

Compton Church of England Primary School

Inspection report

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| Unique Reference Number | 109959 |
| Local Authority | West Berkshire |
| Inspection number | 362775 |
| Inspection dates | 2–3 March 2011 |
| Reporting inspector | Peter Limm HMI |

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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| 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 | 129 |
| Appropriate authority | The governing body |
| Chair | John Williams |
| Headteacher | Mrs V Houldey |
| Date of previous school inspection | 3 December 2009 |
| School address | School Road Compton Newbury RG20 6QU |
| Telephone number | 01635 578240 |
| Fax number | 01635 579068 |
| Email address | office.compton@westberks.org |

Inspection number 362775

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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Textphone: 0161 618 8524

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Introduction

When Compton Church of England Primary School was inspected in December 2009, it was judged to require special measures. Subsequently, the school was inspected on two occasions. At the last monitoring inspection, the school was judged to be making good progress. This inspection was carried out by one of Her Majesty's Inspectors. He observed eight lessons taught by eight different teachers. Meetings were held with the chair and vice-chair of the governing body, groups of pupils, staff, and representatives from the local authority including the schools improvement partner. He observed the schools work, and looked at school improvement planning, tracking data, pupils' work, minutes of governing body meetings and school policies.

Since the inspection in 2009, the local authority and the school have arranged a partnership with The Downs School, the nearby secondary school, to bolster the leadership and management capacity of Compton. From 1 September 2010, and for two years in the first instance, there is an executive headteacher providing part-time strategic leadership supported by a full-time associate headteacher, seconded from The Downs School. The previous executive headteacher continues to provide leadership support in a temporary consultancy capacity.

The inspector reviewed many aspects of the schools work. He looked in detail at a number of key areas.

Whether recent rises in pupils' attainment and progress are being consolidated.

What might still need improving in teaching to help maintain pupils' gains in their learning.

How well the partnership arrangement with the local secondary school was enhancing the schools capacity to make sustained improvements.

Information about the school

Compton is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is lower than average. Most pupils are of White British heritage and there are very few from other minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is higher than average, although the proportion who have a statement of special educational needs is lower than average. There is provision for the Early Years Foundation Stage in a Reception class. The school has gained many awards, including the Artsmark Gold 2009 and Activemark 2009 for the promotion of healthy lifestyles. It has retained the Eco-schools Green Flag award.

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

1

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Compton Primary is now a good school. It has improved very quickly and successfully since its inspection in 2009 which highlighted weaknesses in pupils' attainment and progress and in leadership and management. Staff and pupils recognise that changes have been rapid, prompted by the concerted and effective efforts of senior leaders and staff to tackle weaknesses.

Children enjoy school and behave well. Pupils' good attitudes to learning mean that pupils work hard and this has meant that almost all of them make good, and sometimes outstanding, progress. An excellent start in the Early Years Foundation Stage sets them up well for their move into Years 1 and 2. In Years 3 to 6, a legacy of slow progress and below average attainment by the end of Year 6 has been reversed. Pupils attainment is now broadly average and some pupils attain well above average. Recent national tests results are the best for several years and indicate a significant rise in reading and in mathematics. Writing standards have also improved. Pupils with special educational needs and/or disabilities achieve well as do those few pupils from minority ethnic heritages. The school keeps a tight watch on their progress and provides good support matched to their needs.

Staff analyse weaker areas of the schools work carefully as their efforts have been managed and orchestrated well by a new leadership team. They are not content to be just a 'good' school. In a short time, senior leaders, aided by good external support and strong links with the local secondary school, have ensured that all lessons are well taught, that the curriculum is better matched to pupils' interests and basic skills are taught systematically. In writing, pupils' confidence and skills have improved. In one or two lessons, opportunities are missed to extend the more-able pupils fully. The school has recently embarked on a national programme to address the issue, but it has not yet had time to be embedded fully. Some aspects of the school's work have not been a high priority, but procedures to protect and keep pupils safe are outstanding. Pupils' knowledge and understanding of other faiths are excellent and their social, moral and spiritual development is good.

Senior leaders, supported ably by governors, have, in a relatively short time, addressed key areas of weakness and radically improved the expectations of both pupils and staff. Good self-evaluation, with detailed and systematic analysis of teaching and pupils' progress, has led to quick action to correct weaker areas. Given this rate of improvement, and the good outcomes achieved by pupils as a consequence of good provision, the school has outstanding capacity to improve further. It provides good value for money.

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What does the school need to do to improve further?

- Raise attainment further by ensuring that in all lessons, not just the outstanding ones, more-able pupils are challenged fully.

Outcomes for individuals and groups of pupils

2

In most lessons, teachers usually provide pupils with good opportunities and interesting contexts in which to learn and practise their literacy and number skills. As a result, their attainment has risen to being broadly average. Pupils are now making good progress after a period when this was not the case. Pupils show good attitudes to learning and enjoy their lessons. This was evident in a Year 1 mathematics lesson where pupils worked hard to judge the weight of parcels of different sizes, firstly by hazarding a guess and then by weighing them on scales. In a Year 6 religious education lesson, pupils enjoyed reading a poem about faith and reflecting on how they felt about it. While pupils make good progress generally, which is a clear improvement on previous performance, opportunities are sometimes missed for enabling the more able to deepen their learning and widen their skills.

