to feel special and valued. It has links with the parish church, and a strong sense of community. Collective worship is an integral part of school life. Pupils gain an insight into the lives of others, through fundraising for various charities.</p>	
<b>Established strengths</b>	
<ul style="list-style-type: none"><li>• The headteacher has a clear vision for the school, with high expectations of learners.</li><li>• A strong Christian ethos permeates all aspects of school life.</li><li>• Provision for learners' spiritual, moral, social and cultural development is excellent.</li><li>• The school is committed to being part of the wider community, and has links with the church, local organisations and a city school.</li></ul>	
<b>Focus for development</b>	
<ul style="list-style-type: none"><li>• Involve governors, especially foundation governors, in the evaluation of the school as a church school.</li><li>• Involve governors, especially foundation governors in establishing formal strategies for the monitoring and evaluation of collective worship.</li></ul>	

**The school, through its distinctive Christian character, is good at meeting the needs of all learners.**

The headteacher has a clear personal belief that Christianity is fundamental to the work of the school. She is committed to making everyone involved feel valued and appreciated as part of a team. Personal development policies reflect the Christian ethos. Children spoke frequently of the cross in the entrance hall, and the Lord's Prayer, displayed throughout the school. School adults model Christian values in their dealings with pupils and each other, and parents are happy that their views are sought through regular questionnaires, and respected. One parent spoke of Christianity being central to the way the school operates. Her children had both benefitted, and were "completely unequivocal about their Christian faith." Behaviour is good, and pupils say that the newly introduced SEAL programme enables them to be more aware of the feelings of others. Pupils enjoy being part of the community, and spoke enthusiastically about social events like the Reading Breakfast and Making Day and taking part in village events where they exhibit vegetables they have grown in the school garden. Planting trees with the Woodland Trust reinforces the school's commitment to the environment. They have links with a multicultural inner city school, and value the opportunity to mix with children from different backgrounds. House leaders enjoy taking responsibility, and say that teachers value their opinions. They requested a "Winter sports day" and planning for this event is raising their self confidence. They are involved in village and school fund raising events for charity. Key stage 2 children, who learn Spanish, have links with a school in Madrid, and the school has achieved the Intermediate International Schools Award.

**The impact of collective worship on the school community is good.**

Worship is an integral part of school life, valued by pupils and adults. Responsibility for planning is shared by the headteacher and the R.E. co-ordinator, using diocesan themes, and the main Christian festivals. A monthly act of worship is held in the parish church, to which parents and the community are invited. The priest-in-charge leads worship in the tin tab each week. An attractive Brazilian cross, and a candle provide a focus, and pupils or classes often lead worship, providing prayers they have written themselves alongside the Lord's Prayer. One child said that prayers made her feel "safe with God." Pupils spoke enthusiastically about the range of visitors who are invited to contribute. Golden assemblies, led by the headteacher, are an affirmation of both individuals, and groups, providing an opportunity for the whole school to celebrate together. The school provides informal monitoring and evaluation of worship. A more formal procedure is needed, involving staff and foundation governors working together, to ensure that all worship is of a consistently high standard. The RE co-ordinator is currently investigating ways to involve pupils in monitoring and evaluation of collective worship.

**The effectiveness of the leadership and management of the school, as a church school is satisfactory.**

The headteacher provides strong leadership, and has a supportive staff team. The strong spiritual, moral, social and cultural provision is enhanced by use of SEAL materials. The RE co-ordinator has begun to monitor and evaluate the impact of SEAL, which has been in use since September. Pupils and parents are confident that their views are respected, and that they can influence the direction of the school. The headteacher and staff have begun to analyse the effectiveness of Hallaton as a church school, using the self evaluation toolkit for Anglican schools. Foundation governors now need to take a more pro-active approach towards the monitoring and evaluation of the school as an Anglican School.