

INSPECTION REPORT

HAMPTON LUCY CE PRIMARY SCHOOL

Warwick

LEA area: Warwickshire

Unique reference number: 125635

Headteacher: Mrs. M. Lunnon

Reporting inspector: Mr. M. H. Cole
3369

Dates of inspection: 18th – 21st September 2000

Inspection number: 224368

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Street Hampton Lucy Warwick
Postcode:	CV35 8BE
Telephone number:	01789 840398
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. R. Shearsby
Date of previous inspection:	22 nd April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr. M. H. Cole (3369)	Registered inspector	English science design and technology geography information and communication technology music special educational needs equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr. K. Ross (19361)	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs. M. Mullan (23026)	Team inspector	mathematics art history physical education religious education under fives	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hampton Lucy CE Primary School is a small school educating 85 boys and girls aged 4 to 11. It is situated in a small rural village, but the great majority of pupils come from outside the village: mainly from the small town of Wellesbourne about three miles away. In the last two or three years there have been few older pupils reflecting a small intake to the school several years ago. The older year-groups have also included a substantial proportion of pupils who did not start their education at the school and these year-groups have included an above-average proportion of pupils with special educational needs. In the past the overall attainment of pupils joining the school has been average, but has included a predominance of pupils of both above-average and below-average ability. In the last two years recruitment of pupils at age five has risen and these pupils show above-average attainment on entry. This year the school's overall percentage of pupils with special educational needs has returned to an average level. However, two pupils have statements of special educational needs, an above-average proportion. A very small percentage of pupils is of ethnic minority origin; all of these use English competently.

HOW GOOD THE SCHOOL IS

The school is effective in promoting satisfactory standards in English, mathematics and most other subjects through a satisfactory quality of teaching. Overall leadership and management is satisfactory but the personal leadership shown by the new headteacher is good. Value for money is satisfactory.

What the school does well

- Helps pupils in the Reception year to achieve good standards
- Helps pupils throughout the school to achieve well in music
- Receives good leadership from the new headteacher
- Makes very good links with parents and commands their support and respect

What could be improved

- Unsatisfactory standards in religious education
- Insufficient time given to the teaching of the curriculum as a whole, and in particular to religious education, geography and history
- Teachers' low expectations of pupils' concentration in lessons and their insufficient skills in managing pupils
- The extent of opportunities for pupils to learn independently
- The insufficient provision for pupils' spiritual development
- Governors' involvement in checking that the school improves

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement in the school since it was inspected in 1996 is judged to be satisfactory. The process of improvement has been much hindered by significant staff absence and changes over the last three years. During a two-year period the school had three temporary headteachers. Most of the present teaching staff are new to the school within the last eighteen months.

The most important "key issue for action" raised at the previous inspection was to raise the unsatisfactory standard of pupils' work in information technology. An unsatisfactory standard of presentation in pupils' work across the curriculum was also an issue. These two issues have been successfully tackled so that satisfactory standards are now achieved in both areas. A concern about the breadth of the curriculum, mainly in relation to information technology, was also an issue which has been satisfactorily resolved. However, two issues from the previous inspection continue to be areas the school needs to improve. The last report recommended the school "to ensure a consistency of order and rigour" in classrooms and to develop "independent approaches to learning". The new headteacher, permanently appointed a year ago,

has striven to meet these demands, and there has been some progress, but a good deal still remains to be done. The school is now well-placed for future improvement aided by the headteacher's good leadership, the strong teamwork and willingness to improve she has created, the good management strategies introduced and a new stability in staffing.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	A	C	D
mathematics	A	B	B	C
science	A*	A*	B	B

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

Notes:

1. The numbers taking these tests were much smaller than in most schools and year-to-year fluctuations in results may not be significant.
2. The pupils taking the 1999 tests included a significant proportion of pupils who did not start their education at the school and an above-average proportion of pupils with special educational needs.
3. Tests were also taken in 2000 but national results are not available as a basis of comparison.
4. The school set itself targets for improved results in 2000 but these became inapplicable because of changes in composition of the year-group.

In the 1999 tests the oldest pupils' results were average in English and above average in mathematics and science. Compared with similar schools results were below the average for similar schools in English, average in mathematics and above-average in science.

Inspectors' judgements, based on past written work, discussion with pupils and lessons seen during the inspection, are that the standards achieved by the oldest pupils at the end of Key Stage 2 are average in English, mathematics and science. This is also true for pupils aged about seven at the end of Key Stage 1. Except for the lowest year-groups, the pattern of attainment is that more pupils than usual attain at an above-average level but more also attain at a below-average level. This reflects the profile of ability of pupils admitted to the school between 1992 and 1998.

Inspectors judge standards at both key stages to be average in other subjects with the exception of music, where standards are good, and religious education and geography where standards are unsatisfactory.

The youngest pupils make satisfactory progress in the reception class, achieve above-average standards in basic skills of literacy and numeracy and satisfactory standards in other areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory
Behaviour, in and out of classrooms	Satisfactory
Personal development and relationships	Satisfactory

Attendance	Good
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Although behaviour around the school is generally satisfactory, in some lessons a significant number of pupils do not concentrate well. The rate of attendance is above-average and pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

All lessons seen during the inspection were at least satisfactory and nearly one third were of good quality. Teaching in English and mathematics is satisfactory. Both within these lessons, and across the curriculum, skills of literacy and numeracy are taught satisfactorily. Teaching of music is of good quality. The needs of pupils of all ages and abilities, including those with special educational needs, are met satisfactorily. Teaching has two shortcomings: (i) pupils' behaviour in lessons is not effectively managed to consistently good effect, and (ii) it does not sufficiently promote independent learning by pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall, though satisfactory at the Foundation Stage
Provision for pupils with special educational needs	Satisfactory
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory provision for moral, social and cultural development but unsatisfactory for spiritual development.
How well the school cares for its pupils	Satisfactorily

The programmes of work offered to pupils in religious education and geography, and to a lesser extent in history, lack breadth and depth. Insufficient time is devoted to teaching the curriculum in general, and these subjects in particular, especially at Key Stage 2. The requirements of the current Locally Agreed Syllabus for Religious Education are not adequately met. Planning and teaching pay too little attention to the promotion of spiritual development. A good provision of activities beyond lessons supplements the curriculum, and there are good contributions from the community to opportunities for learning.

The school has a caring attitude and satisfactory procedures for pupils' welfare. Attendance is effectively promoted and checked. School strategies for promoting good behaviour are not consistently applied or sufficiently effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher	The headteacher provides good leadership; most

and other key staff	other aspects are satisfactory
How well the governors fulfil their responsibilities	Satisfactorily
The school's evaluation of its performance	Satisfactory
The strategic use of resources	Satisfactory

A strength of the headteacher's leadership is the strong teamwork amongst staff and the shared commitment to improvement. Good processes for checking the effectiveness of teaching and learning have recently been established. Governors are concerned and well-informed about many aspects, especially finance, but their checks on school improvement and on the meeting of statutory requirements have not been sufficiently rigorous. The school has adequate staffing, accommodation and learning resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Almost all parents strongly agree</p> <ul style="list-style-type: none"> • that the school is well led and managed • that they feel comfortable approaching the school with questions or concerns <p>Most also are sure that</p> <ul style="list-style-type: none"> • their children are expected to work hard • children are helped to become mature and responsible 	<p>A small minority of parents</p> <ul style="list-style-type: none"> • would like homework arrangements to be clearer, and for more to be set • would like to see more activities outside lessons

A number of parents added letters or comments to their questionnaires. Views common to several of these concerned the good leadership of the new headteacher and the caring provision for pupils with special educational needs.

