

Compton and Up Marden CE Primary School

School Lane, Compton, Chichester, West Sussex, PO18 9EZ

Inspection dates 10–11 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. At the end of Key Stage 2, pupils achieve standards that are above the national average and attain particularly well in reading and mathematics. This represents good progress.
- Pupils' progress is tracked closely and extra help for pupils who are disabled, those who have special educational needs and those who are at risk of falling behind is planned systematically.
- The quality of teaching is good and some is outstanding. Teachers plan interesting tasks which make pupils very eager to learn and help them to progress quickly.
- Teachers mark pupils' work effectively and use assessment information constructively to make sure that tasks challenge pupils well.
- Behaviour is outstanding and pupils get along together exceptionally well. Provision for pupils' spiritual, moral, social and cultural development is planned particularly well and a strong feature of the school.
- Pupils say they feel very safe and well looked after by the staff.
- Skilled leadership by the headteacher and effective work by the governors are key factors in the school's success. Leaders have a clear view on what they need to do to improve the quality of teaching and pupils' achievement further.
- Governors are perceptive in their analysis of the school's performance, holding senior leaders to account based on their detailed knowledge of the school.

It is not yet an outstanding school because:

- There is not always a fast enough pace in a minority of lessons and there are not sufficient opportunities to consistently apply key skills, particularly writing, across other subjects.
- Achievement in writing is not as strong as in reading and mathematics because there are limited opportunities to write at length.

Information about this inspection

- The inspector visited nine lessons across a range of subjects, listened to pupils reading and talked with them about the books they enjoy. He looked at samples of their work and discussed their learning with them.
- Meetings were held with pupils, the headteacher, subject leaders and the Chair of the Governing Body. The inspector had a telephone discussion with the local authority adviser.
- The inspector took account of the views of staff expressed in 13 questionnaires. He also analysed the 35 responses to Parent View, the online survey of parents and carers, and one letter from a parent or carer and spoke to a number of parents and carers during the inspection.
- The inspector observed the school's work and looked at a range of documents including: the school's own view of how well it is doing; its plans for the future; information on pupils' attainment and progress; reports from the school improvement adviser; safeguarding information; records relating to behaviour and safety; attendance information; and the minutes of meetings of the governing body.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- There are four classes. The Reception class has Reception-aged children only and the other three classes are organised in mixed-age groups. The number in each year group varies between six and 17 pupils.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children looked after by the local authority or whose parents are in the armed forces.
- A broadly average proportion of disabled pupils and those with special educational needs are supported through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- A before- and after-school club is managed by the governing body.

What does the school need to do to improve further?

- Improve teaching and raise achievement in writing by:
 - providing more opportunities for pupils to apply and make more regular use of key literacy skills in other subjects
 - making sure a fast pace to learning is maintained in all lessons
 - giving pupils more time to write extended pieces of writing.

Inspection judgements

The achievement of pupils

is good

- The majority of children start school with knowledge, skills and understanding that vary, due to small numbers in certain year groups, but that are at the levels typically expected for their age. From their different starting points, children in the Early Years Foundation Stage make good progress. This is due to the good teaching and individually tailored support they receive.
- Pupils throughout the school, including the more able, are making good progress particularly in reading and mathematics. Learning observed in lessons and work seen in pupils' books show that this good progress is typical. Although still good, progress in writing is slightly behind pupils' progress in reading and mathematics because there are more limited opportunities for pupils to attempt longer pieces of writing. By the time they reach the end of Year 6, pupils attain standards above those found nationally in reading, writing and mathematics.
- Pupils enjoy reading and read widely. Phonics (the sounds that letters make) is taught well and opportunities for pupils to read, discuss and reflect upon their learning are well planned and are successful in helping them to improve the quality of their writing and their speaking and listening skills.
- Disabled pupils and those who have special educational needs make good progress. Some make particularly rapid progress because of the very effective specialist support they receive. The school uses a wide range of additional programmes to close any gaps in learning that occur.
- Pupil premium funding is used effectively to provide additional support and resources for pupils who are eligible, for example through one-to-one support sessions in literacy. This has resulted in these pupils making good progress, often reaching standards above the national average. This is especially the case in reading and mathematics, where this group is above average.
- Pupils participate in physical education lessons very enthusiastically. This contributes to their good health and well-being and helps develop their skills of balance and coordination well. The physical development of pupils is enhanced by the after-school club because activities are practical and active.

