

Compton CofE Primary School

Inspection report

Unique Reference Number	113416
Local Authority	Plymouth
Inspection number	357344
Inspection dates	11–12 January 2011
Reporting inspector	Ronald Hall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	371
Appropriate authority	The governing body
Chair	Ann Bloss
Headteacher	Steve Cleve
Date of previous school inspection	13 September 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 20 lessons, observing 16 teachers. Inspectors held meetings with the headteacher, staff, pupils and representatives of the governing body. They observed the school's work, and looked at documentation including: assessment and tracking data; samples of the monitoring of teaching and learning; school planning; and the school development plan. Inspectors scrutinised documents regarding safeguarding. Questionnaires returned from 154 parents and carers, 21 staff and 74 pupils were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rates of progress and attainment of all pupils and, particularly those with special educational needs and/or disabilities.
- The extent of progress made to improve achievement in writing.
- The match of the curriculum to the needs and abilities of all pupils and how effectively it develops their personal and academic development.
- The quality and use of assessment, recording and monitoring procedures and data.

Information about the school

This is a larger than average-sized primary school where most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average overall. The proportion of pupils known to be eligible for free school meals is well below average. The school has a number of awards reflecting its commitment to healthy lifestyles and physical education. The school operates a breakfast club in the dining room each day. There is a privately run pre-school within the grounds of the school.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which is well thought of by its community. Pupils are well cared for and helped to do their best. The breakfast club provides a good start to the day with a selection of breakfast choices available. Activities provided in the club also prepare the pupils well for the start of the day. Registers and other statutory elements are robust. Parental comments are very supportive. 'All teachers and assistants go out of their way to ensure my child is looked after properly both academically and personally!' was a typical comment. Attendance is average due to a small number of persistent absentees and exerting greater pressure to raise attendance is an area for development. Staff, governors, pupils, parents and carers keenly expressed their pride in the school.

Pupils' achievement is outstanding. Pupils' attainment is high, being well above average at the end of Key Stage 2. Overall, pupils make good progress, although those with special needs and/or disabilities make outstanding progress from their starting points. Children in the Early Years Foundation Stage are given a good start to their future. Reading and mathematics are particular strengths. Well-focused and ongoing emphasis on writing is paying dividends as the school has made good progress in this area since the last inspection. The standard of current work is well above what is normally expected and especially so in Year 5 and Year 6. Pupils demonstrate a good understanding of their place in, and their contribution to, the school as a community. They have good interpersonal and social skills. They enthusiastically take up opportunities to be independent in their learning. They have a good understanding of healthy lifestyles and enjoy physical activities. Consequently, they are well prepared for future study and life in general. Teaching is generally good with some outstanding elements and the school is actively working to eliminate the minor inconsistencies in Key Stage 1. In an outstanding English lesson pupils eagerly explored the use of language to express feelings and demonstrated excellent empathy skills. There is good use of assessment to set challenging targets. Staff thoroughly enjoy their work and all are very proud of their school.

The leadership and management of the headteacher, middle managers, staff and outstanding governors are the main factors behind the school's success. Good self-evaluation of strengths and weaknesses quickly leads to strategies which effectively bring about improvement. The school prides itself on constantly wishing to maintain the momentum for development and has the systems and personnel in place to ensure this. A prime example is the school's recognition that the pupils' awareness of the diverse and multicultural society of the United Kingdom and beyond is not fully developed. This has resulted in a robust and challenging plan to overcome this relative weakness in the school. The impact of efforts to provide an excellent standard of education can be seen in the consistently outstanding outcomes. The school provides good value for money with good capacity for further improvement.

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

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What does the school need to do to improve further?

- Raise pupils' awareness of the multicultural and diverse society of the United Kingdom and beyond by forging links with schools and/or groups in contrasting areas representing different customs, faiths and lifestyles.
- Improve attendance to above national averages by December 2011 by following the established procedures for reducing persistent absenteeism with greater rigour.

Outcomes for individuals and groups of pupils

2

Pupils make good progress especially in Key Stage 2 and achieve particularly well. Attainment has been significantly above national expectations at the end of Key Stage 2 for several years. English has seen marked improvement and mathematics is a strength of the school. Although writing is currently broadly average in Key Stage 1, the school's determination to raise the proportion of pupils reaching higher levels is proving successful with good quality work seen during the inspection. Current attainment and predictions, based on robust assessment and monitoring, indicate that the school's current excellent standards are being maintained. They also confirm that there is no significant difference in the performance of girls and boys. Variations in the past were due to the dual intake system of the school which has now been replaced with a single intake system.

Pupils have developed good and often better social and interpersonal skills due to the excellent relationships they have with the adults in the school. Behaviour is generally good, although where teaching was not as strong there was some low level disruption. Pupils are being successfully helped to grow up as caring, healthy, well-balanced young people, acutely aware of human rights and responsibilities. Pupils show a strong ability to reflect on issues which affect them, even though they have limited experience of other cultures. Pupils have a key role in formulating school rules, are actively involved in their learning and have an active school council. Pupils are well prepared for the future with excellent basic skills and the capacity to work not only with others but independently. The use of information and communication technology although providing a good foundation for the pupils is limited due to the use of a computer suite which limits spontaneous usage by pupils.