Inspectors observations support parents' positive views about the headteacher's leadership and the school's good relations with parents. The school has a very good partnership with parents. Expectations of pupils' work, and the help the school gives pupils to become mature and responsible, are judged to be satisfactory by inspectors. Inspectors judge homework arrangements to be satisfactory. Taking account of the small number of school staff, the provision for activity outside lessons is judged to be good. Inspectors agree with parents that the school has a caring approach to pupils with special educational needs; provision for them is judged to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

*Pupils' test results**

1. The 1999 standard National Curriculum tests ("SATs") showed pupils' attainment to be:
 - *at Key Stage 1*: average in reading but below average in writing and mathematics
 - *at Key Stage 2*: average in English and above average in mathematics and science
2. When compared with similar schools, as defined by the proportion of pupils receiving free school meals, test results appear less favourable. Results at Key Stage 1 were well below average in reading, writing and mathematics. At Key Stage 2 results were below the average for similar schools in English, average in mathematics and above-average in science. However, it is also the case that the proportion of pupils in the year-groups taking the tests who had special educational needs was higher than would be found in similar schools.
3. Pupils also took tests in May 2000 but the numbers doing so were too small for reliable comparisons with past years to be made and national results are not yet available for comparison.
4. The school's past test results should be regarded as only a rough guide to standards. Comparing results from year to year, or with national statistics, or making predictions of pupils' future performance may prove unreliable. There are several reasons for this:
 - As the numbers taking the tests are small it is likely that there will be considerable fluctuation in results from year to year
 - Special factors apply to some year-groups, especially that taking the 1999 Key Stage 2 tests when (a) almost half of the pupils had not started their education at this school and, (b) two low-scoring pupils (of a total of 15) had only joined the school in Year 6 and had done so with existing special educational needs
 - Numbers are too small to permit reliable comparisons between boys and girls
 - Two of the three classes have been taken over by teachers new to the school over the last eighteen months
 - The intake of pupils at age five has been changing in the last two years, showing higher attainment and fewer special educational needs.
5. *Inspectors' judgements* of work seen during the inspection reflect both examination of the written work completed by pupils in the previous year and evidence from lessons seen. Again, in relation to the oldest pupils numbers are small. Year 6 included only eight pupils in 1999-2000 and presently has only seven, three of whom are new to the school. Inspectors judge that:
 - *at both key stages*: standards in English, mathematics and science are in line with the national average.
 - *at Key Stage 1*: more pupils than usual nationally are achieving at a higher level than expected for their age in reading and writing but this is balanced by the fact that more

* Terms used in this report:

Foundation Stage: the new national term for pupils prior to entry to Year 1 when they begin on the National Curriculum. In this school this stage is represented by the Reception year.

Key Stage 1: National term for infant pupils in Years 1 and 2

Key Stage 2: National term for junior pupils in Years 3,4,5, and 6.

Class 1 in this school currently includes the Reception year and Year 1

Class 2 currently includes Years 2 and 3

Class 3 currently includes Years 4, 5 and 6

than usual do not reach the expected level.

- *at Key Stage 2:* more pupils than usual exceed the level expected in English, mathematics and science but more than usual fail to reach this level.

6. These patterns, at both key stages, reflect a similar profile of attainment when these pupils were admitted to the school, and the presence among them of an above-average proportion of pupils with special educational needs.
7. Inspectors judge the standards shown in the work of present Year 1 pupils who recently completed their Reception year to be above-average in basic skills of literacy and numeracy and average in their knowledge and understanding of the world and in their personal, social, physical and creative development.
8. At the previous inspection attainment and progress in information and communication technology was unsatisfactory and this was the most important “key issue for action” by the school. Since the appointment of the new headteacher considerable improvement has taken place in this subject and overall standards are now satisfactory. Good quality work is achieved in some aspects of the curriculum for the subject.
9. In other subjects, at both key stages, the standards of work in music are good while in religious education and geography they are unsatisfactory. Achievement is unsatisfactory in religious education and geography because insufficient time is given to the teaching of these subjects and pupils cannot therefore make the expected progress. This is a less favourable situation than that reported at the previous inspection. In design and technology it was not possible to collect sufficient evidence of pupils’ attainment during the inspection for a judgement on standards to be made, though it is clear that a satisfactory curriculum for the subject is in place.
10. In the majority of subjects pupils throughout the school achieve satisfactorily. Comparisons between individual pupils’ attainment on entry to the school with their attainment firstly at the end of Key Stage 1, and then that at the end of Key Stage 2, show that most pupils, of all ability-levels, make the gains in knowledge, understanding and skills to be expected. A few make greater gains, and a few less. Satisfactory achievement reflects the fact that the teaching usually sets the right level of challenge for pupils to progress and that pupils generally respond by working steadily at their tasks. There are a few occasions, though, across the curriculum and in all classes, when teachers’ management of pupils fails to gain pupils’ full concentration and progress is slower than it should be. Also there are some occasions when the work set for more able pupils does not sufficiently extend their learning, as in some writing tasks in lessons other than English and in some investigative science for Year 6 pupils. Teachers’ use of standard or pre-printed worksheets for pupils of all abilities sometimes results in insufficient opportunity for the most able pupils to show just how much they can achieve.
11. Pupils’ achievement is good in music where the gains they make as they pass through the school are greater than usually found, particularly in the skills of performing - either singing or playing an instrument. Unusually, all older pupils are able to play some sort of tuned instrument (i.e. one which, unlike a drum or triangle, can play tunes) with at least a basic level of competence. Most show a higher level of ability. Music in the school benefits from the expertise of a specialist part-time teacher who does all the teaching and supports music in one assembly each week.
12. At the last inspection the standard of presentation in pupils’ work across the curriculum was judged to be unsatisfactory. This has been improved to a satisfactory standard.
13. Most pupils with special educational needs make satisfactory progress towards the individual targets set for them. A very small number of pupils who have special needs relating to their behaviour make unsatisfactory progress because teachers’ strategies for meeting their needs are

not sufficiently effective.

Pupils' attitudes, values and personal development

14. The attitudes, values and personal development of pupils at both key stages are satisfactory. This represents a similar picture to the last inspection. Although these aspects of pupils' standards are satisfactory overall, they are not as good as is normally expected in a school of this size and character. However, parents believe that standards of behaviour are good in the school and that their children like school and are keen to attend.
15. Pupils' behaviour outside and around the school is good. No bullying or aggressive behaviour was observed and pupils generally play well together in a calm and orderly way. When approached they are polite and friendly and willing to talk. Most pupils show an appropriately positive approach to school.
16. In lessons, pupils generally settle down to their work satisfactorily and try to complete the assignments set. Many pay reasonable attention to what they have been given to do and make satisfactory efforts to achieve. However, a small but significant number of pupils in all classes is slow to respond and does not always show sufficient interest in their work. This lack of motivation is closely allied to a lack of clarity in teachers' demands, insufficient use of rewards and over-reliance on the teacher talking as a method of teaching.
17. Many pupils behave satisfactorily in lessons and adjust their behaviour to the teachers' requirements, but a significant minority sometimes ignores instructions. An undercurrent of talking accompanies some sessions where the teacher is addressing the whole class and silence would be expected. A few pupils demonstrate unacceptable levels of behaviour and sometimes disrupt the learning of others with noisy chatter or unnecessary movement. Again this is the result of limitations in teachers' strategies for keeping control.
18. Pupils' personal development is generally sound. They share work and materials with each other appropriately and are ready to take turns as necessary. Good independence and a sense of responsibility is often shown in pupils' work in information and communication technology where they organise themselves and solve problems for themselves sensibly. Pupils usually get on quite well together and commonly show a good degree of tolerance and understanding for the most vulnerable pupils in the school. Older pupils sometimes show caring and thoughtful behaviour in helping younger pupils or those with special educational needs. Most are able to build satisfactory relationships with the adults around them. Older pupils in particular, are given a number of small responsibilities which they carry out efficiently, and in this way are seen to mature satisfactorily.

HOW WELL ARE PUPILS TAUGHT?

