

Hampton Lucy C of E Primary School

Inspection report

Unique Reference Number	125635
Local Authority	Warwickshire
Inspection number	328369
Inspection dates	11–12 March 2009
Reporting inspector	Paul Weston HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.
The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	98
Government funded early education provision for children aged 3 to the end of the Early Years Foundation Stage	8
Appropriate authority	The governing body
Chair	Mrs Gina Attwood
Headteacher	Mrs Margaret Lunnon
Date of previous school inspection	16 March 2006
Date of previous funded early education inspection	June 2008
School address	Church Street Hampton Lucy Warwickshire CV35 8BE
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Introduction

This pilot inspection was carried out at no notice by one of Her Majesty's Inspectors. The full range of the school's work was observed, including the observation of nine lessons and visits to the 'Early Bird' club and the after-school and chess clubs. Meetings were held with governors and staff and a range of conversations were held with pupils during lessons, at playtimes and lunchtimes. A number of school documents were scrutinised, including the school's self-evaluation form, the school profile and school development plan. The inspector read and analysed 48 parental questionnaires. In addition, information contained on the school's website was also used.

The inspector reviewed many aspects of the school's work. The following were looked at in detail:

- how well pupils make progress throughout the school
- the effectiveness of teaching and learning and whether pupils of all abilities are suitably challenged
- the behaviour of pupils in lessons and around school
- the breadth and balance of the curriculum
- how well leaders and managers at all levels evaluate performance and drive improvement.

Information about the school

This small rural Church of England school takes pupils from Hampton Lucy, Charlecote and surrounding villages. It is situated close to the town of Stratford-upon-Avon. Pupils are mostly from White British backgrounds, with none in the early stages of learning English. Boys outnumber girls two to one. There are no pupils eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is similar to that found in most schools but there are considerably more with statements of special educational needs. More pupils join or leave the school at times other than at the usual starting or leaving points. Most children enter the Early Years Foundation Stage with skills and experiences that are around the expected levels. The school has been awarded Activemark and Healthy School status in recent years.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

Main findings

Hampton Lucy is a satisfactory school with some outstanding and good features. It is a welcoming and popular school with a fine reputation for caring and supporting pupils with learning difficulties and/or disabilities. The support, guidance and care provided by the school are excellent and this is rightly acknowledged by many parents. One summed up the views of many by reporting that the school 'has a wonderfully caring, nurturing ethos'. Pupils' behaviour in lessons and around the school is good. They feel safe and say they enjoy their lessons. Aspects of the curriculum are innovative and pupils are provided with good opportunities to take on responsibilities and contribute to the life of the school.

Children get off to a good start in the Early Years Foundation Stage. Work is matched carefully to their differing needs and, as a result, children make good progress to reach better standards than is usual by the time they enter Year 1. The extent to which pupils make progress steadies in Key Stages 1 and 2. Analysis of the school's current data, observation of lessons and the scrutiny of books show standards are broadly average in Year 2 and Year 6. Teaching is competent; behaviour management is a particular strength and pupils are encouraged to work in a variety of ways, either as a class, in small groups or pairs. That said, assessment information is not used well enough to plan work that challenges the brightest pupils and teachers' marking is insufficiently precise to help pupils know what they need to do to improve. More could be expected of pupils, especially in spelling, punctuation and presentation, where untidy and careless work is routinely accepted.

The school has satisfactory capacity for sustained improvement. School leaders have ensured that suitable initiatives are in place to raise standards such as holding pupil progress meetings each term and consulting with parents and governors about school priorities. Revised systems and structures to improve further aspects of the school are being drawn into a new improvement plan but this does not yet identify precisely how the success of the various activities will be measured or who will check on the progress and impact of the actions.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Further improve the quality of good and outstanding teaching to increase rates of pupil progress by:
 - planning work which is better matched to the needs of pupils, particularly those who are higher attaining
 - using targets, assessments and marking more effectively to provide clear guidance about what pupils need to do next to improve
 - increasing expectations of the standards pupils can achieve, especially standards in writing and presentation.

- Further improve the effectiveness of leaders and managers by:
 - completing a school improvement plan which identifies key areas for improvement with measurable outcomes
 - increasing the rigour of monitoring and evaluation and use the outcomes to improve the quality of provision for all pupils
 - continuing to hold teachers to account for improved standards by checking that their evidence of pupil progress is accurate and that appropriate intervention strategies are implemented at an early stage to boost rates of pupil progress.

