

Compton and Up Marden CofE Primary School

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

Inspection dates

20–21 February 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Senior leaders and governors are ambitious for the school and its pupils, but have an overly positive view of the school's performance. They have been too slow to recognise areas of weakness, so have not taken decisive action to bring about improvements.
- Improvement plans focus too much on actions that have taken place, and not on the impact that these actions have had on improving outcomes for pupils.
- The quality of teaching, learning and assessment is variable. Leaders' actions to improve teaching have not led to it being of consistently good quality.
- Governors are not effective in holding the school rigorously to account for the progress that pupils make.
- Expectations of what pupils can achieve are too variable across groups, including for the most able pupils. In some year groups and subjects, pupils' work is untidy and careless, with uncorrected errors.
- Outcomes for pupils have declined since the last inspection. Pupils' attainment at the end of key stages 1 and 2 was below the national averages in 2017 in writing and mathematics.
- The progress of pupils currently in the school is too variable.
- Pupils do not receive regular opportunities to apply their mathematical knowledge in reasoning and solving problems.
- Teachers in some year groups provide too few opportunities for pupils to write independently, at length across a range of subjects.

The school has the following strengths

- Pupils get off to a strong start in the early years. Teachers know children well and plan exciting activities that engage their interest and enable them to make good progress.
- Pupils achieve well in phonics. They achieved in line with national figures in 2017.
- Pupils who have special educational needs (SEN) and/or disabilities and the few pupils who are disadvantaged make good progress.
- Pupils behave well and have positive attitudes to learning. They mostly work hard and are proud of their achievements.
- The school is an inclusive, welcoming community. Staff know pupils individually and take good care of them. Pupils get on well together and show kindness to each other.
- All staff ensure that pupils are safe in school. Pupils, parents and carers agree this is true.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders and governors have a detailed, accurate view of the school's strengths and areas for improvement, and use this information to identify the most urgent areas for improvement
 - development plans have measurable milestones which enable all leaders, including governors, to determine whether actions taken are helping to improve pupils' outcomes
 - governors have the necessary training and support so that they understand and carry out their roles and responsibilities effectively.
- Improve the quality of teaching, learning and assessment and improve outcomes for pupils by:
 - raising the expectations of all staff about what pupils, especially the most able, can achieve
 - urgently resolving weaknesses in teaching and providing further challenge and support for the staff who need it most.
- Improve outcomes in writing and mathematics by providing pupils with regular opportunities to:
 - apply their mathematical skills in reasoning and solving problems
 - write independently at length across a range of subjects.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Senior leaders and governors are ambitious for the school and its pupils but do not have an accurate view of the school's performance. They have been too slow to recognise and address the main areas of significant weakness in the school and have an overly optimistic view of the school. For example, leaders did not fully acknowledge the sharp decline in outcomes at the end of key stage 1 in 2017. Neither have they taken decisive action to address fully the weaknesses in writing that were highlighted at the previous inspection in 2013.
- Improvement plans do not address the most urgent areas for improvement with sufficient rigour. They are not focused sharply enough on making sure that pupils make faster progress. Leaders and governors measure success by the actions that have been taken, rather than considering how these actions have helped improve outcomes for pupils.
- The headteacher has led the school with determination during a period of considerable turbulence. A large number of pupils have left the school in the last two years, and others have arrived, some with significant needs. Senior leaders understand the reasons for this high turnover of pupils. They have worked hard to maintain an inclusive, welcoming school community.
- Leaders and staff in the school know each pupil individually and track their progress carefully. The system for tracking pupils' outcomes focuses heavily on the progress that individual pupils make. However, leaders also check how many pupils are on track to achieve at least in line with national expectations.
- Several middle leaders have had their areas of responsibility for less than a year, including the leader of mathematics. While they have a broad understanding of the areas to improve, they are hampered by senior leaders' views of the areas that need to improve most urgently.
- The local authority and diocese have both offered constructive advice to improve the effectiveness of the school in the last year. However, senior leaders have not always acted on this guidance promptly enough.
- Staff have opportunities to develop their skills with a variety of training that is matched to their responsibilities in school. For example, the recently appointed SEN coordinator is undertaking training to equip her for the role. Teaching assistants receive regular training from the senior teacher, including sessions to prepare them to lead intervention activities for pupils who need additional support.
- The curriculum is broad and covers a broad range of subjects. It interests pupils and sparks their curiosity.
- Teachers make good use of the outdoor spaces in the school. Pupils have regular opportunities to learn out of doors and this has a strongly positive impact on their attitudes to learning. For example, older pupils learn about changes in material by cooking outdoors on an open fire alongside children from the early years class.