19. Throughout the school teaching is of satisfactory quality. All lessons seen during the inspection were either satisfactory or, in the case of 29 per cent of lessons, of good quality. Teaching leads to satisfactory learning with pupils achieving acceptable standards of work, but there are some occasions when some pupils could make better progress. No clear evidence of differences between classes was collected during the inspection. The teaching of Class 3 is shared between the headteacher and a part-time teacher. During the inspection the headteacher also took over the teaching of Class 2 for one day owing to the illness of the class teacher.
20. Teaching of the main subjects of English, mathematics and science is satisfactory. In the first two subjects the national literacy and numeracy strategies are applied soundly to lessons. These are supported by some useful activities in other subjects when skills of reading, writing or working with numbers are consolidated. In science investigations, for example, pupils sometimes make measurements and write extensively about their tests and experiments. But there are also missed

opportunities when, for example, in history a writing task is too simple for the pupils' level of ability. The use of work-sheets is sometimes the cause of pupils' writing being restricted when they have the capacity to write more extensively than the work-sheet requires or allows. There is also too little opportunity for writing in geography and religious education.

21. Teaching of music, which is undertaken for all classes by a specialist part-time teacher, is good. Teaching of information and communication technology is largely in the hands of the headteacher who has good knowledge of the subject. Other staff have less confidence in the subject, but substantial training for them is already planned so that they can meet the new national requirement that information and communication technology is incorporated in teaching in all subjects (except physical education). In other subjects where there is sufficient evidence of teaching quality, teaching is judged satisfactory. The school acknowledges that staff have insufficient knowledge and confidence in geography.
22. Most aspects of teaching are satisfactory. Teachers plan appropriate activities on the basis of sound knowledge of most subjects and a clear understanding of what pupils should learn; these are particular strengths in music. Teachers do not, though, share with pupils the targets for their learning in a way that would encourage pupils to share responsibility for their own learning and join in evaluating it afterwards. Teachers explain clearly and ask pupils relevant questions to both promote and check their knowledge and understanding. The work is mainly set at the right level to challenge pupils' differing abilities. An exception to this is science for Year 6 pupils which does not sufficiently challenge the more able. Effective use is made of books, equipment and other resources to promote learning. There is good co-operation in planning and presenting lessons between class teachers and support staff, and with a good number of parent helpers. Pupils with special educational needs are given satisfactory support with their learning. Sometimes this is through extra support in the classroom from teacher or support staff and sometimes through work in a small group outside the classroom.
23. The lessons during the inspection judged to be of good quality were marked by challenging work and a lively pace, with no time wasted. Pupils were interested, concentrating on their tasks throughout and therefore learning well.
24. Two aspects of teaching in all three classes show shortcomings: teaching methods and management of pupils. Methods place too much emphasis on the teacher talking to the whole class. This is particularly inappropriate in view of the wide range of ages and abilities represented in the classes in this school. Class discussion is not sufficiently tailored to the considerable ability differences amongst individuals and too much time is being spent in this way. In addition, over-lengthy teacher-led class discussion results in some pupils' concentration lapsing after a while so that they begin to fidget and make insufficient progress until they are given something active to do.
25. The second shortcoming in the teaching, the management of pupils, also affects pupils' concentration on their work. Teachers do not set sufficiently clear and rigorous expectations about how pupils are to behave. Rules about classroom routines, for example about not talking when the teacher is talking, putting hands up, and working without unnecessary noise and movement, are not made sufficiently clear or implemented consistently. Behaviour is not "naughty" or deliberately disruptive, but there are occasions in a good many lessons when the atmosphere does not help pupils do their best work because they are distracted and lose concentration. Although there is a sound school policy on managing behaviour it is not applied consistently or systematically in classrooms. Teachers pay too little attention to the use of immediate rewards to draw attention to the kind of behaviour they want. Instead there is an over-use of the loud voice to keep control. Teachers also lack clear and effective strategies for managing the very small number of pupils with special educational needs in relation to their behaviour, with again insufficient use of rewards. The approach to managing behaviour tends to be reactive. Too little is done to prevent unwanted behaviour by generating enthusiasm to succeed or please.

26. The school has satisfactory arrangements for homework. There is a good policy and timetable to guide the practice and some good examples of homework being set and followed up were seen during the inspection. Parents are generally content with arrangements.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

27. The curriculum for children under the age of five years is satisfactory. It is currently moving appropriately towards the establishment of the newly introduced early learning goals.
28. The curriculum for pupils at Key Stages 1 and 2 is unsatisfactory. This is largely because of the inadequate coverage of some subjects. This represents a decline in the quality of provision since the previous inspection.
29. Although Religious Education takes account of the Warwickshire Agreed Syllabus currently in place, the subject is not addressed in sufficient detail.
30. The allocation of time, for the school working week, is below the minimum number of teaching hours recommended nationally. At Key Stage 2, it is significantly below. This shortage of class time contributes to the pressures placed on subjects such as religious education, history and geography, and results in an imbalance of provision in the overall curriculum.
31. Suitable progress is being made towards implementing the new National Curriculum, although there is no specific planning to accommodate the increased requirements of those subjects already squeezed for time. English, mathematics, science and information and communication technology are appropriately provided for. The National Literacy Strategy and the National Numeracy Strategy have been efficiently introduced. These initiatives are mostly effective and help ensure that pupils' specific skills in literacy and numeracy are soundly applied across many areas of the curriculum. In general, pupils are satisfactorily prepared for the next stage of their education at secondary school. Some subjects do not have curriculum policies, and several of those in place are out of date and due for review. There are schemes of work for the main subjects, but as yet, the school is still moving towards making suitable up-to-date provision for the others.
32. All pupils have equal opportunity to take part in the curriculum provided. Provision for pupils with special educational needs is satisfactory and the Code of Practice for this work is properly followed. Teaching of these pupils is guided by individual education plans, most of which identify clear targets for pupils' progress in basic skills and the ways they are to be supported. However, plans for the small number of pupils whose special needs relate to their behaviour are not sufficiently clear about the strategies teachers and support staff are to use to manage challenging behaviour. This becomes apparent in practice when staff lack confidence in the classroom in dealing with these pupils' behaviour.
33. Overall provision within the curriculum for pupils' spiritual, moral, social and cultural development is satisfactory, as at the previous inspection, but provision specifically for spiritual development is unsatisfactory. Assemblies and Acts of Collective Worship take place regularly and meet statutory requirements. However, there are only limited occasions provided for spiritual development in both assemblies and classes. Pupils have too few opportunities to exercise the reflective approach required to develop greater spiritual awareness and self-knowledge. Weaknesses in religious education lessons mean that this aspect of pupils' personal growth is not as well supported by the subject as is usually the case. Moral development is soundly provided for, mainly through the example of staff. Provision for social development is satisfactory. Pupils are organised to work together in groups, and take proper account of the needs of others. Participation in the school council supports growth in a sense of responsibility. The appreciation of

cultural traditions is satisfactorily promoted, most notably through the school's lively musical life. Aspects of work in religious education, music and art help pupils appreciate the variety of cultures represented in their society and beyond.

34. Time is properly allocated for pupils' personal development through activities such as "Circle Time" when pupils share personal thoughts and concerns with each other, and lessons in personal and social education. Health education is also appropriately provided for. The governors have met their responsibilities as regards provision for sex education and drugs awareness.
35. The range of activities beyond lessons is good. They include sound opportunities in sport and music and the chance to learn some French. Pupils' learning is enriched by the good provision made for school trips and for musicians and outside speakers to come to the school. Visits are regularly made to places of local interest. Good use is made of visitors such as an "artist in residence" to extend learning. For a small school, the range of inter-school sports activities regularly organised is above average.
36. The school takes its place in the community seriously and has established many links and participated in a number of projects which make a good contribution to pupils' learning, for example in science, geography, art and music. Valuable links exist with the National Trust, two local industrial firms, the nearby Charlecote Park estate, the church and the village community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for ensuring pupils' welfare are satisfactory overall, as at the previous inspection. Parents feel that this is an open, friendly and caring school and are appreciative of the care and support provided. A number of parents of pupils with special educational needs who added letters or comments to the pre-inspection questionnaire praised the care shown towards their children.
38. The headteacher is the named person responsible for child protection issues in the school. During the current term all staff are to undertake up-to-date training to help them identify and react appropriately to child protection issues. The school is a safe environment and there are effective procedures to report health and safety concerns and report any remedial action required. Regular safety checks of equipment are completed and fire drills occur at regular intervals. These are correctly recorded. Risk assessments, however, have not yet been completed for all areas of the school. Good procedures are in place to care for pupils who become ill or get hurt whilst at school. Sufficient staff are trained in first aid and injuries are recorded systematically.
39. Procedures to ensure discipline and good behaviour are unsatisfactory. The school's behaviour policy provides clear indicators of what is expected but it is not applied consistently throughout the school. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. No instances of bullying were observed during the inspection week. Suitable provision is made for sex education and drug awareness education. Teachers know their pupils well and monitor their personal and social development effectively.
40. Satisfactory arrangements are in place for the assessment of pupils' attainment and the progress made in their work. Pupils in Years 3, 4 and 5 are tested annually, using nationally designed materials available to schools. These assessments take place at the same time as Year 6 pupils undertake the standard National Curriculum tests in English, mathematics and science. The school is thus provided with valuable information on most pupils' performance. At present, the school has not analyzed the results of the Year 6 tests with a view to identifying specific weakness in pupils' knowledge. As a result this information is not available to enable staff to adjust their planning and teaching accordingly. Regular assessments of pupils' progress in the shorter term are less thorough, though day-to-day assessment in the main subjects is carried out satisfactorily and work is generally suitably matched to what pupils can do. New tests for more

