



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

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

Hathern CE controlled Primary School
Pasture Lane
Hathern
Leicestershire
LE12 5LJ

Inspection Date: 1st & 3rd October 2007

Section 48 Inspector: Mr David Dunmore (308)



SIAS Report Form

Name and address of school:	Hathern CE Primary School Pasture Lane Hathern Leicestershire LE12 5LJ
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	1 st & 3 rd October 2007
Date of last inspection:	8 th – 10 th March 2005
School's Unique Ref. No:	120175
Name of Head teacher;	Mr Michael Hoare
Inspector's name (with N.S. No):	Mr David Dunmore (No. 308)
Context	
<p>Hathern Church of England Primary School has 108 pupils on roll. The school was established in 1849 and is currently on two sites within the village. Years 4, 5 and 6 occupy the original Victorian building near to the church and the Foundation, Key Stage 1 and year 3 children are in a modern school with a hall and community centre on the edge of the village. Almost all the children come from a white British background and the proportion of children entitled to free school meals is lower than average.</p>	
Summary Judgment	
The distinctiveness and effectiveness of Hathern CE Primary School as a Church of England school are good.	
<p>Hathern CE Primary School provides a supportive learning environment based on Christian values in which all pupils are valued and encouraged to achieve their full potential. Relationships across the school are good and are based upon the Christian principles of care and concern for others. The school maintains very positive links with parents, the church and the local community.</p>	
Established strengths	
<ul style="list-style-type: none">• The expertise and Christian vision of the headteacher, offering clear direction and leadership to the school.• A dedicated and hardworking staff team who share their skills and enthusiasm to enrich the children's educational experiences and learning.• Pupils' personal development and well-being, together with the care, guidance and pastoral support provided.• Mutually supportive links with parents, the church and the community.	
Focus for development	
<ul style="list-style-type: none">• Develop an effective programme for the monitoring and evaluation of collective worship involving pupils, staff and foundation governors. Draw upon evaluation outcomes to build upon current good practice.• Affirm the school's distinctive 'Christian' status in the vision and aims statement, prospectus and other documentation.• Provide support to the foundation governors to empower them to bring a focus on the school's Christian ethos to the governing body.• Develop a programme of visits to places of worship of other faiths to enhance the cultural development of KS2 pupils.	

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

Hathern School has a strong Christian ethos which is evident in all aspects of its work. The school badge understood by pupils together with children's religious paintings on display in the entrance corridor, affirm that this is a church school. There is a warm, welcoming atmosphere within the school and it is very clear that good work and achievement, co-operation, respect and care for others and enjoyment are all highly valued. Pupils with learning difficulties are well supported. There is a clear behaviour policy which is understood by all and any issues are quickly resolved. Older pupils are proud of their role as 'Sports Leaders'; initiating outdoor games for the younger pupils and providing excellent role models. The School Forum works effectively with the headteacher to discuss ways to improve the school. Pupils' ideas are listened to and acted upon and the group are very enthusiastic about 'meeting more often'. Parents speak very highly about the school, valuing the caring atmosphere, the wide range of sporting and extra curricular activities, the approachability of teachers and staff and the opportunities to attend school worship and services at church. The active support provided by the parents association and the local community enrich the life of the school. Pupils take harvest baskets to village residents after their annual harvest service. There are good proactive links with the playgroup, for example the 'Worship on Wheels' service.

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

The school has a clear pattern of daily acts of worship which form an integral part of school life and are inclusive for staff and children. The collective worship co-ordinator has recently introduced weekly themes for worship, linked to diocesan guidelines and the Christian calendar. This development is helping to provide greater continuity between the two parts of the school, maximising opportunities for the pupils' learning of Anglican worship. A lighted candle, a cross and appropriate music set the tone for class and whole school acts of worship. Pupils listen attentively and respectfully, contributing answers to questions and singing together, before sharing a moment of stillness and reflection. Sometimes children read their own prayers for acts of worship and grace before meals. Achievement assemblies every Friday provide an opportunity to recognise and praise good work, kindness, helpfulness and aspects of the school's "care code". The children confirm that they enjoy their acts of worship, particularly "the new songs" and "because it's a time when we all get together". Class assemblies are valued, "because parents can come and we do plays". The school has very close and natural links with St Peter and St Paul's Church and parents and members of the local community join with staff and children for services at Harvest, Christmas and Easter, planned by the school. Parents clearly value the Christian acts of worship in school and at church. The lay reader from the church regularly leads acts of worship at school, playing an important role in supporting the link between the church and school and helping to develop an understanding of Anglican faith and practice.

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

The headteacher provides clear, purposeful and effective leadership supported by a strong, inclusive staff team. The school's Christian foundation and the values that flow from it underpin all aspects of school life, enabling pupils to feel safe, well cared for and happy. The headteacher's expertise in setting school priorities to track and evaluate pupil progress and achievement, with appropriate procedures to realise these objectives and raise standards, are proving effective. The partnership with the village church is strong and termly services are very well supported. At the present time, the involvement of governors in liaison, decision-making and support for the headteacher and staff is satisfactory. The need for a more proactive series of focused visits to monitor and evaluate progress and achievement, particularly in religious education and collective worship, has been identified. This will provide a positive challenge to the headteacher and will enable the governing body to focus on the school's Christian. Plans for further training to support those leading worship have been identified in the School Improvement Plan.