- Pupils also enjoy learning during visits to interesting places such as Marwell Zoo, Chichester Cathedral and Lordington Lavender. The curriculum is enhanced by a range of clubs and extra-curricular activities.
- Senior leaders ensure that the curriculum provides well for pupils' spiritual, moral, social and cultural development.
- Most parents are happy with the school. One parent felt that the school, 'fosters a very positive and friendly environment where all children are supported to achieve their potential'. However, a few parents have concerns about the way that leaders communicate with parents, while others are worried about the quality of some teaching and some aspects of pupils' behaviour.

Governance of the school

- Governors do not provide senior leaders with rigorous challenge over the attainment of pupils and the progress that they make, or the quality of teaching in the school. Governors do not do enough to check that what the headteacher says is accurate and thus reach their own view of the school's performance.
- Governors do not have a good understanding of how well pupils are achieving in the school, nor how they have achieved in the last academic year. They have not taken enough notice of independent sources of information, such as the published data about pupils' achievement, and reports from the local authority and diocese.
- Some governors are newly in post and are unclear about how to fulfil their role effectively. They have not had the training needed to enable them to fully understand their responsibilities and carry them out thoroughly.
- Governors fulfil other aspects of their role well, including ensuring that the school's finances are well managed.
- Safeguarding is well understood by the governing body. Governors ensure that pupils are kept safe by carrying out regular checks on all aspects of safeguarding, including ensuring that only suitable people can work in the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils are safe in school because leaders have created a culture where everyone understands and fulfils their role in keeping pupils safe. Pupils' safety and wellbeing are high priorities for the school. Almost all parents agree that pupils are safe in school. One parent wrote, '(Staff) treat each child as an individual and really spend time getting to know them, making them feel very safe and secure.' Staff are trained thoroughly, kept up to date with any new information about children protection matters, and implement school safeguarding procedures well. There is a culture of safeguarding throughout the school.
- Senior leaders engage with agencies outside of school when a pupil is potentially vulnerable. They work hard to ensure that pupils are kept free from harm.

- There are clear policies, procedures and checks in place, including risk assessments covering all aspect of health and safety.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching varies widely across year groups and subjects. Where senior leaders have identified weaknesses in teaching, they have not been addressed with sufficient rigour, so these weaknesses persist.
- Some teaching is not based on an accurate assessment of pupils' previous learning. Consequently, work is sometimes too hard for pupils of lower attainment and they struggle to understand it. Most-able pupils complete work quickly because it is sometimes too easy and sometimes they must wait, with nothing to do. In some mixed-age classes, older pupils say that they find work too easy because it is something that they have already covered in the previous academic year.
- Expectations of what pupils can achieve are inconsistent. In some year groups, pupils know that teachers will only accept their best work and, if they fall short of this, staff will insist that they improve it. In other year groups, work is often careless and untidily presented, with mistakes that are uncorrected. In such cases, teachers rarely hold pupils to account for the quality of their work.
- The teaching of mathematics is too variable in quality. In some year groups teachers plan sequences of lessons that teach new skills and knowledge well. They also provide regular opportunities for pupils to apply and strengthen these skills in reasoning and problem-solving activities. However, pupils' progress in mathematics is slow in other year groups because staff do not provide challenging problems for pupils to tackle nor opportunities to reason mathematically. As a result, pupils develop fluency in basic number operations, but do not understand how to apply this knowledge in real-world situations.
- The teaching of writing is too variable. Pupils do not make as much progress in writing as they should. This is because teachers do not plan learning that allows pupils to practice their writing skills often enough. Too much time is spent by pupils learning various aspects of grammar, punctuation and spelling, without enough opportunity to apply what has been learned in their writing
- Teachers, generally have good subject knowledge. They mostly ask carefully chosen, challenging questions that cause pupils of different attainment to think deeply. For example, in a guided reading lesson, the teacher chose three questions of deepening complexity about the feelings of the monster in 'Frankenstein'. This enables pupils of different levels of attainment to be excited by their work and be successful.
- Where teaching does not interest pupils, or when the work is too hard or too easy, some pupils lose concentration and start to chatter or daydream. Occasionally pupils call out in these lessons, diverting the teacher's attention and slowing other pupils' learning.
- Teaching assistants provide effective support to teachers and pupils. They have a good understanding of how to enable pupils to take the next step in their learning, and work well with groups of pupils.