regular assessment of reading are about to be introduced. Some reading records are kept which briefly involve pupils themselves and parents, but these chiefly record what books have been read and have insufficient detail about individual difficulties and how they can be resolved. Marking of pupils work is carried out regularly and with reasonable consistency. There is an improvement in this responsibility since the last inspection.

41. Assessment of the progress of pupils with special educational needs is mainly satisfactory. Reviews are carried out each half-term and annual reviews are thorough. Parents are fully involved in reviews and content with these procedures. For a very small number of pupils whose behaviour is a concern, reviews of their progress are not sufficiently frequent and the effectiveness of strategies used with them is not evaluated with enough rigour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents are very supportive of the school. The response to the parents' questionnaire was very positive and those parents attending the pre-inspection parents' meeting were appreciative of the provision for their children's welfare and education. The previous report was also positive about partnerships with parents and these links have been further improved.
43. Parents are provided with a good range of information which they appreciate, but some items of information which the law requires to be published are missing from the governing body's annual report. This was also the case at the previous inspection. The prospectus contains useful and relevant information and meets legal requirements. Newsletters to parents are regular, informative and written in an appropriately friendly style. Parents are kept informed of such matters as staffing news, visits and visitors, and the home-school agreement. They also receive and value information on the taught curriculum at the beginning of the term. Parents of pupils with special education needs speak highly of communication with the school over provision for their children. Various meetings are held for parents including those for new parents, and meetings about reading, statutory tests and residential visits.
44. Pupils' annual written reports are satisfactory and meet statutory requirements. They also show some targets for improvement and a general overview of pupils' social development and achievements. Pupils can add their comments. The school provides parents with an appropriate number of opportunities to discuss their children's progress and annual written reports.
45. The impact of parents' involvement on the work of the school and their contribution to their children's learning, both at school and at home, is very good overall. Parents are welcomed into school and feel encouraged to play an active part in its life and work. A small but significant number help in classrooms under the supervision of teachers. They are able to make a valuable contribution to pupils' education in helping with reading, working with small groups, art and activities outside lessons. The friends of Hampton Lucy organize an interesting and varied programme of social and fund-raising events. Substantial funds are raised which are used to purchase valuable resources for the school. For example, they have provided funding for redecoration, a new television, carpeting, and made a contribution towards a new laptop computer and sports shed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. A strength of the school is the good leadership it is receiving from the new headteacher. In the year since her previously temporary appointment was made permanent she has already achieved some significant improvements in the school. She has also made a good start on the long-term drive to raise standards. Parents have noticed the improvement and are strongly supportive of her work. The headteacher leads with determination and clarity of purpose and she has the confidence and respect of staff and governors as well as parents. Although the majority of staff

are new to the school in the last eighteen months they are a well-knit team, working well together and sharing the headteacher's commitment to improve the school.

47. Governors and headteacher are effective in ensuring that the school puts into practice most of its declared aims. It is certainly a caring community which endeavours to ensure all pupils, whatever their background and ability, and including those with special educational needs, receive equal opportunities to prosper. Fostering independence in pupils and providing a balanced curriculum are published aims which are not yet achieved.
48. Prior to the headteacher's appointment the school went through more than two years of marked change in staffing. Following the illness and ultimate retirement of the former permanent headteacher the school was led by three temporary headteachers. There were several other staff changes, too. Governors strove energetically during this period to resolve the interruption to the school's leadership and to ensure that the day-to-day stability of the school was preserved. Parents report that they were successful in this but governors acknowledge that the long-term development of the school was hindered by the lack of a permanent headteacher. Governors also have not kept a sufficiently close check on the improvements being made since the last inspection.
49. Improvement in the school since its previous inspection is judged to be satisfactory. The most important issue raised at the previous inspection was the standard of pupils' work in information technology. This has been successfully resolved, especially through the efforts of the new headteacher. The standard of presentation in pupils' work has also been successfully tackled so that a satisfactory standard is now achieved. In contrast, though, three key issues for action in the previous inspection report continue to be areas the school needs to improve. The last report recommended the school "to ensure a consistency of order and rigour" in classrooms and to develop "independent approaches to learning". Although, since appointment, the new headteacher has striven to meet these demands and there has been some progress, a good deal still remains to be done. Also, some shortcomings in the breadth of the curriculum identified at the last inspection still apply.
50. School improvement is now being promoted well by the school's planning for its long-term development. Planning is clear, detailed and sets targets which allow the school to measure its success. It also shows appropriate priorities with the one exception that it does not refer to the need to improve management of classroom behaviour.
51. The headteacher has also begun to bring about improvement through her close involvement in classrooms and through the close support she gives to her staff's development of their skills. Staff new to the school also receive good support in settling into their jobs. In addition to teaching Class 3 for part of the week and co-ordinating provision for special educational needs, the headteacher sometimes supports the work in the other classes, particularly in information and communication technology. She has established a good and systematic programme of classroom observations to check the effectiveness of the teaching. This requires both teacher and observer (often the headteacher but sometimes another teacher) to assess a lesson independently and to then meet to compare their observations. Although this process is quite new to the school, it has begun to foster improvements in teaching and it demonstrates the staff's willingness to examine their practices critically, learn from each other and improve practices. The headteacher also has a good understanding of the role of close assessment of individual pupils' progress, and the setting of targets for them, to both stimulate and act as a check on effective teaching and learning. A sound start has been made on establishing these strategies. All of these new developments in management processes for checking the effectiveness of teaching and learning represent significant improvements since the previous inspection. These developments, the headteacher's good leadership, and the resulting dedication of staff, give the school a good capacity for future improvement.

52. In this small school, with few teachers, each is required to bear a range of responsibilities for co-ordinating the work in subjects. Generally they have little experience of fulfilling the full range of their responsibilities. With the headteacher's guidance they have acquired a satisfactory understanding of what they need to do but they need further help and training in the knowledge and skills required to do their jobs effectively. Much of this is already planned to take place in coming months. As yet, though, no plans exist for training in the management of pupils' behaviour and inspectors judge this to be necessary.
53. The school has adequate resources of both teaching and support staff. There are sufficient staff to support pupils with special educational needs, including those with statements of their needs. These staff have either had training appropriate to their responsibilities or, where they are new to the role, such training is planned to take place shortly. The accommodation and learning resources are also generally sufficient. Present equipment for information and communication technology imposes some limitations on the work but the school will acquire new equipment funded by government grant in the coming year. In religious education and geography there are only just sufficient materials and artefacts, but in music and physical education resources are good.
54. The school's funding and resources are efficiently used. Governors are particularly effective in keeping a check on financial planning and making careful decisions that meet school needs and represent satisfactory value for money. Administration of the school's finances and the smooth-running of the school is much helped by the very effective work of the school administrator who makes good use of computers to keep records.
55. Although governors are very well-informed about issues concerning finance, staffing, accommodation, equipment and provision for special educational needs, they have not been sufficiently rigorous in checking that the school meets legal requirements in curriculum provision or publication of information for parents. As at the previous inspection some requirements are not being met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- i. Raise standards in religious education and geography
 - by supporting teachers in planning work of greater breadth and depth in both subjects
 - by using a wider range of methods, and fewer work-sheets, to stimulate pupils' interest in religious education.