How good is the overall outcome for individuals and groups of pupils?

3

Standards are satisfactory. The 2008 teacher assessments show that standards at the end of Key Stage 1 are similar to the national average in all subjects, although no pupil achieved the higher level in writing. Boys achieve better than girls. Last year, test results improved significantly at the end of Key Stage 2, with most pupils achieving the expected level. Most targets were achieved, but not in mathematics and English at the higher level. In both key stages, most pupils made satisfactory progress from their starting points. The standards reached by pupils in English, mathematics, science, information and communication technology (ICT) and French ensures that pupils are prepared adequately for their transition to the next stage of their education.

Analysis of current data and pupils' work shows a similar picture to the 2008 test results. Most pupils in Years 2 and 6 are working at around the national average and making satisfactory progress. Few pupils are working securely at the higher level. Standards in handwriting are too variable. Many pupils demonstrate incorrect pencil grip and letter formation, and there is no uniform style of presentation of work. Pupils do not take sufficient pride in their work and teachers accept untidy or careless work with little correction. Thus spelling and punctuation are insecure.

Most pupils behave well in and out of lessons and all have a clear understanding of school rules and rewards. They feel safe and agree that limited incidences of bullying are dealt with swiftly and effectively. Attendance is good and the school has no persistent absentees. Pupils have a good understanding of what constitutes a healthy diet and lifestyle and the Healthy School award is evidence of this. Pupils enjoy

'Physical Fridays', when they participate in a range of activities such as hockey, netball and football. Pupils make a good contribution to school life and their views are heard and acted upon by the school. They also contribute well to their local community, particularly through links with the church. They increasingly take decisions that influence their own environment, mainly through the school council. There is a strong tradition of supporting charities such as 'Comic Relief' and 'Sport Relief'. The school works hard to promote an understanding of a variety of cultures via visits and it is increasing its engagement with the wider United Kingdom and global community, for example by considering the recent conflict in Gaza.

These are the grades for pupils' outcomes

Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
What is the extent of pupils' spiritual, moral, social and cultural development?	2

The quality of the school's work

During the inspection, the majority of teaching observed was satisfactory. All teachers provide a range of opportunities for pupils to work with each other and develop their social skills. They also provide some interesting and exciting activities for pupils which they particularly enjoy, such as the 'Dragon's Nest'. Teachers manage behaviour in lessons well. In each class, teaching assistants provide valuable support and they work effectively with identified pupils or groups. Weaker elements of teaching include: a lack of clarity in explanations so that pupils are unclear about what is expected; questioning that does not extend pupils' thinking; and too often, pupils of different abilities are provided with the same work which means that some, such as the higher attaining, are not sufficiently challenged.

A third of the lessons were judged to be good. In these, there was effective use of assessment to inform planning, good subject knowledge, and interesting and well-resourced activities delivered at a brisk pace. Here, pupils were motivated, responded well, settled quickly to their tasks and completed what was expected to a good standard.

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

Scrutiny of work and displays shows that the statutory curriculum is covered, but sometimes in insufficient depth. Opportunities are missed to develop skills, such as ICT, numeracy and writing across the curriculum.

Adults in the Early Years Foundation Stage make brief notes of significant milestones in learning as they occur. These are then used effectively to influence teachers' planning and inform next steps in learning. Assessment is satisfactory overall because this approach is not as strong in the rest of the school. Learning targets are not yet sufficiently known by pupils to help them understand what they need to do to improve.

Pastoral support, guidance and care are outstanding. The well-being of every child is paramount. All adults provide excellent support for pupils' social and emotional development, and for pupils with challenging behaviour. Those new to school settle well because they are also given good support. The school works in close partnership with parents and a wide range of agencies to ensure that pupils' welfare needs are well met.

These are the grades for the quality of provision

High quality teaching and purposeful learning	3
Effective assessment	3
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	3
Support, guidance and care	1

How effective are leadership and management?

The headteacher is dedicated and committed to the school. She is well respected by parents, who praise her highly. Senior leaders and governors place due emphasis on monitoring and evaluating the work of the school, although their view about the quality of teaching and learning is generous. They have recently introduced regular progress meetings to track and monitor the attainment of each pupil. It is too early to evaluate whether this is leading to discernable improvements in learning.

