

Hampton Lucy CofE Primary School

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

Unique reference number (URN): 125635

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Attendance is a clear priority for leaders. Leaders have strengthened the systems and processes they use to check attendance information and identify pupils who may need additional support. Staff work closely with families to understand and remove barriers to regular attendance. This includes drawing on support from external agencies when appropriate. Leaders promote the importance of attending school regularly through consistent communication and encouragement. As a result, attendance has increased over time and continues to improve for most groups of pupils. Persistent absence is reducing because leaders take swift and effective action when concerns arise.

Pupils behave well and demonstrate positive attitudes towards their learning. Leaders have established clear expectations that staff apply consistently across the school. This helps to create a calm, orderly and purposeful environment where learning is rarely disrupted. Pupils are polite, respectful and considerate of others. They understand the importance of treating everyone fairly and with kindness. Relationships between staff and pupils are positive and supportive. Staff provide effective pastoral support and make appropriate adaptations for pupils who need additional help to manage their emotions or behaviour. Pupils are confident that staff deal promptly and effectively with any incidents of bullying, discrimination or harassment, including those that occur online. At playtimes and lunchtimes, pupils socialise happily and include others in their games.

Early years

Expected standard 

Children make a positive start to their education in the early years. Staff create a caring and purposeful environment where children feel safe, valued and ready to learn. Positive relationships help children settle quickly and develop confidence. Leaders have designed a broad and ambitious curriculum that sets out the important knowledge and skills children need to learn. Staff know children's starting points well and adapt activities to meet individual needs, including those of disadvantaged children and children with special educational needs and/or disabilities.

Communication and language are central to the curriculum. Staff use stories, songs and purposeful conversations to introduce and reinforce new vocabulary. They model language clearly and encourage children to explain their ideas and experiences. Reading is prioritised from the start. Children in Reception learn phonics through a structured and consistent approach. Staff check learning carefully and provide additional support when needed. As a result, children develop the confidence and knowledge required to become successful early readers.

Children enjoy exploring the well-organised indoor and outdoor learning environments. They cooperate well with one another and increasingly show independence in their learning and routines. Staff work closely with parents and carers, sharing information regularly and supporting learning at home. Consequently, children are ready to move successfully into Year 1.

Inclusion

Expected standard 

Leaders have established a culture where inclusion is at the heart of the school's work. They identify pupils' needs quickly and accurately, including those with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to children's social care. Staff know pupils well and use a range of information to understand any barriers that may affect learning, attendance or wellbeing. This helps pupils feel secure, valued and ready to learn.

Staff receive regular professional development that strengthens their ability to adapt teaching and provide effective support. Teachers use a range of strategies, including visual prompts, practical resources and carefully planned routines, to help pupils access the same ambitious curriculum as their peers. Interventions are reviewed to ensure that they have the intended impact. Leaders monitor pupils' progress closely and make timely adjustments where necessary.

Leaders understand the barriers some pupils face. They use additional funding purposefully to reduce these barriers and widen opportunities. This includes supporting attendance, wellbeing and participation in enrichment activities. Partnerships with families and external agencies strengthen the support available. Where alternative provision is used, leaders ensure placements are carefully matched to pupils' needs. As a result, vulnerable pupils are well supported to achieve and participate fully in school life.

Leadership and governance

Expected standard 

Leaders have taken effective action to address the areas for development identified at the last inspection. Leaders and those responsible for governance have an accurate understanding of the school's strengths and priorities for improvement. They take purposeful action to improve the quality of education that pupils receive and evaluate the impact of their work carefully, adapting plans when necessary. Their decisions are rooted firmly in the best interests of pupils, particularly those who are disadvantaged and those with special educational needs and/or disabilities. As a result, the school continues to move forward with purpose and direction.

Governors fulfil their statutory duties effectively. They know the school well and use a range of information to hold leaders to account. At the same time, they provide thoughtful support that helps leaders sustain improvement. Governors maintain a sharp focus on safeguarding, attendance and pupils' achievement. Through regular visits and strategic oversight, they assure themselves that leaders are addressing the right priorities and that resources are being used effectively.

Staff value the culture that leaders have established. They appreciate the consideration given to workload and wellbeing and speak positively about the support they receive. Professional development is carefully planned and aligned to school improvement priorities. Staff receive coaching and training opportunities that strengthen their expertise. Consequently, they feel confident and well equipped to meet the needs of pupils. Parents and carers are highly positive about the school. They recognise the commitment of leaders and staff and appreciate the caring and supportive culture that leaders have established.

The school provides a thoughtfully planned programme for pupils' personal development. This is underpinned by the school's values of 'We Care, We Share, We Dare'. Leaders ensure that pupils gain the knowledge and experiences they need to become confident, respectful and responsible members of society. The personal, social, health and economic education curriculum is carefully structured and reflects the needs of the school community. Pupils learn about healthy relationships, physical and mental wellbeing, and how to keep themselves safe. They speak confidently about online risks and demonstrate a clear understanding of how to respond to concerns and access support. As a result, pupils make informed decisions and take increasing responsibility for their own wellbeing.

Pupils develop a secure understanding of the school's values and can explain how these relate to fundamental British values. They know why democracy, tolerance and equality are important. Opportunities to vote for members of the school council and vote for school-wide initiatives enable pupils to experience democracy in action. Pupils show respect for people from different backgrounds, cultures and beliefs. Assemblies, themed events and visits from members of the local community broaden pupils' understanding of life in modern Britain.

Leaders provide a wide range of opportunities beyond the classroom that enrich pupils' experiences. Pupils enjoy taking part in clubs. Educational visits, including residential experiences for older pupils, help to build resilience, teamwork and independence.