(Paragraphs 9, 91-3, 113-117)
- ii. Devote more time to teaching the curriculum as a whole, especially at Key Stage 2, and in particular to religious education, geography and history.

(Paragraphs 30, 93, 97, 117)
- iii. Raise teachers' expectations of pupils' concentration during lessons and provide teachers with the necessary training and support to help them manage pupils more effectively. Ensure that agreed approaches for promoting good behaviour are used consistently throughout the school.

(Paragraph 25)
- iv. Ensure teaching provides pupils with more frequent and better opportunities for effective independent learning. Provide teachers with necessary training and support in strategies for promoting such learning.

(Paragraph 24)
- v. Improve provision for pupils' spiritual development both in assemblies, in lessons and throughout the life of the school. Help teachers to identify and exploit opportunities for promoting spiritual development.

(Paragraphs 33)

- vi. Ensure governors are involved more rigorously in
- checking on the progress of school improvement, including the response to the above recommendations, and
 - checking that the school complies with all statutory requirements.
- (Paragraphs 48, 55)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Keep a check on how often and effectively work-sheets are employed in the teaching (Paragraphs 10, 20, 66)
- Provide more opportunities for pupils to write at length across the curriculum (Paragraph 66)
- Ensure all writing activities are sufficiently challenging for all pupils and that the expectations of accuracy are always high (Paragraph 66)
- Develop use of reading diaries as a link between home and school in promoting pupils' reading (Paragraph 69)
- Provide more challenging work in science for the oldest and most able pupils (Paragraph 82)
- Identify teaching strategies more clearly in individual education plans for pupils with special educational needs in relation to behaviour, and check their effectiveness by more regular assessment of these pupils' progress (Paragraph 32)
- Press ahead with existing plans (i) to acquire more equipment for information and communication technology and related staff training, and (ii) to update subject schemes of work (Paragraphs 31, 101)
- Analyse pupils' performances in standard National Curriculum tests more closely to identify ways to improve teaching and learning (Paragraph 40)
- Complete assessments of risks to pupils' health and safety (Paragraph 38)
- Provide parents with all legally required information (Paragraph 43).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

24

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	29	71	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Number of pupils on the school's roll (FTE for part-time pupils)	85
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	22

English as an additional language

Number of pupils with English as an additional language	1
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Pupil mobility in the last school year

Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	5	5
	Girls	4	4	4
	Total	7	9	9
Percentage of pupils at NC level 2 or above	School	64 (78)	82 (80)	82 (80)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	4
	Girls	4	4	4
	Total	9	9	8
Percentage of pupils at NC level 2 or above	School	82 (80)	82 (60)	73 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	9	6	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	8
	Girls	4	4	4
	Total	9	10	12
Percentage of pupils at NC level 4 or above	School	60 (92)	67 (69)	80 (92)
	National	70 (66)	69 (60)	78 (70)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	9
	Girls	4	4	6
	Total	10	10	15
Percentage of pupils	School	67 (92)	67 (100)	100 (100)

at NC level 4 or above	National	68 (66)	69 (65)	75 (71)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	83
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	21.4
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	77

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999/2000
	0

	£
Total income	183688
Total expenditure	177164
Expenditure per pupil	2326
Balance brought forward from previous year	5906
Balance carried forward to next year	12430

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	77
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	53	44	3	0	0
Behaviour in the school is good.	35	59	0	0	2
My child gets the right amount of work to do at home.	31	49	17	0	3
The teaching is good.	56	41	0	0	3
I am kept well informed about how my child is getting on.	64	29	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	63	34	3	0	0
The school is well led and managed.	94	6	0	0	0
The school is helping my child become mature and responsible.	78	22	0	0	0
The school provides an interesting range of activities outside lessons.	27	47	16	5	5

Other issues raised by parents

A number of parents added letters or comments to their questionnaires. Views common to several of these concerned the good leadership of the new headteacher and the caring provision for pupils with special educational needs.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. The school admits children into the reception class in the September following their fourth birthday. There are currently twelve children at this Foundation Stage of their education. Most children start at the school having already had pre-school experience in local playgroups. Their level of attainment on entry is presently above-average. They join a class of Year 1 pupils and are taught alongside them. Good induction procedures ensure a smooth start is made. At the time of inspection these new pupils were still undergoing their programme of initial induction into the school and were attending for the mornings only. Judgements about the work in the reception year are therefore partly based on what has been achieved by the Year 1 pupils who have only just completed their reception year. This evidence shows that Foundation Stage pupils are generally set to achieve the newly introduced “early learning goals”, and are appropriately prepared to start work on the National Curriculum. Planning takes appropriate account of the specific learning requirements of children of this age.
57. Satisfactory standards are achieved in **personal, social and emotional development**. Overall, most children settle appropriately into the routines of the class. However, some are inattentive and too easily distracted. Practice in encouraging the development of listening skills is beginning to be effective in establishing more satisfactory standards of co-operation and behaviour. Teaching in this area of development is sound. The children are suitably supported to benefit from the activities provided, though not always with sufficient opportunities for personal independence. Through effectively organised group and play activities, pupils learn to work with others satisfactorily. They are able to share and take appropriate care of classroom equipment.
58. Above-average standards are seen in **communication, language and literacy**. Speaking skills are developed well through a range of structured and incidental situations, such as the imaginative play activities provided in the “Children’s Health Clinic”. Standards in listening are satisfactory. Children enjoy looking at the books available. By the end of the year most have made a good start on reading from the school reading scheme. They begin early to write initial letters and all eventually learn to write their names, copy simple text and begin to express their own ideas in elementary written form. Teaching is always satisfactory with strengths in the way spoken language in continually promoted.
59. In **mathematical development**, too, there are good standards. Children learn to count and sort objects and to recognise written figures. They learn to manipulate small numbers and to add and subtract accurately. They develop concepts of capacity through such activities as the structured water and sand play. They also use an extensive range of suitable equipment to match and fit numbers and explore shape in three dimensions. Mathematical language to indicate relative size and distance develops appropriately. The quality of teaching is at least satisfactory and the children are enabled to follow the various mathematical learning steps required to promote good standards.
60. A broadening of children’s **knowledge and understanding of the world** through various curriculum topics, such as “The Seaside”, leads to satisfactory attainment. Children become aware of the passage of time through constructing a time line. Knowledge of differing places is encouraged through, for example, topic work which introduces experiences of a marine environment. They are aware of the five basic senses and know the function and features of the human skeleton. An introduction to the computer is made and children develop elementary skills

in manipulating the keyboard suitably. Teaching is sound but at present there is not enough emphasis on promoting independent learning and curiosity.

61. Pupils are provided with a satisfactory number of opportunities for **physical development** leading to satisfactory attainment. Pencils, crayons, brushes and other small tools are used with relative confidence. Children learn to cut, paste and join materials, developing hand and eye co-ordination effectively while using a variety of materials. Teaching of physical skills is satisfactory. Clear demonstration by adults enables the children to copy how things can best be done and to practise to improve. In physical education lessons, they are able to take advantage of the space and equipment provided in the main school hall. They also have appropriate access to large outdoor climbing apparatus and wheeled play equipment.
62. In the areas of **creative development** sound progress is made as pupils explore their own ideas through drawing and painting and satisfactory standards are achieved. They learn the names of colours and can use paint effectively to produce various pieces of their own. They work with malleable materials to produce three-dimensional objects of their own design. They engage in suitable collage work when, for example, creating seaside shapes with dried pasta. They enjoy listening to musical rhymes. They acquire a satisfactory repertoire of songs and hymns throughout the year. Teaching is satisfactory with some good features, such as singing instructions to the pupils.

