



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hampton Lucy Church of England VC Primary School	
Address	Church Street, Hampton Lucy, Warwick, CV35 8BE
School vision	
<p>Through love we share, we care, we dare. Love one another as I have loved you - John 13:34.</p>	
School strengths	
<ul style="list-style-type: none"> • A clear distinctively Christian vision, known by all, drives decisions within this school. This is because leaders are relentless at ensuring that everything is done with love and care. • A culture a dignity and respect pervades throughout the school. Pupils behave well and are proud of their own and others' achievements. • Pupils and adults are known and loved by all. They are valued as unique individuals and supported to flourish through care and understanding. • Collective worship enables pupils and adults to grow spiritually. They reflect deeply and live their values both in and out of school. • Spirituality is intrinsically linked to the curriculum and enables pupils to gain an understanding of the wider world. As a result pupils develop and show empathy for the world around them. 	
Areas for development	
<ul style="list-style-type: none"> • Develop clear systems for monitoring the impact of the Christian vision. This is so that governors are well informed of how the school is developing as a Church School. • Further develop opportunities for pupils to become independent agents of change through a clear understanding of justice. • Deepen pupils' understanding of religious and non-religious worldviews. This is so they understand the impact they have on the lives of believers. 	
Inspection findings	
<p>Hampton Lucy is a small school with a big heart for its community. The Christian vision, "through love we share, we care, we dare", is rooted in the words of John's gospel. This drives a desire for all to be recognised and cared for through love. As a result, pupils and adults flourish as part of the Hampton Lucy family. This is because leaders are relentless in ensuring the vision drives decisions made within the school.</p> <p>The supportive governing body know the vision well. They use it when making decisions within school. This is because care for pupils and staff is at the centre of their discussions. They care passionately about the wellbeing of all at the school. This is demonstrated by changing how money is handled in the school office to reduce the workload on staff. Governors understand that there are many challenges that schools face. This enables them to dare to ensure that their decisions make a</p>	

difference. Governors know aspects of the school well. However, the way they monitor the impact of the vision is not embedded. As a result, governors are not always clear on how the vision impacts all areas of the school.

Relationships with the local church have transitioned through a period of change due to changes in church leadership. However, a monthly family service has been a constant that brings both communities together. Pupils from the school regularly lead and participate in the family service and key messages are explored in school the following day. Artwork that pupils have created is displayed in the church to celebrate the community. As a result, there is a shared sense of one community brought together through love.

Through a curriculum rooted in the school's vision, pupils gain a love of learning. Using the vision as a focus for improvement, the previous curriculum was deemed 'not fit for purpose'. Leaders have made bold decisions to develop a curriculum that is right for the pupils in their school. Key texts used in class enable pupils to gain an empathy of the world around them. This is because leaders know their context well and have made careful choices. Spirituality is a key aspect of the curriculum. Understood as 'something greater than ourselves', spirituality is considered a golden thread that runs through many aspects of school life. Through the curriculum, pupils make connections with the wider world which in turn develops an empathy for others. Furthermore, carefully chosen educational visits, such as the Space Centre and Bletchley Park, challenge pupils' view of the world. This enables them to wonder at the marvels of the universe. Pupils' growing empathy of the wider world supports them in making decisions about charity. For example, pupils raised money for a little girl with cancer. Furthermore, following a geography topic, pupils raised money to adopt four polar bears. However, wider opportunities for pupil led projects focusing on tackling injustice, and being agents of change, are not as embedded.

Pupils and adults are cared for deeply in this school. As a result they care for one another and are proud of one another's achievements. Pupils behave well and treat each other with dignity and respect. Through love, leaders do all that they can to ensure that pupils are included and supported to flourish. For example, additional sessions of bikeability were put on for pupils who were unable to ride a bike. Pupils with special educational needs and/or disabilities (SEND) are not turned away. Staff support them well. This is because all pupils are seen as individuals who are loved and cared for whatever their needs or background may be.

Collective worship is a valued time within the school. It is an opportunity that brings the whole school together. It enables pupils and adults find 'a piece of stillness no matter how chaotic the world around you'. The inclusive and invitational nature enables pupils and adults to grow spiritually. In worship they reflect on their values, which in turn challenges them to behave differently both in and out of school. Reflecting on stories from the Bible also enables pupils to make good choices, supporting their spiritual flourishing. Pupils regularly have the opportunity to plan and lead worship. They are given ownership of the content and delivery. Through this, pupil leaders have grown in confidence and have flourished in new ways. Pupil led worship is highly valued by the rest of the school and pupils look forward to it. Wider opportunities for worship are supported by the 'prayer group'. Pupils from Year 6 lead a small group in a range of prayer activities using the school's prayer garden. As a result, pupils flourish spiritually. This is because they have time to reflect on people who they love and care about and may need support.

Positive mental health and wellbeing is a high priority. This is because, through love, leaders value the contribution that each person makes. Staff recognise that through the love and care of leaders, they are calmer and more confident. As a result, they feel enabled to support one another and carry out their role to the best of their ability.

The RE leader ensures that the subject is well sequenced across the school. Time is allocated appropriately to teach it, ensuring that it has a high priority. Through the curriculum pupils have the opportunity to explore a number of different religious and non-religious worldviews. Pupils enjoy RE lessons and talk openly about the importance of RE in a multi-cultural society. Carefully planned educational visits, such as to a Mandir and Buddhist Temple, help support pupils' learning. These give pupils further opportunities to reflect on the world around them. As a result they are developing an empathy for people of a variety of faiths. The curriculum enables pupils to gain some knowledge of religious and non-religious views. However, the depth of pupils understanding of the impact of different beliefs is not well developed.

The inspection findings indicate that Hampton Lucy Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	9 July 2024	URN	125635
VC/VA/Academy	Voluntary controlled	Pupils on roll	88
Diocese	Coventry		
MAT/Federation			
Headteacher	Lucy Jackson		
Chair	Neil Thomas		
Inspector	Duncan Hutchison	No.	2119