

Inspection of Hampton Lucy C of E Primary School

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

Inspection dates: 21 and 22 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils love their school. They are happy and feel safe because they know adults care for them and sort out any worries. Staff and pupils say the school is 'like a family'. They all 'care, share and dare' together. The school is aspirational for all pupils. However, the quality of education that pupils receive is not yet good enough. This means some pupils do not achieve as well as they could.

Pupils are welcoming and well-mannered. They play happily on the playground, and older pupils look after their younger buddies. Pupils with special educational needs and/or disabilities (SEND) feel included in school life. Despite this, there is not always a calm environment in the classrooms. At times, low-level disruption affects how well pupils can learn.

Pupils enjoy a wide range of opportunities to become good citizens and engage with the wider world. They discuss current events and learn about issues such as equality. As a result, pupils are tolerant of others. Pupils know that their ideas are listened to and valued. They are proud that they can make a real difference to the life of the school by running their own clubs for younger pupils and planning events to raise money for charity.

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

The school is ambitious for all pupils' achievement. Leaders have worked hard since the last inspection to make changes to develop and improve the curriculum. The previous curriculum did not support pupils to retain facts and information well enough. This means some pupils have gaps in their learning. The new curriculum addresses this. The school is still embedding aspects of the new curriculum and it is too early for it to have had the impact on pupils' outcomes that leaders aspire to.

Teachers have secure subject knowledge. In mathematics, teachers deliver structured lessons that contain features such as flashbacks, 'twist it' and 'bop it' to secure learning. Staff provide well-chosen activity choices that engage pupils in all subjects. For example, older pupils link their science learning about planets with computing activities. This helps them to remember important facts about space. Children in early years explore how batteries and tin foil can make bulbs light up. This experience helps the children when they make their own lanterns and when they listen to stories about light. All key stage 2 pupils have their own tablet, which supports their learning. However, there is variation in how well aspects of the curriculum are delivered. In some lessons, teachers do not consistently identify and address errors, and, for some pupils, work is not adapted effectively to meet their needs.

There is a high proportion of pupils with SEND. These pupils are identified swiftly and provision for them is well planned. Staff have training so that pupils get the extra help they need. The school supports pupils with complex needs well. Staff adapt learning to support the needs of the pupils with SEND, but this is not always

as effective as it could be. This means that some pupils are not always fully engaged in learning.

The school has recently adopted a new scheme to teach reading. This is having a positive impact on how well pupils are learning to read. Pupils read books that are well matched to the sounds they know. The school has prioritised reading and has developed a welcoming library space. However, teaching in phonics is not always consistently precise and effective. Errors in letter formation and spelling are sometimes missed and pupils move on to new learning without having these corrected.

The school has developed a simple system for managing behaviour. Pupils understand this. However, not all staff use the system consistently. As a result, there are occasions when there is not a calm and orderly environment for learning. Low-level disruption and inappropriate learning behaviours affect how well others can learn. Expectations are not consistently high enough for behaviour. This includes the pupils' own expectations. Pupils too readily accept that their learning can be interrupted by others. Despite this, most pupils have a positive attitude to their learning. They are resilient and many produce work of a high standard.

The provision for pupils' personal development is a strength of the school. Trips and visitors are chosen to enrich the curriculum and give pupils experiences beyond the local area. The school ensures that pupils learn about diversity and fundamental British values. Pupils of all ages take on jobs to help in the classrooms. Older pupils have extra responsibilities, for example as buddies, librarians and house captains.

Governors are committed and involved with the school. They understand the particular challenges of leading a small school, but they have not always held the school sufficiently to account for the quality of education. Governors and leaders are mindful of the workload and well-being of staff. Staff appreciate this. They feel valued, supported and are proud to work in the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum has recently been changed and these changes are in the early stages of being embedded. The previous curriculum did not support pupils to retain facts and information. This means that new learning does not build on what pupils already know. The school should continue to ensure that the new curriculum is fully embedded.
- The school has not ensured that the curriculum is adapted or delivered consistently well enough in some subjects, including phonics. As a result, not all

pupils achieve as well as they should. The school should ensure that staff receive further training and support to adapt and deliver the curriculum to meet all pupils' needs more effectively.

- There are too many incidents of low-level disruptive behaviour in lessons that are not consistently picked up by adults. This leads to some pupils being off task and distracting others' learning. The school should ensure that all staff consistently apply the school's behaviour policy to keep pupils engaged with their learning.
- Governors do not provide leaders with sufficient challenge to hold them to account for the quality of education. As a result, pupils' achievement is not as high as it could be. The school should ensure that governors receive further training and development so they are able to focus on those issues that will have the maximum impact on the school's quality of education.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 125635 |
| Local authority | Warwickshire |
| Inspection number | 10256834 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 99 |
| Appropriate authority | The governing body |
| Chair of governing body | Neil Thomas |
| Headteacher | Lucy Jackson |
| Website | www.hamptonlucyschool.co.uk |
| Date of previous inspection | 1 March 2022, under section 8 of the Education Act 2005 |

Information about this school

- The school is a Church of England voluntary-controlled school and is part of the Diocese of Coventry. The school's last section 48 inspection was in September 2016.
- The school does not make use of any alternative provision.
- The school operates a breakfast club and an after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: reading, mathematics, computing and science. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors held meetings with the headteacher, the assistant headteacher, curriculum leaders and the special educational needs coordinator. The lead inspector met representatives of the governing body and spoke with a representative from the local authority.
- Inspectors reviewed a range of school documents, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View, the pupils' survey and the staff survey. An inspector spoke informally with parents in the playground.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

Sarah Malam

Ofsted Inspector

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