Pupils value the responsibilities they are given to develop confidence and leadership skills. Pupil librarians promote a love of reading across the school. Playground buddies help younger pupils to feel included at breaktimes. Leaders monitor participation carefully and take effective action to ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities access the full range of opportunities available. As a result, pupils are prepared for their next stage of education and for life beyond school.

Needs attention

Achievement

Needs attention 

Reading and mathematics are strengths of the school's provision. Pupils read with understanding and fluency. In mathematics, pupils use their knowledge of number facts confidently, including those required for the Year 4 multiplication tables check. Many pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, achieve well from their starting points in reading, mathematics and much of the wider curriculum.

However, some pupils do not achieve as well as they should by the end of key stages 1 and 2. Weaknesses in the teaching and assessment of foundational knowledge mean that gaps in learning are not always identified or addressed quickly enough. This is particularly evident in writing, where inconsistencies in spelling, punctuation and handwriting limit the quality of pupils' work. As a result, some pupils do not build knowledge as securely as they could, and this is reflected in published key stage 2 writing outcomes. Leaders have begun to address

these weaknesses, but this work is in its early stages. Consequently, pupils' achievement, particularly in writing, is not yet consistently strong across the curriculum.

Curriculum and teaching

Needs attention 

Leaders have strengthened the curriculum since the last inspection. The curriculum is broad and ambitious, identifying the important knowledge and skills pupils should learn over time. The curriculum is sequenced well, enabling pupils to build on prior learning across subjects. Leaders have worked closely with staff to refine curriculum plans and provide additional training where needed.

Teachers typically demonstrate secure subject knowledge and explain new learning clearly. Pupils are introduced to relevant subject-specific vocabulary and are encouraged to use it in their discussions and written work. In reading, staff provide appropriate support so that pupils develop increasing fluency and confidence. Pupils who need additional help receive timely intervention to support their progress.

Despite these strengths, assessment information is not always used effectively to identify and address gaps in pupils' knowledge. As a result, some pupils move on to new learning before they have secured important concepts. This is particularly evident in writing, where inconsistencies in spelling, handwriting and punctuation remain. While leaders have introduced strategies to improve these areas, the impact of this work is at an early stage. Consequently, pupils' achievement is variable, and some are not yet learning as securely as they should across the curriculum.

What it's like to be a pupil at this school

Hampton Lucy Primary School is a small school with a big heart. Pupils are proud to belong to this friendly and inclusive school. From the moment they arrive each morning, they are greeted warmly by staff who know them well and take an active interest in their wellbeing. As a result, pupils feel safe, respected and valued. They are confident that adults will listen to them and provide support when it is needed.

Pupils enjoy coming to school and most attend regularly. They speak enthusiastically about their learning and the opportunities available beyond the classroom. Clubs, educational visits and guest speakers help pupils to develop new interests and talents. Older pupils take on responsibilities and act as positive role models for younger children. Pupils value being part of a community where everyone is encouraged to participate and succeed.

Pupils behave well throughout the school. They understand the school's expectations and follow established routines sensibly. Lessons are purposeful, allowing pupils to focus on their learning without disruption. At social times, pupils play cooperatively and include others. They understand the difference between friendship issues and bullying and say that bullying is uncommon. Pupils trust staff to deal with concerns fairly and promptly.

Pupils develop confidence and independence as they move through the school. Children in the early years settle quickly and engage enthusiastically in a range of activities. Across the

school, pupils typically acquire knowledge and skills in a range of subjects. Pupils develop their writing over time, but some continue to make basic errors in spelling, punctuation and letter formation. As a result, they do not achieve as well as they should in writing compared with reading and mathematics. Staff support pupils who face barriers to learning, helping them to participate fully in school life. Consequently, pupils are increasingly well prepared for the next stages of their education.

Next steps

- Leaders should ensure that staff use assessment information astutely to identify those pupils who have not secured foundational skills in grammar, punctuation, spelling and handwriting so that any gaps are addressed and closed quickly.
 - Leaders should ensure that staff address pupils' errors in grammar, punctuation, spelling and handwriting consistently, so that more pupils apply this knowledge securely and achieve what they are capable of in writing.
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About this inspection

The chair of the board of governors in this school is Stuart Martin.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders including the headteacher, deputy headteacher and other leaders. The lead inspector met with a representative from the local authority. The lead inspector met with members of the governing body, including the chair of governors.

Inspectors spoke to pupils in lessons, at social times and met with groups of pupils.

Inspectors met with groups of staff. They considered the responses to Ofsted's surveys.

The lead inspector spoke with a representative of the virtual school.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Coventry. Its last section 48 inspection was July 2024.

The school runs an on-site nursery for 3- and 4-year-olds.

The school runs on-site provision for pupils in the before- and after-school club.

The school currently uses one registered alternative provision and one unregistered alternative provision.

Lead inspector:

James Dean, His Majesty's Inspector

Team inspector:

Nicola Harwood, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

77

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

35.06%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.90%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

25.97%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	61%	Below
2024/25 (final)	46%	62%	Below
2023/24 (final)	47%	61%	Below
2022/23 (final)	36%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Close to average
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	45%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	72%	Below
2024/25 (final)	54%	72%	Below
2023/24 (final)	47%	72%	Below
2022/23 (final)	45%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	55%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	25%	46%	Below
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	62%	Below
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	25%	68%	-43 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	80%	-30 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	78%	-36 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	80%	-38 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.7%	5.2%	Above
2023/24 (3 term)	9.3%	5.5%	Above
2022/23 (3 term)	10.3%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.6%	13.0%	Close to average
2023/24 (3 term)	30.6%	14.6%	Above
2022/23 (3 term)	20.5%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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