The school's detailed systems to keep track of pupils' progress show that pupils eligible for free school meals and those few at the early stages of learning English also make good progress and achieve well by the end of Year 6. Where pupils with special education needs and/or disabilities receive additional support from teaching assistants, they are given good care and patient guidance. Consequently, they make good progress. Pupils say they feel safe in school and, while they behave well, they are honest enough to admit that sometimes a teacher is required to quickly settle arguments. They know who to go to if they wish to talk about something that is unsettling them. Pupils adopt healthy living principles, know the importance of a balanced diet, and many attend a range of school clubs and take part enthusiastically in school activities. Pupils make a strong contribution to their own and the wider community, for example through the work of the school council. Pupils mature attitudes and increasingly secure basic skills help pupils prepare well for their next school. Pupils' spiritual, moral and social development is good.

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 | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| 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 | 2 |
| 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 | 2 |
| 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?

Revisions to the curriculum, which are now becoming more established through the school, aid the progress that pupils make. Teaching, which has improved dramatically since the last inspection, now ensures that more lessons are effectively taught. Lessons are usually well organised and teachers foster good relationships which aid pupils' learning and their willingness to work hard. Good use of interactive whiteboards helps enliven the pupils' interests and practical 'hands on' work is a regular and productive feature of lessons. On occasions, more-able pupils are not challenged sufficiently in their learning. Clear aims of lessons, shared with pupils to help them gauge how well they make progress, are positive features. Teachers' use of assessment is a strong feature of many lessons. Good assessment notes are taken by teaching assistants and these help to inform lesson planning, which is much improved since the last inspection. Pupils help each other well in class. Teachers' marking is regular, and the comments are very helpful for enabling pupils to see how to make improvements. There is a good balance of praise and guidance. The portfolios of childrens progress in the Early Years Foundation Stage are exemplary.

Changes to the curriculum are having a positive impact on learning and progress. Extra-curricular activities, well attended by pupils, help broaden their horizons. The good care and guidance provided by the school help pupils behave well, feel safe and get a taste of responsibility for others' well-being as well as their own. This ensures that playtimes are happy and active times. Pupils who are vulnerable are supported very well, particularly

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those who have severe special educational needs and/or disabilities. Links with parents are a high profile and increasingly effective as they are seen as important to help support pupils' learning and well-being. Links with outside agencies and professionals aid pupils' academic and emotional development well.

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?

Underpinning the school's rapid improvement are senior managers who have not only managed to get the school 'back on track', but improved things to a good level in a relatively short time. They set about addressing issues from the last inspection by a close and detailed analysis of teaching quality, rates of progress made by different groups of pupils and critical self-evaluation to pinpoint where further improvements were possible. One key element of this process has been the way all teachers now have responsibility for leading and managing an area. The marked turnaround in pupils' attainment and progress has been achieved through a rise in teachers' expectations, regular monitoring, coaching of individual staff and good external support. Improvements to the quality of teaching mean that all lessons are taught well, and the number that are outstanding is increasing. The governing body reviewed its members' roles following the last inspection and these are proving successful in monitoring rigorously the progress the school has made. Visits to the school are regular and well documented. The governing body and staff have ensured that all groups of pupils now achieve well and they monitor closely where pupils need extra support. They work effectively at making sure there is no discrimination and pupils have equal opportunities to attend clubs or benefit from available funding. The school promotes community cohesion well. Safeguarding routines are outstanding, with regular and rigorous checks on staffing, health and safety and child protection responsibilities clearly identified. The governing body and senior staff are vigilant about how further improvements can be made and are quick to take action to rectify any areas highlighted for improvement.

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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 | 2 |
| 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 | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children start school with a range of abilities and make excellent progress, which is an improvement since the last inspection. By the start of Year 1, attainment is well above the levels expected for pupils at this age, and an increasing proportion is reaching the higher levels. Children relate well to each other while developing secure basic number and writing skills. Their social skills develop particularly well as they relate easily to each other. Simple activities, such as constructing dinosaurs and thinking up words to describe them, extend their imaginative, artistic or manipulative skills. Number skills are taught systematically. In all activities, children are enthused to make and do things which extend their learning extremely well. Children's physical abilities are promoted well by the range of activities they can take part in, and the outside area is stimulating and well managed. This means that the range of activities that children can take part in is extended very well. The welfare of children is given a high profile and assessment routines regularly provide excellent levels of information about how children progress. Outstanding levels of teaching, promoted by highly effective leadership, ensure that provision is now at outstanding.

These are the grades for the Early Years Foundation Stage

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

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Stage

Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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.



4 March 2011

Dear Pupils

Inspection of Compton CofE Primary School, Newbury RG20 6QU

Thank you for making me welcome when I visited your school recently. I think you and the staff have worked really hard to make the school not only a better school, but it is now a good school. Well done!

Here are some of the things I found out.

The children in the Reception classes really enjoy all of the activities that take place.

You behave well, try hard in lessons and appreciate help from your friends.

You are now reaching average levels of attainment when you leave and are achieving well in most aspects of your work, so well done!

The school is good at helping those of you who sometimes find work difficult. You keep active at playtimes and try to eat healthily when you can.

Adults work hard to make sure you feel valued, safe and a part of what is going on.

The teaching is good, and sometimes outstanding, which helps you to learn well in lessons.

The headteacher and staff have been really good at spotting what needs doing, then deciding what is most important, then getting things done.

I have asked the school to ensure that the more able of you are always stretched as fully as possible.

You can help your teachers by keeping up your good behaviour and willingness to help others.

Yours sincerely

Peter Limm

Her Majesty's Inspector

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