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

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Care, guidance and support are good due to the excellent relationships and staff who know pupils well. There are strong systems to record and evaluate information but recent changes have not yet had time to have an impact on the school. There are good partnerships with outside agencies, such as the Educational Psychology Service, speech therapists and education welfare officers. Successful pastoral support goes hand in hand with good academic assessment which leads to challenging individual targets for pupils. Pupils know how to make improvements to their work due to good academic guidance by staff. A prime example of the school's high attainment is the work with pupils with special educational needs and/or disabilities who are helped to achieve as well as their peers. In almost all lessons seen pupils were highly challenged and lessons well-paced. In a small minority of lessons where teaching is not so strong this pace and challenge is lacking but the school is robustly tackling these issues. Pupils demonstrated good empathy with those who had behavioural issues and went out of their way to be supportive. The school is developing a creative and imaginative approach to the curriculum which the pupils stated they enjoyed. It is too soon to judge this relatively new provision as better than good but it is well managed and improving rapidly.

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

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Good leadership and management by the headteacher, senior management team and outstanding governors, constantly drive the school forward. Good planning and procedures securely ensure the commitment of all concerned to school improvement. Evaluation is well communicated to staff, pupils, parents and carers with the targets which will be used to gauge success. All staff are involved in school development. Monitoring of the quality of teaching and learning is successful in bringing about improvement. For example, the improvements in English are due to a concerted focus by leadership and management alongside all teachers. Governance is outstanding as governors are highly challenging and have a very clear and accurate view of the school. The budget is utilised and managed effectively resulting in positive outcomes. Safeguarding arrangements are good resulting in pupils feeling safe. The school has robust equal opportunities and discrimination procedures. Good links with the local community and other schools provide a range of opportunities to enhance and develop learning. Community cohesion within the school and local community is excellent in ensuring that all groups of pupils mix well together, but pupils' awareness and understanding of the multicultural and diverse society in which they live is less well developed. This already features in school development planning and is a positive impact of the school's self-evaluation.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

A feature of the good teaching in the Early Years Foundation Stage is the excellent relationships both between adults and children and between children and their peers. Staff work very well together and involve both parents and carers and children in all aspects of learning. The provision is bright, informative and well resourced. Daily safety checks ensure the children's health, welfare and safety are paramount. The outdoor provision is good, allowing constant free-flow between the areas. Activities mirror and enhance indoor themes. Excellent relationships with parents and carers underpin the school's good induction and care procedures. Staff know children well and make sure learning is fun. As a result of excellent leadership and management, teaching is well monitored and staff have constant on-going continued professional development resulting in children making good progress. The children in the Early Years Foundation Stage are confident and have excellent social skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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

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Views of parents and carers

The large majority of parents and carers who responded to the inspection questionnaire are very supportive of the school. They appreciate the care provided, and feel staff are very approachable and provide a good education for their children. Parents and carers feel all children are seen as individuals. They consider that their children are very happy in school. One parent commented, 'I have always felt this is an outstanding school. Both the standard of teaching and learning and pastoral care are excellent.' Another commented, 'This is a fantastic school, everyone who visits is impressed with the friendliness, church ethos and behaviour of pupils.' A small number of parents and carers identified concerns regarding information on their child's progress. Others feel the school does not take account of their views but inspection findings regarding the school's use of parental questionnaires would indicate the school does all it possibly can in these areas.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Compton Church of England Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 154 completed questionnaires by the end of the on-site inspection. In total, there are 371 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	61	57	37	1	1	0	0
The school keeps my child safe	105	68	47	30	1	1	0	0
My school informs me about my child's progress	62	40	76	49	9	6	3	2
My child is making enough progress at this school	69	45	74	48	6	4	1	1
The teaching is good at this school	95	62	50	32	4	3	0	0
The school helps me to support my child's learning	75	49	69	45	5	3	2	1
The school helps my child to have a healthy lifestyle	78	51	71	46	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	40	68	44	3	2	2	1
The school meets my child's particular needs	75	49	65	42	8	5	1	1
The school deals effectively with unacceptable behaviour	65	42	66	43	6	4	1	1
The school takes account of my suggestions and concerns	63	41	66	43	10	6	1	1
The school is led and managed effectively	91	59	56	36	2	1	0	0
Overall, I am happy with my child's experience at this school	106	69	41	27	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2011

Dear Pupils

Inspection of Compton Church of England Primary School, Plymouth PL3 5JB

Thank you for your help and very warm welcome when we visited your school. We agree with you that your school is good and your attainment is outstanding. We were particularly impressed with the way you all get on with each other and help make the school a very happy place.

You are being successfully helped to grow up as sensible, healthy, considerate young people who behave well. You make good progress in your learning. Staff take very good care of you and make sure you are treated fairly.

Your headteacher and other leaders are improving your school well. Those of you who sometimes find work difficult are given excellent support which leads to you making outstanding progress. The curriculum is good and has a good range of activities to do after school. There are also many visits and visitors to the school which all help you learn.

In order to be even better, the school needs to ensure you have a greater understanding of the multicultural and diverse society in which you live. We have also asked the school to encourage all of you to attend school all the time.

We wish you all well for the future. All of you should keep trying hard in lessons.

Yours sincerely

Ronald Hall

Lead inspector

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