ENGLISH

63. The overall picture of standards, both from previous standard National Curriculum tests and from inspectors' observations during the inspection, is that pupils achieve at a level similar to the national standard. However, at Key Stage 1 a strength is an above-average proportion of pupils exceeding the expected level of attainment in reading, while at Key Stage 2 a good proportion of pupils exceeds the level expected for their age in both reading and writing. This is balanced though by above-average proportions of pupils at both key stages who do not reach the expected levels of attainment. These patterns reflect a past intake of pupils which has included more pupils of high or low ability, and fewer of average ability, than would normally be expected. As they move through the school the great majority of pupils make the gains in attainment to be expected from their previous progress. The standards reported at the previous inspection have been maintained.
64. By the end of Key Stage 1 most pupils are able to listen to and understand what others say to them competently and to speak clearly and confidently to convey their thoughts effectively to others; some pupils show above-average skills of this sort, making lengthy and clear contributions to class discussion. Most are also able to read simple text without adult help and to do so with fluency and understanding. Again, some rise above the expected level but some also fall below. Some who find difficulty in reading are hindered by a weak knowledge of the sounds associated with letters and combinations of letters ("phonics"). The school has recently begun to teach this more effectively, helped by training for the subject co-ordinator, and younger pupils in Year 1 at the beginning of the key stage are progressing well in this area. Standards in writing at Key Stage 1 are also satisfactory overall. Spelling, punctuation and handwriting are generally in line with the level expected and by the end of the key stage most pupils can write a sequence of sensible sentences. Again good progress in writing is evident in the work of Year 1 pupils.
65. By the end of Key Stage 2 the majority of pupils show good skills of speaking and listening. A significant minority speak with particular confidence, with clarity and a good vocabulary. In a school assembly one Year 6 pupil taking part in an unrehearsed role-play with the headteacher did very well to speak spontaneously in response to unexpected questions without hesitation, clearly and in an appropriate style for a formal, public presentation. Past Year 6 pupils recording messages on video-tape also spoke to the camera with confidence and an engaging manner. Most

older pupils also read confidently, fluently, and with good understanding. A good many are keen readers who can talk about a good number of authors and many books they have read. They also show sound skills for retrieving information from libraries and books, using an index and scanning text to quickly locate key points. A few less able readers show some hesitancy in reading text that would normally not challenge their age-group. Writing varies in quality from the above-average to the below. Generally spelling and punctuation are satisfactory. The main differences in attainment are in pupils' use of vocabulary and sentence structures and to use words to precise effect. The most able have a wide repertoire of language they can employ but those writing at a below-average standard rely on too limited a vocabulary and range of structures.

66. Pupils sometimes have the opportunity to consolidate their literacy skills in work in subjects other than English. There are, for example, occasions when they undertake substantial writing tasks in science, but in some other subjects such as geography, history and religious education little writing at length is done. Sometimes the use of work-sheets has the effect of limiting the amount pupils write when they have the capability to write much more. Overall pupils receive too few opportunities across the curriculum to practise and consolidate writing skills. On occasion, too, when asked to write in subjects other than English, they are not expected to show the same accuracy of spelling and punctuation demanded in English lessons. This interferes with the development of good writing habits. Opportunities to use and consolidate reading skills beyond English lessons sometimes arise. Here, too, the benefits are mixed with the demands not extending the most able, but sometimes defeating the least able when they are found to be unable to read work-sheets given to them.
67. The quality of teaching in English is satisfactory and it leads to most pupils learning and progressing satisfactorily. Some lessons observed during the inspection were of good quality. The teaching of "literacy hour" lessons makes sound use of the national literacy strategy and planning of these lessons shows clear and appropriate objectives, effective use of resources and good incorporation of support staff and parent helpers to work with small groups and with pupils with special educational needs. These pupils are helped to progress satisfactorily toward their individual targets.
68. Sometimes pupils use the computer to word-process their writing. This is valuable in consolidating both their skills in information and communication technology and their writing skills.
69. The first part of each lesson, where the whole class works together, is generally managed well: there is a lively pace, good questioning of pupils and, with almost all pupils attentive and interested, progress is always at least satisfactory and sometimes good. When later in the lesson pupils move to independent work in their ability groups this works well for most pupils. In some lessons, though, some unnecessary pupil noise and movement distracts the learning and a few pupils lose concentration and make slow progress. Teachers' strategies for ensuring pupils are giving of their best at these times are not sufficiently effective. There is some sound practice in setting homework, including nightly reading and regular spelling tests. A recent meeting for parents of the youngest pupils to enlist their support with their children's reading was a good initiative. However, more could be done throughout the school to make reading diaries a more effective tool for involving parents in their children's reading and consolidating partnership with the school.
70. The co-ordinator was new to the school and to responsibility for the subject last year. A good start has been made, closely supported by the headteacher, to observing lessons and assessing pupils' progress to check the effectiveness of teaching and learning as a basis for planning improvements. Training for the co-ordinator to help further development within the role is planned.

MATHEMATICS

71. Inspection findings show that by the end of both key stages, standards in mathematics are average overall. This differs a little from the picture given by the above-average results in the 1999 standard National Curriculum tests at Key Stage 2. Differences in standards from year to year are chiefly a reflection of the changing ability profile of the small numbers of pupils involved. Standards have generally remained steady since the last inspection.
72. At Key Stage 1 pupils have a sound grasp of number and can manipulate numbers sufficiently well to enable them to cope with the various mathematical topics they encounter. They are able to perform a range of mental calculations using a range of strategies successfully. They have a satisfactory understanding of place value and an appropriate sense of the relative size of quite large numbers. They are able to work with money efficiently and arrive at correct answers. Pupils are familiar with the names and some of the characteristics of common two and three-dimensional shapes. They can also identify angles and know how they are constructed. They can recognise simple fractions and have an elementary understanding of their values. Higher attaining pupils are confident with solving problems using measurements. They can apply their knowledge of some of the multiplication tables proficiently.
73. At Key Stage 2 pupils continue to make sound progress in acquiring a practical facility with number. They are increasingly confident in managing basic number operations. However, development in general mental work is sometimes less successful due to unsatisfactory levels of concentration demonstrated in all classes. They know the significance of factors, multiples and prime numbers and can use them appropriately. They work with decimal and vulgar fractions satisfactorily, with higher attaining pupils achieving some good work in these areas. They have a suitable understanding of symmetry and rotation. Pupils show a broad range of mathematical knowledge and understanding. This includes a reasonably good knowledge of the names and properties of triangles. They can measure angles accurately and can usually predict the type of triangle from observation before formally checking its measurements. More able pupils in Year 6 effectively draw on previously acquired skills to tackle, for example, the problem of measuring without a protractor the total degrees and type of angle. A sound knowledge of mathematical terms is profitably applied within the subject by all pupils.
74. Pupils with special educational needs make satisfactory progress in line with their abilities. They are suitably supported and enabled to share in the same mathematical topics as other groups, with work appropriately matched to their needs.
75. The quality of teaching is satisfactory overall and some good lessons were seen. The recently implemented National Numeracy Strategy is soundly used as a basis for the planning and teaching of the subject at all levels. Teachers have acquired a sound knowledge of the requirements of the project and generally meet them appropriately. They organise work suitably matched to pupils' varying ability levels. There is currently, however, too strict an adherence to completing work sheets which results in too few opportunities for pupils to apply their skills more broadly in lessons. In the older year groups, good efforts are made to extend pupils' mathematical thinking through constant reinforcement of necessary vocabulary. All numeracy sessions give appropriate attention to whole-class mental work. However, the potential benefits of this are noticeably reduced by weaknesses in class management, when teachers do not insist on pupils concentrating and giving proper attention. As a result, some pupils fail to take part, disengage their minds, or maintain an undercurrent of talking. Consequently, teacher's efforts are notably reduced and a measure of underachievement exists.
76. Pupils are given opportunities to consolidate both their mathematical understanding and their skills in information and communication technology when using the computer to arrange numerical data on spreadsheets or construct and interpret graphs, or when giving a robot commands to move for given distances or turn at certain angles.

77. Pupils' gradually developing numeracy skills are generally applied usefully to the other subjects they study, as when measurements are made and tables or graphs constructed in science. Class 2 work in art, using symmetry when designing Roman pots, is a particularly effective application.
78. The co-ordinator has worked hard to implement the present strategy and ensure continuity for the subject throughout the school. Sufficient resources have been acquired to ensure all topics can be covered.