- The teaching of reading is effective. Pupils read well. They use their knowledge of phonics to read unfamiliar words with confidence. By the time they reach Year 6, pupils read fluently and are confident, enthusiastic readers, who talk eagerly about books and their preferences in reading. One boy in Year 6 said that he didn't regard reading done at home as homework, as he enjoyed it so much.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe in school and have a good understanding of how to stay safe. Leaders ensure that pupils are taught about how to stay safe on roads, when there is a fire, and on the beach.
- Pupils have an age-appropriate understanding of the potential dangers they face when online, and can explain clearly how to avoid these.
- Pupils have complete confidence in staff to look after them and listen carefully if a pupil has a worry.
- Bullying is rare in the school. Pupils have a good understanding of the difference between bullying and falling out, but struggle to recall a recent incident of bullying. Pupils say bullying does not happen. A few parents are concerned that there is bullying in the school and it is not dealt with. No evidence was found during this inspection to support this view.
- Pupils have positive attitudes to learning. They work hard, behave well and most are proud of their achievements. This leads to classrooms that are typically calm and orderly places.
- Staff provide many opportunities for pupils of all ages to take responsibility in school, including as house captains, and serving on the 'ethos team' and the 'eco council'. Older pupils understand and embrace their responsibility to take good care of the youngest in the school and provide them with a good role model.

Behaviour

- The behaviour of pupils is good. The behaviour of almost all pupils around school is of a high standard. Pupils open doors for each other and for adults and show courtesy and politeness. Pupils are friendly and welcoming, offering a cheerful 'good morning' to staff and visitors. The inspector joined the school in a visit to the church during the inspection. Their behaviour while walking to the church, as well as during the service, was impeccable.
- Pupils' behaviour at free times is kind and thoughtful. At lunchtime, all pupils eat happily together in the hall, reinforcing a strong feeling of community and family.
- Senior leaders have worked hard to make sure that all but a very small number of pupils behave well. Leaders have ensured that pupils who have SEN and/or disabilities

are well catered for and included in the life of the school. Exclusion of pupils from school is used sparingly but effectively.

- Levels of attendance are high and few pupils are persistently absent. The very few disadvantaged pupils attend less regularly than other pupils, but their attendance is improving this academic year. The attendance of pupils with SEN and/or disabilities is lower than that for other pupils, and is not showing signs of improvement. However, senior leaders have convincing evidence that a small number of pupils have a disproportionate impact on these figures. These pupils' needs are well understood.

Outcomes for pupils

Requires improvement

- Outcomes for pupils have declined since the last inspection. At that time, pupils at the end of key stages 1 and 2 achieved above the national averages in reading, writing and mathematics.
- In 2017, the percentages of pupils who achieved the expected standard in writing and mathematics at the end of Year 6 were below those seen nationally. The progress that pupils made across key stage 2 was broadly in line with national figures and improved sharply from the previous year, especially in writing, but also in mathematics. Proportions of pupils who achieved the higher standards were in line with national figures.
- Attainment at the end of key stage 1 in 2017 was well below the national averages in reading, writing and mathematics. Very few pupils achieved the expected standards in writing and mathematics. No pupils achieved the greater depth standard in any subject. Pupils did not build on the strong start that they received in the early years. Leaders point to considerable turbulence in this year group. However, even with the pupils new to the school removed from these figures, levels of attainment were still very low in writing and mathematics.
- Pupils currently in the school make too variable rates of progress. In some year groups they achieve well and make good progress. However, in others this progress is much less strong, because the quality of teaching is weaker. Most-able pupils typically make slower rates of progress than other pupils.
- Actions to accelerate rates of progress in writing have had a mixed impact. Some pupils are making strong progress, but in some year groups, pupils achieve much less well and make much slower progress. Most-able pupils make the slowest progress in writing. At times pupils of middle attainment make faster progress and overtake them.
- Pupils' progress in mathematics is slower than in other subjects. Nevertheless, pupils in some year groups are making good progress, because plans provide clear sequences that help pupils to build their skills and acquire new knowledge.
- Most pupils currently in the school are making good progress in reading.
- Pupils' performance in phonics in 2017 were in line with the national average. All pupils had achieved this standard by the end of Year 2 in the last two academic years.
- Pupils who have SEN and/or disabilities and the very few disadvantaged pupils are making similar rates of progress to others. A number of these pupils have benefited from additional support, which has helped them to make strong progress.

