

# Compton All Saints Church of England Primary School

Compton Street, Compton, Winchester, SO21 2AS

**Inspection dates** 26–27 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils attain above average standards by the end of Year 6 and they mainly make good progress in reading, writing and mathematics across the school, given their starting points.
- Good teaching, through well-planned and organised lessons that challenge pupils, ensures effective learning.
- Strong teaching of mathematics in upper Key Stage 2 ensures pupils learn extremely well.
- Stimulating, well-planned provision in the Early Years Foundation Stage ensures children get off to a good start to their education.
- Well-trained teaching assistants make a good contribution to the effective learning of small groups and individuals.
- The school is a very caring and supportive learning community. Consequently, pupils feel very safe and behave well.
- Effective leadership by the headteacher, who is well supported by the deputy headteacher and governors, has ensured that the school has maintained its good provision from the previous inspection.

### It is not yet an outstanding school because

- Pupils do not get enough opportunities in their letters and sounds (phonics) work to consolidate their learning through practising skills and to apply their mathematical skills.
- There are inconsistencies in the quality of target setting and feedback, so that not all pupils are clear about how to improve or are involved in setting the next steps for their learning.
- Staff who lead subjects or aspects are not yet sufficiently checking what is happening in the classroom or holding staff to account for the progress pupils make.

## Information about this inspection

- The inspector observed 16 lessons or part lessons, of which two were joint observations with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and five other governors, the headteacher and other senior staff. Additionally, a meeting was held with a local authority officer.
- The inspector took account of the 38 responses to the online Parent View survey. She also spoke to several parents and carers when they brought their children to school. The inspector took account of the nine staff questionnaires.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, the sports premium action plan and documents relating to safeguarding.
- The inspector listened to pupils from Year 2 and Year 6 read.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Compton All Saints is a smaller-than-average-sized primary school.
- The proportion of disabled pupils and those who need additional help and have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for additional funding through the pupil premium (additional funding for pupils known to be eligible for free school meals) is well below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Pupils are taught in four mixed-age classes: one for Reception and Year 1 pupils, one for Year 1 and Year 2 pupils, one for Year 3 and Year 4 pupils and one for Year 5 and Year 6 pupils.
- The school has had several staff changes since the previous inspection, including the appointment of a new deputy headteacher.

### What does the school need to do to improve further?

- Raise teaching and pupils' achievement to outstanding levels by:
  - improving the quality of target setting and feedback, so that all pupils are clear about how to improve and are involved in setting the next steps for their learning
  - providing work in mathematics that encourages pupils to think mathematically and solve problems across the school
  - continuing to improve the teaching of phonics (sounds that letters make) by reinforcing learning through opportunities to practise their skills in group sessions.
- Build the capacity of leadership and management to drive improvement by:
  - continuing to develop senior, subject and aspect leaders so that they are more involved in monitoring provision and the progress that pupils make so they can hold staff accountable.

## Inspection judgements

### The achievement of pupils

is good

- Attainment has been mainly above average at the end of Year 6 for many years. It is above typical expectations in reading, writing and mathematics for pupils currently in Year 6. Their progress is good given their starting points.
- Children start in the Early Years Foundation Stage with skills and abilities in reading, writing and calculating that are at or above those expected for their age. They make good progress so that most achieve the expected learning goals by the time they start in Year 1.
- Pupils who have special educational needs are identified early and receive targeted support, including specific programmes that are tailored to their specific needs. Support staff receive training so they provide effective help. For example, in the use of 'Numicon' a resource for mathematics teaching.
- Pupils mainly make good progress across the school. Any pupils not making enough progress are identified quickly and are given the necessary support to help them catch up. The school works hard to promote equal opportunities for all and limit any discrimination. This is shown in the school's success in closing the achievement gap between different groups.
- There are very few pupils supported through the pupil premium funding but their progress is carefully monitored to ensure they achieve well. The funding is used to improve progress in English and mathematics and promote self-esteem, where necessary. In 2013 pupil premium pupils attained better than the national average in the national tests, but below the school average by about a term in writing and over two terms in reading and mathematics. Current achievement across the school is better than the national average for their group.
- Pupils' performance in the Year 1 phonics (letters and sounds) screening check, although improving, is not yet good. Regular small group teaching in Reception and Key Stage 1 is helping to address this, but pupils do not get enough opportunities to practise their skills during these sessions.
- There are good systems in place to support good and sometimes very good progress in reading, including daily reading activities, regular use of the library and reading homework. An excellent feature is the involvement of older pupils in listening to younger pupils read.
- More able pupils in Year 6 are supported well through, for example, additional teaching by a mathematics specialist teacher who is also a governor. This is enabling some pupils to work at Level 6 (the level expected of 15-year-old pupils).

### The quality of teaching

is good

- Effective teaching enables pupils to make good progress.
- Teachers ensure lessons are well planned and resourced, pupils are kept on task and questioning extends their understanding. This was clearly seen in an excellent learning session in upper Key Stage 2 where questioning clarified their understanding, followed by further probing questions to check the depth of their understanding.
- Teachers work hard to encourage pupils' writing, especially more able writers, through interesting and engaging tasks, such as, 'being headteacher for a day' which generated high levels of enthusiasm for writing, as did the persuasive writing on, 'why I couldn't do my homework' in the Years 3/4 class. Teachers ensured appropriate attention to punctuation skills as well as encouraging creativity.
- In mathematics, numeracy is covered well, but pupils have too few opportunities to apply their mathematical skills through solving problems or investigating pattern in number. Occasionally, a problem-solving week such as the recent 'circus week' is used well for this purpose.
- Well-planned, effective teaching of music by a subject specialist provides good opportunities for pupils to play a musical instrument. For example, pupils in the Years 1/2 class used xylophones

well to play simple melodic phrases. They thoroughly enjoyed playing and demonstrated high levels of concentration to ensure they played accurately.