SCIENCE

79. Only one lesson in science could be observed during the inspection. Judgements of the standards pupils achieve are based on this lesson but more especially on examination of the written work completed by pupils over the past year, on discussion with pupils and on study of teachers' planning.
80. Inspectors judge standards in science at both key stages to be in line with the national standard, as at the last inspection. Evidence collected during the inspection broadly supports the pictures painted by teachers' own formal assessments of pupils at the end of Key Stage 1 and by results in the standard National Curriculum tests at the end of Key Stage 2. At Key Stage 1 more pupils than usual exceed the expected level of attainment but it is also true that more than usual fail to reach this level. At Key Stage 2 a satisfactory proportion of pupils achieve the expected level of attainment. However, whereas an above-average proportion of pupils achieved a high level of attainment in the 1999 tests, more recent evidence from the 2000 tests and from work seen during the inspection shows fewer doing so.
81. The picture of standards is consistent with the evidence of teaching collected from planning documents and from study of pupils' past written work, and with the evidence of the one lesson seen. Planning of the work follows national guidelines and is sound. Teaching helps pupils acquire a satisfactory breadth and depth of knowledge, understanding and skills. Appropriate tasks are set and pupils mostly respond with satisfactory completion of work of sound substance and range. The work sometimes incorporates opportunities for pupils to practise their skills in information and communication technology, when, for example, tabulating data from science investigations or presenting it as a graph.
82. An exception to a generally satisfactory picture of planning is that the work for the more able of the oldest pupils (in Year 6) is not sufficiently challenging to enable them to achieve the higher level of attainment that their past progress suggests is within their reach. This applies particularly to investigative science where processes of collecting, analysing and interpreting scientific data do not extend the most able.
83. Pupils show interest in the subject. However, in the one lesson seen the teacher's management of pupils was not effective enough to maintain all pupils' concentration throughout and the progress of some was therefore slowed.
84. Regular assessment of pupils' progress helps teachers to plan appropriately but a shortcoming is that pupils' past performances in standard National Curriculum tests is not analysed closely enough to indicate strengths and weaknesses in teaching and learning. This omission hinders planning for improvement.

ART

85. Pupils of all abilities make satisfactory progress in art and achieve standards that are in line with those expected for their ages. This represents a broadly similar picture to the findings of the last

inspection. Only one lesson was observed, but wall displays and pupils' portfolios were scrutinised.

86. At Key Stage 1 pupils are able to select, mix and apply paint properly. Observational skills are also suitably developed, using pencil and crayon. Pupils are able to combine these basic skills to paint large and small pictures successfully, including portraits. They use paint confidently in different ways to bring about a variety of effects. The contrasting qualities of paper are appropriately used to produce work with silhouettes.
87. Pupils in Years 2 and 3 work well on a good topic based on "Land Art". They are able to recognize natural and man-made patterns in the local environment and apply this knowledge to their own work quite well. They exercise discrimination in their selection of materials to produce some highly original work such as in the "living tapestry".
88. Overall, at Key Stage 2 they further develop their pencil skills through sketching from life. They have developed some knowledge of perspective and can apply this to relevant pieces. They also work appropriately in three-dimensions and have produced some effective Greek theatre masks. The completed masks show a satisfactory knowledge of the techniques employed in producing the masks as well as an appropriate understanding of the design requirements of drama.
89. The general impact of the teaching of art is satisfactory. From the limited amount of work undertaken, teachers show an appropriate knowledge of the skills to be developed in the pupils. Planning is often related to other curriculum areas and this has the advantage of offering support and structure to other learning. However, the attention paid in some other subjects is sometimes deficient and the overall advantages of this cross-curricular approach can be lost. In the teaching observed, the interesting quality of the topic chosen is helpful in encouraging pupils' enthusiasm. The provision for pupils to organize themselves within the activity is effective in improving the quality of their learning, and consequently, consistent with achieving improving standards.

DESIGN AND TECHNOLOGY

90. No lessons in this subject were timetabled for the inspection days. Pupils' past work in the subject was evident from photographic records but no examples of their constructions were available. There were, however, examples of pupils' drawn designs, notes on construction and written evaluations of their work. This did not amount to sufficient evidence to allow judgements to be made about standards pupils achieve or about the quality of teaching and learning. However, the extensive photographic records and teachers' past planning shows that a satisfactory curriculum for the subject is in place. Pupils work with a suitable range of materials and construction kits as they design and make objects that serve a variety of functions. These have included bird-feeders, cranes and winding mechanisms, packaging, puppets and footwear. Food technology has included making biscuits. Pupils sometimes study commercially made objects to understand their design and construction and they use a variety of joining techniques to make their own objects. An improvement since the last inspection is the existence of an agreed policy to guide teachers' planning and teaching in the subject.

GEOGRAPHY

91. Only one lesson in geography took place during the inspection. Judgements are based on this but more particularly on examination of pupils' past written work, on discussions with the oldest pupils and on a study of teachers' planning. There is too little direct evidence to make a judgement about the quality of teaching in the subject.
92. There are some examples of pupils undertaking work in geography to a satisfactory standard.

These include Class 2 pupils developing basic skills in making and using maps or Class 3 pupils studying the environment and considering issues of pollution and the ways different groups of people may wish to develop land and thereby change the environment.

93. However, pupils' knowledge, understanding and skills in geography are narrow in scope and lacking in depth. The oldest pupils have little knowledge, for example, of physical processes and features like climate or rivers, or of human aspects like settlements. Even where some skills are developed, as in Class 2 map-work, they are not consolidated by later work in Class 3 with the result that the oldest pupils have poor skills for their age. Overall, standards in geography are therefore unsatisfactory. This is the result of the fact that too little time has been devoted to teaching of the subject, a situation the school acknowledges.

HISTORY

94. Very little teaching was seen during the inspection. Evidence gained from teachers' planning and the scrutiny of pupils' work, shows that pupils of all abilities make satisfactory progress throughout both key stages and just reach standards that are commensurate with their ages. This is a similar finding to the last inspection report. These judgements are based on the more limited programme of curriculum work which national guidance has recently permitted.
95. At Key Stage 1 a small amount of work has been completed. Younger pupils have made appropriate use of their own school as a good first-hand resource. They have developed ideas of the passing of time and have discovered something of the lives of Victorian children. Towards the end of the key stage they have developed concepts of a more distant era through studying life in Roman times. They have looked at some of the differences in styles of living, such as mosaic floors. They have been introduced to the system of Roman numerals satisfactorily.
96. Pupils at Key Stage 2 have examined aspects of life during the latter half of the last century. They are aware of some of the experiences of people during the Second World War and have considered some of the deprivation that followed it. Current work consists of a study of the Tudors and pupils are familiar with some of the personalities of those times. They know something of the differing standards of living that existed then but many are unclear as to how long ago this period was. Using picture resources, they are able to recognize appropriately the various features which provide clues to the wealth and poverty of individuals in them.
97. The quality of teaching is satisfactory. In the small amount of teaching observed, lesson planning was sound and enabled pupils to understand the concepts involved and complete the task. Discussion and the sharing of ideas are suitably promoted to aid the development of ideas and encourage inquiry. Despite the nature of the lesson, too much noise is tolerated and this leads to a loss of valuable time when pupils lose concentration and begin to talk of other things. The impact of the teaching of history throughout the school loses much of its potential because the subject is not well established in the curriculum and too little time is given to it. Medium term planning does not ensure that enough work of good quality can be achieved to inspire pupils' enthusiasm and maintain their interests. The approaches adopted are often too restricted. Work is commonly provided for all age-groups in the class on identical worksheets which offer too little challenge to the more advanced pupils. As a result pupils' historical skills are not built up in a sufficiently systematic way to meet their learning needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. Overall, pupils' attainment in information and communication technology at both key stages is in line with the standard expected for their ages. However, within some parts of the curriculum for the subject they achieve an above-average level of competence for their age. Standards in the

subject are much improved since the previous inspection. Improvement in the subject has mainly been recent and has been brought about quickly and effectively by the new headteacher who coordinates the work very successfully and undertakes most of the teaching.