Suitable action has been taken to address the areas for improvement identified at the last inspection. However, writing remains an issue throughout the school. In particular, higher attaining pupils do not achieve as well as they should because they are not provided with sufficient opportunities to develop their writing skills in other subjects.

This is a period of transition for the governing body. Half of the governors are newly appointed. The chair has a clear vision for developing the governing body's capability to receive greater information about teaching, learning and pupils' achievement. The experienced governors fulfil their responsibilities well. Leaders are in the process of developing the school's improvement plan. The draft has a number of weaknesses which need rectifying before governors are able to accurately check on improvement and hold the school to account.

Good use is made of external agencies, for example to support the learning of pupils with learning difficulties and/or disabilities, to teach French and provide music tuition. At the time of the inspection, safeguarding procedures were robust. Equal opportunities are promoted well and there is good support for vulnerable pupils. The school's relationship with parents and carers is good. Parents have the opportunity to raise strategic concerns at the annual governors' meeting for parents and where appropriate, the school acts on these. The school promotes community cohesion satisfactorily but currently it lacks a clear plan and evaluation of activities.

These are the grades for leadership and management

Communicating ambition and driving improvement	3
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	2
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	3
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	2
Ensuring the school contributes to community cohesion	3
Deploying resources to achieve value for money	2

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good. Children start school with skills that are fairly typical for four-year-olds, although there is a wide range of ability. The good quality of the education provided in the Early Years Foundation Stage is due to outstanding leadership and management. Parents say that staff are friendly and approachable and children are extremely well cared for. Children's introduction to the Nursery is carefully planned, and as a result they feel safe and happy. All children receive good teaching and support from dedicated teachers and teaching assistants. Their personal development is given strong emphasis, especially for those who have learning difficulties and/or disabilities. The focus on independent learning starts in the Nursery, where children choose activities they will undertake during the day. Adults provide good role models. They have set up clear routines that enable children to build strong, positive relationships with their teachers and each other. Children's language development and early literacy and numeracy skills are promoted well. Consequently, the majority of children make good gains in all the areas of learning. The indoor areas are interesting but the outside area is very tight for space. This restricts the number of children that can play together on large equipment.

How good are the outcomes for children in the Early Years Foundation Stage?	2
What is the quality of provision in the Early Years Foundation Stage?	2
How effectively is the provision in the Early Years Foundation Stage led and managed?	1

Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	2
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Views of parents and carers

This was a no-notice inspection so parents had little time to fill in the parent questionnaires. In spite of this, almost 50 responses were returned. Parents and carers are overwhelmingly supportive and appreciative of the work of the school. They especially value the care and attention given to their children. A typical view was 'this is a school where every child matters'. A few concerns were raised about lack of hot school meals, catering for pupils with learning difficulties and/or disabilities, mixed-age classes and behaviour. The school is aware of these concerns and is dealing with them appropriately. A few parents rightfully felt that there was not enough challenge for the brighter pupils.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



13 March 2009

Dear Pupils

Inspection of Hampton Lucy C of E Primary School, Warwickshire, CV35 8BE

Thank you for making me so welcome when I visited your school. I enjoyed talking to you and looking at your work. Hampton Lucy is a satisfactory school, but has some outstanding and good features. Here are some of the things I found out.

- You have good relationships with all adults in school and you try hard.
- You enjoy school, feel safe and most of you behave well.
- The adults in school are working hard to help you learn and to make sure that you are well cared for, valued and supported.
- Your teachers help you make satisfactory progress in your work.
- The headteacher, staff and governors are working hard to make sure that the school gets even better.

I have asked the school to consider a number of things for the future. There are times when not all children in school do as well as they could. So I have asked the school to make sure that teaching always helps you to make good progress. I want your teachers to match work more closely to your needs and to expect more from some of you. I also want you all to take more pride in your work by making it neater. I have also asked your headteacher, staff and governors to draw up a plan to help the school get even better and check what is happening regularly to make sure things stay on track. The findings should be shared with your parents and carers at appropriate times.

I would like to wish you all well in your future education and, once again, many thanks for your help and contribution to the inspection.

Yours faithfully

Paul Weston
Her Majesty's Inspector

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