- Well-trained teaching assistants make a valuable contribution to the learning of small groups and individuals, particularly pupils with special educational needs.
- Inconsistencies in target setting, feedback and pupils' involvement in improving their work mean not all pupils benefit and this slows progress overall. The most effective practice was seen in mathematics in the Years 5/6 class where there is an on-going dialogue that involves reviews of previous learning and sets new goals.
- Effective questioning and discussion by the class teacher and teaching assistant and a wide and stimulating range of activities both indoors and outdoors promote high levels of engagement, cooperation and interest for children in the Early Years Foundation Stage. This ensures they learn well through exploration and play.
- Homework is used well, for example to reinforce reading and support topic work.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils mainly behave well in lessons and around the school, with only very occasional lapses. Circle time is used well to discuss expectations for behaviour so pupils know what is expected and do not like the idea of losing their play or sitting in the library if they misbehave.
- Pupils work well in lessons, respond quickly to teachers' instruction, cooperate well with each other on tasks and are helpful and friendly. This was clearly seen in an outstanding mathematics lesson where pupils' learning behaviour was exemplary.
- School councillors enjoy their responsibilities and are pleased that they help to support both the school and the wider community through, for example, providing playtime equipment and supporting a school in Uganda.
- Pupils spoken to know what bullying is and mentioned some bullying that had taken place but were also very clear that the school dealt with it promptly and effectively. There are few recorded incidents of bullying or racism. The school documents all incidents carefully and has an annual anti-bullying week to raise awareness.
- The school makes sure that lunchtimes are pleasant and well-organised occasions. School meals and packed lunches provide healthy food. This contributes well to pupils' behaviour and well-being.
- Attendance is above average. Pupils enjoy coming to school and arrive on time.
- The school's work to keep the pupils safe and secure is good. The school provides a safe environment for its pupils. Pupils learn about how to stay safe through, for example, internet and road safety training. Some pupils have trained as junior road safety officers and give talks on road safety in assemblies. Policies and procedures for behaviour and safeguarding are fully in place.
- Parents and carers who responded to the online Parent View survey were unanimous in their view that behaviour is good and the school keeps their children safe. School staff also agree. Pupils spoken to say that the school is like a big happy family. Inspection evidence confirms these views.

### **The leadership and management are good**

- Effective leadership by the headteacher has ensured that the school has maintained its good provision from the previous inspection, in spite of significant staffing disruption. Progress across the school is mainly good and teaching is effective. This indicates that there is capacity for further improvement.
- The headteacher and deputy headteacher provide a strong team who are moving the school

forward. Subject and aspect leaders, some of whom are fairly new to their posts, are also keen to promote continuing improvement. For example, the purchase of practical resources for mathematics, and improvements to the library that have hugely increased its use. However, their involvement in monitoring teaching and learning and checking the progress pupils make is not yet fully developed.

- The headteacher has a clear view of the school and the key areas for further improvement. The school development plan is detailed and clearly sets out the key areas to be tackled. Governors and staff are regularly involved in checking progress towards achieving the identified goals.
- Checks on the quality of teaching and learning are mainly undertaken by the headteacher. Detailed lesson observations, informal visits and checks on work in books ensure that the headteacher has a clear view of the effectiveness of teaching and what needs to be done to improve it further.
- The school has reviewed its process for setting individual and whole-school targets for all staff, appropriate to their level of responsibility. It is rigorous and makes sure that training needs are met and staff are held to account.
- The curriculum subjects provide good opportunities for pupils to develop their skills through interesting topics such as Pirates in classes 1 and 2 and Ancient Greece in the Year 5/6 class. Pupils enjoy school visits, especially whole school outings and residential trips and after-school clubs, particularly football and their involvement in football tournaments. An excellent feature that enriches the curriculum extremely well is the Forest Schools site.
- Improved systems for checking pupils' progress is ensuring that all groups of pupils, but particularly those that are more vulnerable, make the progress of which they are capable. The inclusion manager is very effective in this context.
- The school has carefully considered how it will use the extra sports funding so that its impact can be sustained. It has provided staff training in gymnastics, provided professional development for the subject leader and is ensuring all pupils can swim 25 metres before leaving the school in order to promote healthy lifestyles and physical well-being.
- The local authority provides light-touch support for this good school. It provides the school with appropriate feedback following an annual 'health check'.
- There are very good links with parents and carers, who are very pleased with the education their children receive. They are well informed through regular newsletters, parents' evenings and annual reports on their children's progress. They can also make their views known through regular 'parent café' meetings.
- **The governance of the school:**
- Governors fulfil their statutory duties well and provide good support and challenge to the school. They know how effective teaching and learning are because the headteacher keeps them informed and they are now making visits to classes to check for themselves. They make sure that all safeguarding policies and procedures are in place so that pupils and staff are kept safe. The bursar keeps them well informed of the state of the school finances which they carefully check, including the pupil premium funding and how it is spent. They are less sure of how the sports funding is spent. They know how well pupils in the school are doing due to the data provided and the work of the curriculum subject committee that reviews it in detail. The Chair ensures all governors undertake appropriate training so that they develop their knowledge and skills and are well informed of local and national initiatives. They are involved in setting targets for the management of the headteacher's performance and have also been involved in the review of the process that is in place for staff.

## 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

<b>Unique reference number</b>	116354
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	431414

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Theobalds
<b>Headteacher</b>	Allison Driver
<b>Date of previous school inspection</b>	11 February 2009
<b>Telephone number</b>	01962 712035
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