



Hampton Lucy CofE Primary School

Inspection Report

Better
education
and care

Unique Reference Number 125635
LEA Warwickshire
Inspection number 281969
Inspection dates 16 March 2006 to 16 March 2006
Reporting inspector Eileen Chadwick AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Church Street
School category	Voluntary controlled		Hampton Lucy
Age range of pupils	4 to 11		Warwick, Warwickshire CV35 8BE
Gender of pupils	Mixed	Telephone number	01789 840398
Number on roll	87	Fax number	01789 842269
Appropriate authority	The governing body	Chair of governors	Mrs G Attwood
Date of previous inspection	18 September 2000	Headteacher	Mrs M Lunnon

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school which serves the village of Hampton Lucy and surrounding area. The proportion of pupils with learning difficulties and disabilities is average. A half of these pupils have higher stages of need, for example for autism or physical disability. Few pupils are eligible for free school meals. The proportion of pupils joining the school other than at the usual time is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features, which is how it evaluates itself. Outstanding leadership and management have ensured the school has improved very well since the last inspection. Parents are delighted with the standard of education and care their children now receive.

Pupils make good progress from Reception to Year 6. By Year 6, standards are well above average in English and above average in mathematics. Standards in English and mathematics have improved significantly during the last few years. However, in Key Stage 1 there is still more work to do to ensure pupils' progress in writing is as good as it is in reading. Pupils with learning difficulties and disabilities make good progress because of the support they are given.

Pupils' personal development and well-being are outstanding. Pupils are keen to learn and their behaviour is excellent. The school takes excellent care of pupils. Teaching and learning are good. Teachers successfully match pupils' work to their learning needs and provide interesting lessons which encourage pupils to want to learn. The curriculum is good, with excellent opportunities for extra curricular activities, particularly sport.

The headteacher provides excellent direction for school improvement, in partnership with the very effective governing body. Subject leaders regularly check pupils' progress but do not have enough time to evaluate pupils' learning in the classroom. Improvement since the last inspection has been very good. The school has a very good capacity to continue to improve and provides good value for money.

What the school should do to improve further

- Continue to improve standards in writing in Key Stage 1.
- In English and mathematics, develop the subject leaders' roles in checking teaching and learning in the classroom.

Achievement and standards

Grade: 2

The pupils achieve very well and reach generally high standards by the time they leave. Pupils' overall attainment on entry is wide but average overall. Children in the Foundation Stage make good progress and, by the end of Reception, most either reach or exceed their learning goals. In Key Stage 1, pupils' good progress leads to standards that by Year 2 are well above average in reading and above average in mathematics. However, writing standards are no better than average after satisfactory progress from Reception to Year 2. Standards were a little lower in 2005 because of the impact on the results of a few pupils with learning difficulties who joined the school late. In Key Stage 2, standards in English and mathematics have improved substantially in recent years. In relation to their starting points, pupils' progress is very good in English and good in mathematics. By Year 6, standards are well above average in English and above average in mathematics. In 2005, the pupils achieved their challenging targets. Pupils with learning difficulties achieve well.

Personal development and well-being

Grade: 1

These are outstanding and have improved greatly since the last inspection. Pupils' behaviour and attitudes are now excellent. Pupils greatly enjoy learning and show remarkable independence, for example when solving problems during food technology activities. This stems from the systematic development of pupils' teamwork, decision making and self-evaluation skills. From Reception to Year 6, pupils develop personal skills very effectively, leading to self-confidence, emotional well-being and a will to improve. Members of the school council are delighted with the many opportunities they are given to contribute to school improvement and the school values their ideas highly.

Pupils' spiritual, moral, social and cultural development is excellent and underpins all the school's work. Assemblies greatly further pupils' spiritual development and introduce them to moral and social issues. These are followed through effectively in class and in the day-to-day life of the school. The school also enables pupils to make the most of their lives by promoting physical health and well-being excellently. Pupils gain very good understanding of how to eat healthily, how to keep fit and to enjoy sport. Pupils' attendance is good.