99. By the time they reach the end of Key Stage 1 pupils have a good understanding of the basic procedures for operating a computer. They are able to use the keyboard and mouse well, can gain access to programs and use them to write text, produce drawings or graphs or to find out information. They can give the right commands to save, display or print their work. During the inspection pupils who had just completed Key Stage 1 were seen to research historical information from a CD-based encyclopaedia to answer questions previously set by the teacher. They did this independently and successfully.
100. By the end of Key Stage 2 the range of understanding and skills has widened so that, for example, pupils working with laptop computers use a good range of editing skills when word processing, and can create spreadsheets and then display the data in a range of graphical forms. Occasionally pupils use other apparatus such as video-cameras, robots which they can program to perform a sequence of required movements, or a program for composing and performing music. Although the school does not yet have the equipment for them to exploit it, the oldest pupils have a sound basic understanding of what the internet, E-mails and fax machines are.
101. Some good use is being made on occasion to incorporate information and communication technology within the teaching of other subjects. This is already happening on occasion in English, mathematics, science, history and music. The school's planned equipment purchases and staff training accompany a recognition that the National Curriculum requires, from the beginning of the present school year, that skills in information and communication technology be developed through incorporation in all subjects except physical education.
102. There are a few areas of the curriculum for the subject where pupils are not yet able to undertake the work because of the limitations of the equipment. The school's desktop computers are dated but as an interim measure a set of small laptop computers was acquired and has helped pupils rapidly extend their skills. A new digital camera arrived in the school during the inspection but much more extensive acquisitions are planned in the next few months as the school receives its share of government funding for new equipment. Plans also provide for staff to receive government-funded training to help them exploit the new resources.
103. Only a little direct evidence of teaching could be observed during the inspection and no overall judgement is therefore made about its quality. However, the competence, confidence and enthusiasm of pupils in their work in the subject reflects very well on the teaching they have received. This is also true of the independence and responsibility pupils show in their work. Pupils organise the apparatus sensibly and solve problems for themselves.

MUSIC

104. Throughout the school pupils achieve a good standard in their work in music. At the previous inspection a good standard in music was a feature of Key Stage 2 but it is now true for the whole school. As they move through the school pupils make good progress so that by the time they reach Year 6 they have acquired more musical knowledge, understanding and, especially, skills than their counterparts in most schools. Pupils' singing and playing of instruments shows a good recognition of rhythm and beat and a sensitivity different musical styles. Singing in assembly, for example, is accurate, lively and expressive and, when singing a hymn with the rhythm and structure of the "blues", pupils sing with an appreciation of this musical style.
105. All pupils in Class 2 learn to play the recorder and a majority of older pupils are receiving

instruction from visiting tutors in playing an instrument such as guitar, violin, cello or a woodwind instrument. As a result the oldest pupils show performance skills and an ability to read a conventional musical score which exceed the standard expected for their age.

106. Older pupils also reveal in discussion that they can make thoughtful selections of instrumentation, tempo, rhythm, pitch and dynamics when composing a sequence of music to create a given mood or effect. Their knowledge of musical instruments is also good. Older pupils have had an opportunity to use a computer as an aid to musical composition and the school has plans to acquire more equipment to make this a more regular feature of the work.
107. The good standards achieved in music are the result of the good teaching of the part-time teacher who co-ordinates the work and teaches all class lessons in the school. As a music specialist, she brings a very good level of musical expertise to the planning and teaching. Effective lessons are well-planned and the work valuably supplemented by musical aspects of assemblies and by optional extra teaching of the orchestra, guitar and recorder groups. A lively programme of work incorporates music of different styles and cultures and benefits from occasional performances by visiting musicians. The good planning and teaching generates a positive enthusiasm for the subject amongst pupils, aiding progress. Progress is also helped by good checks that pupils practice their instruments. Very few primary schools can put together an orchestra and it is a considerable achievement that a school as small as Hampton Lucy is able to do so.

PHYSICAL EDUCATION

108. Pupils of all abilities make satisfactory progress at both key stages and reach standards which are appropriate for their ages. These average standards in physical education have been maintained since the last inspection.
109. Pupils at Key Stage 1 are able to use space quite well. They acquire a reasonable proficiency with basic jumps and travelling actions. They know how to respond to signals to vary their own speed quickly. They can use their bodies in a controlled way to move through a sequence of structured movements. In dance, they are able to use their imaginations to match movements to mood. In this, they make appropriate use of apparatus, such as the shared parachute, to simulate water effectively.
110. At Key Stage 2 they make satisfactory progress in acquiring further gymnastic skills. They use warm-up activities in a well-practised way. The opportunities offered by work on the large apparatus are used productively as pupils demonstrate increasing improvement in skill development. They are able to use hands and feet and link their movements appropriately. Between the various activities provided, they evaluate their own, and the performance of others, constructively.
111. Pupils take part in a good programme of games and athletics throughout the year. Swimming lessons are at present limited to Years 2 and 3, but these pupils are expected to achieve the required standard at this stage. Pupils in Years 5 and 6 have appropriate experience of outdoor and adventurous activities through the three-day residential visit to Kingswood Centre. Good extra-curricular provision for games and sports, including cross-country running, supports overall provision for the subject.
112. The quality of teaching is satisfactory. Lessons are appropriately planned and ensure a suitable balance of varied activity and reflection on performance. Teachers remind pupils regularly to consider safety aspects and, in general, pupils are well trained to do this. Similarly, frequent references to the health aspects of the lessons are made, particularly to the older pupils who are responsive and fairly interested. The moving of apparatus is suitably organized, and as a result, pupils are efficient in getting out and putting away the equipment used. Sometimes lessons are a

little too noisy. Teachers raise their own voices too much, trying to talk above an unnecessary level of sound. This leads to constant interruptions to reprimand pupils. Nevertheless, teachers work hard to make the sessions enjoyable for pupils and are generally successful in this.

RELIGIOUS EDUCATION

113. Evidence gained from observing lessons, scrutinising pupils' work and talking with them, shows that standards at both key stages are unsatisfactory. The requirements of the current Locally Agreed Syllabus for Religious Education are not adequately met. These findings show a decline in standards and provision since the previous inspection.
114. At Key Stage 1 pupils are becoming familiar with stories such as "The Prodigal Son". They know that the story comes from the Bible, though not all are aware as to the author of the parable. However, they are able to understand some of the ideas and feelings associated with the story. They have covered a little work on some of the major Christian feasts, such as Christmas and the Ascension, and can remember a few simple facts.
115. At Key Stage 2 pupils have addressed a few similar stories, such as "The Sower", but have retained little knowledge or understanding of the ideas involved. Some limited work on other religions has been touched upon but pupils remain confused, for example as to which items refer to practices in Judaism and which to Hinduism. They have heard of Mohammed but can not remember any further information. Some satisfactory work is currently being undertaken in exploring ideas on making personal choices, though pupils are not yet at the stage of recognising the influence of different religions on differing peoples' moral choices. They make appropriate use of the computer to record group findings.
116. Overall, insufficient work is undertaken of appropriate breadth or depth. The various religious and social themes of the syllabus have not been properly developed. Pupils at both key stages have a very shallow basis of knowledge on which to build. Elementary factual knowledge of Christianity is lacking. As a result of inadequate provision, they are missing out on many of the cultural traditions which underpin our society and make sense of other teaching.
117. The impact of the teaching of religious education is unsatisfactory. Teachers' plans are adequate on paper, but the work planned is often not carried through in practice. Pressures on curriculum time contribute to the present unsatisfactory state of affairs. Too much of the small amount of work that is provided is presented on limiting worksheets which do not allow sufficiently for the developing abilities of older and higher attaining pupils. As a result pupils show little interest in the subject and in the quality of the work they produce. In the lessons observed, teaching was satisfactory with some strengths. The best teaching includes good organisation of groups to promote useful discussion. Good encouragement is given to pupils in dealing with some sensitive issues, and provides a relatively rare example of a spiritual and reflective dimension to the teaching.