The quality of teaching

is good

- Teaching is good, with an increasing proportion that is outstanding. School records show that the quality of teaching has continued to improve during the course of the last year, partly as a result of some focused coaching from the leadership team and external specialists.
- Teachers promote highly positive attitudes to learning well because the interests of pupils are taken into account when teachers are planning activities. This helps them to be exceptionally enthusiastic and motivated.
- Marking is helpful and pinpoints weaknesses in pupils' work. The most effective marking gives pupils a very clear indication of what they have done well and helpful advice about how to improve their work. More-able pupils have additional challenging questions written into their workbooks if they have done particularly well on an activity.
- Teaching is based on what teachers learn from school assessment and, in the best lessons, activities are skilfully adapted by teachers and teaching assistants in response to how well pupils are doing and the identification of any gaps in their knowledge and understanding. Consequently, in these lessons, pupils make at least good progress in reading, writing and mathematics. However, teachers do not always provide enough tasks for developing and extending pupils' writing skills through all curriculum subjects.
- In the best lessons, teachers use well-chosen questions to make pupils think carefully, so that they learn to think things through for themselves. They are taught to share their thoughts and opinions, and to listen respectfully and carefully to each other. In an outstanding mathematics lesson in Year 5/6, pupils discussed with great enthusiasm and maturity how to use a mathematical formula with triangular numbers, helping them to make excellent progress.

- Teaching assistants form very good relationships with teachers and pupils. They are used well and make a positive contribution to pupils' learning, particularly for those pupils who need extra help. In these lessons, pupils develop skills and make progress that is consistent with the achievement of all other pupils.
- Occasionally in lessons, the pace of learning slows because the level of challenge is sometimes not quite at the right level, limiting the progress pupils make. The work in pupils' books indicates that there are not always enough opportunities for pupils to apply and develop their literacy skills across a range of subjects and this restricts progress.

The behaviour and safety of pupils are outstanding

- The school is a very friendly, welcoming and calm place in which to learn. Pupils behave exceptionally well around the school and during the before- and after-school club, and are very polite. Behaviour in lessons is excellent and pupils are very keen to learn in whole-class lessons and in small-group work, and have outstanding attitudes when tackling their work. One pupil, typical of many, said, 'There is just a tiny bit of naughtiness.'
- Pupils are extremely proud of their school and play a major role in the life of the school. There are four pupil 'councils' that enable pupils to readily share their views and improve the school. Pupils say that their teachers make learning very interesting and fun, and that they enjoy coming to school and feel very safe while at school.
- Pupils have a good understanding of the different forms that bullying can take and are confident that members of staff will listen and deal quickly with incidents that arise. They say that bullying is very rare and school records confirm this.
- The school's successful commitment to pupils' spiritual, moral, social and cultural development means that pupils highly respect and value each other.
- Pupils make excellent contributions to the school and wider community. For example, through the school council they have improved the school field by ensuring it is a smooth playing surface. Pupils have engaged exceptionally well with the community by performing at a wide range of local events. Their fundraising for charity has also been extremely successful, with a 'Wellie Walk' which raised money to buy two camels for a village in Africa.

The leadership and management are good

- The headteacher has a clear vision for the school's further development of achievement and teaching based on an accurate view of its strengths and weaknesses. The school has a highly successful commitment to ensuring equality of opportunity for all. Staff and governors support this vision well.
- The leadership rigorously checks on the quality of teaching and manages teachers' performance well. Performance management arrangements are linked appropriately to pupils' progress and teachers' increases in salary. Training for all staff is successfully based on school improvement priorities.
- The curriculum closely meets the interests and needs of the pupils, who comment positively on the interesting and exciting work that they are asked to complete. In addition, the curriculum offers many enrichment opportunities through clubs and extra-curricular activities such as fencing and judo.
- Senior leaders work hard to make sure that relationships with parents and carers are strong. Newsletters are regular and informative and parents and carers are invited to workshops in order to be better able to support their children. The parents' and carers' responses to a recent school survey showed that the vast majority are very supportive of the work that the school is doing.
- The additional sports funding (provided by the government to all primary schools) has been used by the school to employ a specialist sports coach to work alongside teachers. This has been

evaluated by senior staff and governors.

- The local authority has provided effective support for the school. It has worked closely with the school to improve teaching and support the school's monitoring and self-evaluation.
- **The governance of the school:**
 - Governors, very effectively led by the Chair of the Governing Body, have an accurate picture of the school's performance and are well informed about the progress being made towards achieving targets set out in the improvement plan. They provide a good balance of support and challenge to senior leaders. They speak with pupils, parents, carers and staff, and attend regular meetings. School leaders provide governors with regular monitoring reports on the quality of teaching. The governing body makes sure that performance management systems are in place and that the performance of staff is linked to the pay they receive and to management responsibilities. They know what the school is doing to tackle any underperformance. Governors also check regularly on the performance of pupils known to be eligible for pupil premium funding to make sure that the funding is spent wisely. The governing body ensures safeguarding arrangements comply with requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125979
Local authority	West Sussex
Inspection number	426633

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	99
Appropriate authority	The governing body
Chair	John Strain
Headteacher	Joan Burnett
Date of previous school inspection	25 September 2008
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