Quality of provision

Teaching and learning

Grade: 2

Good teaching throughout the school is improving the pupils' achievement. Behaviour management is excellent and far better than when the school was last inspected. In Reception, children have good opportunities to learn through focused teaching and purposeful play. They make a particularly good start in learning to read. In Key Stages 1 and 2, reading and mathematics are well taught. The teaching of writing is good in Key Stage 2 and satisfactory in Key Stage 1. Initiatives to raise standards by specialist teaching are having a positive impact on improving pupils' achievement in writing. However, in Year 2, writing tasks are occasionally too hard for lower attaining pupils, slowing their progress. Outstanding teaching occurs in design and technology. Teachers' strong subject knowledge enables pupils to learn rapidly through instruction as well as through problem solving. Assistants provide good support for pupils with learning difficulties. Assessment procedures are good.

Curriculum and other activities

Grade: 2

The curriculum is good with outstanding features. In the Foundation Stage, it is well planned and practically based so that all children make a good start. There is good planning to enable the more capable children, in particular, to progress rapidly, for example in reading. Throughout Key Stages 1 and 2, rigorous planning enables pupils

to continue to do well in English and mathematics. However, in Key Stage 1, planning for writing does not always show how lower attaining pupils will be taught the smaller steps. Pupils are given a broad curriculum that provides a well rounded education. There are rich opportunities for enabling pupils to develop their academic, physical, practical and creative talents. Effective links are made between subjects. The curriculum is well adapted to ensure those with learning difficulties and disabilities make good progress. Extra curricular opportunities are excellent, with outstanding provision in sport. Coaching by sports specialists enables pupils to experience a wide range of expert tuition. The curriculum is now far better than when the school was last inspected, when it had significant weaknesses.

Care, guidance and support

Grade: 1

These are outstanding areas of the school. The school is a very welcoming place for pupils, who feel extremely safe and secure. Very thorough induction procedures ensure that the pupils settle quickly when they start school. This includes the substantial proportion of those who arrive in Years 1 to 6, who have not always achieved well in their previous schools. The close relationships between staff and pupils and strong checks on the pupils' personal and academic progress ensure that all pupils are encouraged highly. Excellent care is evident in the very effective practices for ensuring pupils' health and safety. For example, procedures to make sure pupils move around the site safely are very well adhered to and risk assessments are included in lesson plans. Pupils with learning difficulties and disabilities receive very good levels of care. The school's strong links with specialist agencies enable it to provide expert help for those pupils at higher stages of special educational need.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher provides excellent direction and is responsible for the clear focus on improving the school after a period of decline. She has created a united staff with a strong commitment to raising standards. She is well supported by a very effective governing body and has the full confidence of parents. All areas of the school's provision have been strengthened over recent years and, as a result, there has been a rise in standards and a dramatic improvement in pupils' behaviour and personal development. Thorough and accurate self-evaluation ensures standards of attainment keep moving forward. Self-evaluation fully involves pupils' views as well as those of their parents.

Governance is very good. Governors play a full part in monitoring and evaluating the quality of provision and helping to steer the school. By leading through example, subject leaders are largely effective in their roles and make a difference in improving pupils' learning. However, in English and mathematics, subject leaders have had few opportunities to evaluate pupils' learning through lesson observations.

An overspend on the school's budget has now been eliminated. It arose because of substantial building improvements taking place when a donation was anticipated but not yet received. The pace of all round improvement over the last few years has been very good in a school where much improvement was necessary. This shows the school has a very good capacity to continue to move forward. It provides good value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Thank you so much for your help when we visited your school in March. We really enjoyed talking to you and seeing you at work and play. We now want to share with you what we thought about your school. These are the things we thought were good.

- You work hard and do well in English and mathematics. You are well prepared for your next schools.
- Your behaviour is excellent in class and during playtimes. This has improved enormously in the last few years.
- You are given interesting work and you have good opportunities to develop your thinking, practical, sporting and creative talents.
- You are very responsible and try hard to improve your work and your school.
- What you do in food technology and your ability to work in teams and make your own decisions are impressive.
- Your headteacher, governors and staff have done a very good job in improving the school in the last few years.

We know everyone wants to do even better and we have suggested a few things that we think will help.

- A few of you, in younger classes, could make a bit better progress in writing.
- Teachers who are in charge of English and mathematics could be more involved in checking up more how well you are learning.

We hope you continue to enjoy your school and help it to become even better.

All our best wishes for your future.

Yours faithfully

Eileen Chadwick Lead Inspector