Early years provision

Good

- In 2017, children entered early years with skills typical of their age and stage of development. They made good progress and achieved in line with national expectations.
- The leaders of early years have a detailed understanding of each child and plan activities to help them take the next steps in their learning. Where children are reluctant to learn, teachers engage with parents to find out what interests them and plan activities accordingly.
- Teaching is good. The classroom is a bright, stimulating place with a lively, happy atmosphere. It is well resourced, enabling children to use their imagination, satisfy their curiosity and develop a wide range of skills.
- Teaching engages pupils' interest because it is founded on a secure assessment of children's prior learning and on strong subject knowledge. For example, children use a simple rhyme to help themselves write letters accurately, and this has a strongly positive effect on their attitudes to learning, their independence and their progress.
- Children learn the early skills of reading, writing and mathematics well. The teaching of phonics is effective and enables children to start to read unfamiliar words and have a go at writing independently.
- Children enjoy learning outside because teachers plan activities that engage and enthuse them, and extend their learning. The inspector watched as children were making boats for the gingerbread man. When one started to sink, the teaching assistant skilfully encouraged the child not to start again, but to think why the boat was letting in water and how it could be repaired.
- Children behave well because expectations are high but also because they control their own behaviour. Children are articulate and confident. They play well together; they are polite, listen to each other, take turns and help each another.
- Children in the early years are making good progress. Staff check on the progress of children regularly and intervene quickly to help those who start to fall behind. However, leaders know that there is still much work to do to ensure that these children achieve in line with national expectations at the end of the academic year, especially in reading and writing.
- Parents are fully involved in their child's education right from the start. Staff encourage parents to contribute to learning journeys with children's successes at home, such as riding a bike, and putting their head under water for the first time.
- Safeguarding in the early years is effective and statutory requirements are met. Staff have received the appropriate training and the indoor and outdoor areas are safe and secure.
- Children settle quickly into school because transition arrangements are very effective.

School details

Unique reference number	125979
Local authority	West Sussex
Inspection number	10040704

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Sarah Hutchinson
Headteacher	Claire Inskip
Telephone number	023 9263 1900
Website	www.comptonupmarden.co.uk
Email address	office@cuprimary.co.uk
Date of previous inspection	10–11 December 2013

Information about this school

- Compton and Up Marden CofE Primary School is much smaller than the average primary school. Some of the year groups are very small. For example, Year 6, in 2017, had six pupils.
- There are four classes. One is a single-age early years. The other three are mixed-age classes.
- The school meets the government's floor standards, which is the minimum expectation for pupils' attainment and progress.
- There has been a considerable amount of movement of pupils in and out of the school in the last two years.
- The proportion of pupils who have SEN and/or disabilities is well above that seen nationally.
- The proportion of disadvantaged pupils supported by the pupil premium is well below the national average.

- The proportion of girls in the school is much higher than the national average, although in the current Reception class there are only two girls.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well below the national average.

Information about this inspection

- The inspector observed learning in all classes across the school. Almost all of these observations were conducted jointly with the headteacher. In addition, the inspector scrutinised pupils' work with the headteacher and the English and mathematics subject leaders. He listened to some pupils from Years 2 and 6 read.
- Meetings were held with the following people: a group of 12 pupils; the chair of the governing body and four other governors; a representative of the local authority; the headteacher, senior teacher and middle leaders. The inspector had a telephone interview with a representative from the local diocese.
- The inspector undertook a check of the school's policies and procedures for the safeguarding of pupils, including the statutory checks made during the recruitment of new staff.
- A range of information produced by the school was considered. This included information on pupils' progress and attainment, behaviour and attendance, and the school's evaluation of its work. The inspector considered reports to the governing body, minutes of their meetings and the school's plans for further improvement. Reports of visits by the local authority were also noted.
- The inspector considered the 33 responses to the online questionnaire, Parent View together with 23 text responses from parents. He also spoke to parents in the playground at the start of the day.
- The inspection also took into account 10 responses to the staff questionnaire.

Inspection team

Bruce Waelend, lead inspector

Ofsted Inspector

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