

# Inspection of a good school: Hampton Lucy CofE Primary School

Church Street, Hampton Lucy, Warwick, Warwickshire CV35 8BE

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Inspection date: 1 March 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

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

The school is a close-knit community where everyone is valued. Parents and pupils appreciate the family feel of the school. Pupils are confident and articulate. They feel safe and they trust the staff to look after them. There is a strong sense of pastoral care across the school, which dovetails with the school's Christian ethos.

Leaders and staff want the best for all pupils. This has led to some positive changes across the school. However, more work needs to be undertaken to ensure that the curriculum and teaching enable pupils to learn well.

Pupils walk sensibly in and around the school. On the playground, they play cooperatively with their friends. In lessons, pupils enjoy learning and they like to share their work with adults. However, in lessons, there are too many occasions when pupils are not listening to their teachers and are not focused on their work. Staff do not deal with these instances effectively.

Pupils understand and talk about the different types of bullying, including cyber bullying. Bullying does not happen very often, but when it does, staff deal with incidents promptly.

Parents are overwhelmingly positive about the school. In particular, they value the level of care that their children receive.

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

In English, mathematics and reading, the curriculum sets out the knowledge and skills that pupils need to learn as they move from year group to year group. This supports teachers to plan lessons because they are clear about the order of learning in these subjects. Lessons build on what has been taught before. Teachers explain new ideas

clearly and in a systematic manner. They use questioning well to clarify teaching points.

Reading is a whole-school priority and pupils say they enjoy reading. The order of phonics teaching is clearly mapped out across the early years and key stage 1. Pupils' reading books are well matched to their phonic ability. Children and pupils develop their early reading skills successfully. Staff provide extra help for any pupils who are falling behind with their reading.

In mathematics, teachers follow the curriculum carefully to plan the order of lessons. However, some teachers are not checking effectively how well pupils are learning what they should in lessons. Consequently, some pupils spend too long completing tasks and activities in which they are already proficient. This slows their progress through the mathematics curriculum.

In subjects other than English and mathematics, for example geography, the curriculum is not well ordered. As a result, in some year groups, pupils are completing work that is easier than what they have done in the past. Pupils are not achieving as well as they could in these subjects.

Subject leaders have not had the opportunity to check how well their curriculum area is being delivered across the school. This means they do not have a clear understanding of what is working well and what needs to improve in their subject. Many subject leaders are new to post and they do not have the expertise required to lead their curriculum areas effectively.

There are too many instances where work in pupils' books is not neat enough and presentation is untidy. In addition, there are a number of many occasions where pupils are making careless spelling and punctuation errors that are not picked up and corrected by staff. Some pupils, therefore, continue to make the same errors and produce the same quality of work week after week.

Pupils with special educational needs and/or disabilities (SEND) are fully included in lessons and all aspects of school life. If required, staff provide extra resources and help to support pupils' learning. However, like other pupils, those with SEND do not achieve as well as they could when the curriculum is not well ordered and when work is not matched to their ability.

School leaders have relaunched a range of activities to enrich the curriculum. Younger pupils have visited the theatre and after-school sporting clubs are on offer. During the inspection, pupils spoke enthusiastically about the work of the tennis coach who was on site. Older pupils take on a range of leadership responsibilities. These include head student and house captain. All Year 6 pupils buddy up with Reception children. Pupils enjoy these responsibilities.

Senior leaders are working hard to improve the school. They are determined in their actions. Governors are supporting leaders to make these improvements.

Staff support each other and work well as a team. They say that workload is manageable

and that leaders are considerate of their well-being. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff work hard and effectively to keep pupils safe. Pupils say they trust the teachers and other staff to look after them. Parents agree that their children are safe when in school. The safeguarding team organise regular training for all staff. Staff know what to do if they have a concern about a pupil's welfare. Leaders are quick to identify pupils and families who need help. They quickly put support into place and leaders work closely with external agencies when required. Staff help pupils to understand how to keep themselves safe, including when working online.

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

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

- In subjects other than English and mathematics, the curriculum is not clearly set out. At times, what pupils learn in lessons is easier than what they have learned in previous year groups. As a result, pupils' knowledge and skills do not build well over time. Leaders need to map out the knowledge and skills that pupils need to learn in these subjects across the school.
- Subject leaders, many of whom are new to their role, have not monitored their curriculum areas. Consequently, they do not have a clear understanding of the strengths and areas for improvement in their subject. Senior leaders need to make sure that subject leaders have the time, support and expertise to monitor their curriculum areas, so that they can lead the development of their respective subjects.
- Teachers do not have high enough expectations of presentation, spelling and punctuation in pupils' work. This limits the progress that pupils make, particularly in writing. Leaders need to ensure that staff have consistently high expectations of the quality of work that pupils produce, particularly in relation to presentation, punctuation and spelling.
- In mathematics, teachers do not routinely check pupils' learning well enough to identify what they already know. As a result, pupils spend too long completing tasks in which they are already proficient. This limits pupils' progress through the mathematics curriculum. Leaders need to make sure that staff use formative assessment effectively to match work to pupils' needs.
- Pupils sometimes display low-level disruption that is not dealt with effectively. This interrupts teaching and prevents pupils from learning as well as they could. Leaders need to provide staff with the necessary support to make sure that the behaviour policy is applied consistently well across the whole school.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2011.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	125635
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10211346
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Neil Thomas
<b>Headteachers</b>	Margaret Lunnon and Lucy Jackson
<b>Website</b>	<a href="http://www.hamptonlucyschool.co.uk">www.hamptonlucyschool.co.uk</a>
<b>Date of previous inspection</b>	1 February 2017, under section 8 of the Education Act 2005

## Information about this school

- Currently, the school has two headteachers.
- A SIAMS inspection to evaluate the distinctiveness and effectiveness of Hampton Lucy CofE Primary School as a Church of England school took place on 29 September 2016.
- The school has a breakfast club and an after-school club operating on the site. This provision is managed by the governing body.
- The school has a nursery that admits three-year-olds.
- The school uses a registered alternative provider.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in the evaluation.
- The lead inspector met with both headteachers. He met virtually with four members of the governing body, including the chair. An inspector held a telephone conversation with a representative of the local authority.

- The lead inspector held meetings with the designated safeguarding leader and the special educational needs coordinator (SENCo).
- As part of the inspection, inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons if they were being taught, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked at a selection of English and topic books from every year group.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school.
- Safeguarding documents were checked, including the checks that leaders make on staff's suitability to work with children. The inspectors checked that staff implement safeguarding policies and procedures effectively across the school.
- An inspector talked to parents at the end of the day. Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View and the free-text responses received during the inspection.
- Inspectors considered the responses to Ofsted's staff survey.
- Inspectors looked at a range of documentation provided by the school. This included school policies, curriculum documents, SEND information and published information about pupils' performance.
- The inspectors looked at information published on the school's website.

## **Inspection team**

Wayne Simner, lead inspector

Her Majesty's Inspector

Claire Price

Her Majesty's Inspector

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