

Inspection of Compton and Up Marden CofE Primary School

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

Inspection dates: 28 and 29 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are settled and happy at their school. They know they can trust their teachers to help them. Pupils get on well with each other. They feel safe and secure at school.

Recently, what teachers expect of the pupils has increased. They have set about improving what they teach and how pupils behave. Now, pupils really enjoy their learning. Their relationships with each other and their teachers have improved significantly. Pupils say that their learning is no longer disrupted. They can concentrate much better.

Bullying does not happen, pupils say. They are confident that if they had a problem, adults in the school would sort it out.

Leaders make sure pupils experience a broad range of subjects. They also provide a wide range of opportunities beyond the classroom. All pupils, for instance, take part in forest school, which they love.

Parents are delighted with the recent developments at the school. They are very excited about the impact the new headteacher is having on their child's learning. As one parent said, 'The school is wonderful for my children. It seems really good at treating every child as the individual they are. I couldn't ask for more.'

What does the school do well and what does it need to do better?

New leaders have begun an ambitious improvement drive at the school. They have focused keenly on the content of the curriculum and are developing subject plans well. Working with staff, they have started to review and set out how pupils will learn knowledge over time. Some subjects, such as mathematics, are further ahead. In these subjects, pupils learn well. In early years, leaders have revised the curriculum effectively to ensure it meets current requirements. However, in other areas, such as art, computing and physical education, there is still more to do.

Teachers have secure subject knowledge and many show expertise in how they help pupils to learn. They watch carefully to see what progress pupils make. However, teachers cannot always assess precisely what pupils have learned. This is because the key knowledge has not been specified fully in plans. It is not always clear how subject knowledge and skills build year on year.

Reading is an important part of the school's work. Leaders have prioritised its development. They are about to introduce a new system for helping pupils learn to read. The current approach is not systematic enough. Not all pupils learn as quickly and securely as they should. Teachers do pick up on those pupils who are weaker readers. They then provide extra reading support to help them catch up. Pupils appreciate the books in their classrooms and the library. They thoroughly enjoy story time and talk about books with enthusiasm. Inspectors saw pupils in Years 3 and 4

avidly read their science books. They observed Reception Year children acting out the story of 'The Little Red Hen' with gusto. Most teachers are expert in checking pupils' grasp of what they read. Sometimes, though, teachers' questioning does not fully explore pupils' understanding.

The provision for pupils with special educational needs and/or disabilities (SEND) has improved significantly in the last few months. The federation's SEND leader spends dedicated time in the school each week. She has acted quickly to ensure that pupils' needs are identified accurately, and provision put in place. Teachers, along with their teaching assistants, are now much better informed about pupils' needs. However, teachers are not yet expert at adapting the curriculum to meet the needs of pupils with SEND.

Pupils are responding very well to higher expectations for their behaviour. They behave well, both in lessons and at play. Staff act consistently and foster strong, respectful relationships with pupils. Attendance rates at the school have improved over the past year. Pupils' punctuality is also better.

Leaders are passionate about the wider development of their pupils. They have introduced further opportunities for them to broaden their experience. Outdoor learning is a fundamental part of the school's offer. Pupils have happy memories of taking part in the regular school productions. They are eager for these to start again this year. The Christian ethos of the school is well established. Pupils know what the school values are and why they are important.

The federation has been a strong support to the school. It has brought in the executive headteacher and two other senior leaders to bring about improvement. This new team is supported well by the governing body. Staff feel respected and valued. They know that leaders will help them to develop their professional practice further. However, they have not yet all had the training they need to bring this about.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take very seriously the safeguarding needs of their pupils. They have devised and implemented rigorous procedures to ensure that records are maintained well and make sure that all staff are alert to any risk. Governors robustly monitor safeguarding practice in the school.

The school has a culture of nurture as well as vigilance. Staff know the children as individuals and collaborate well to provide protection and care for them. Leaders work productively with families to help support them when there is difficulty. They ensure that they liaise well with other agencies to secure the right resource for those who need help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all subjects within the curriculum have sufficiently detailed plans that set out the component knowledge pupils should learn. This affects the efficacy of the teachers' delivery of the learning. Pupils cannot always securely build on prior knowledge because the sequencing of the curriculum has not been fully thought through. Leaders should continue their overhaul of foundation subjects to ensure plans fully reflect the intended learning. They should also prioritise developing teachers' expertise through further training.
- Not all teachers adapt the curriculum to best effect for those pupils with SEND. This can slow pupils' learning. Staff require further training to help them adapt their teaching effectively.
- The teaching of early reading is not yet systematic enough. As a result, pupils do not always learn to read as quickly and as fluently as they should. Leaders should make sure that the new reading programme is introduced swiftly and delivered in a consistent and effective way.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125979
Local authority	West Sussex
Inspection number	10200880
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	59
Appropriate authority	The governing body
Chair of governing body	Neil Ryder
Headteacher	David Bertwistle
Website	www.comptonupmarden.co.uk
Date of previous inspection	20 and 21 February 2018, under section 5 of the Education Act 2005

Information about this school

- Compton and Up Marden Church of England Primary School is much smaller than the average primary school.
- The school joined The Downland Village School Federation in April 2021. The federation consists of three schools in total.
- The headteacher took up post in April 2021. He is also headteacher in the two other local schools within the federation.
- The school is located in the Diocese of Chichester and Arundel. Its last section 48 inspection took place in March 2015.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors reviewed the school’s safeguarding arrangements. They looked at relevant documentation, staff recruitment checks and training. They also considered how well adults in the school act on emerging concerns about pupil welfare.
- The team spoke with staff and pupils to gather their views. They considered 29 responses to Ofsted’s online survey, Parent View, including 26 free-text responses. Inspectors also took account of nine responses to the staff survey.
- Meetings were held with leaders and governors, including the chair of governors. The lead inspector also spoke with the local authority adviser and a representative of the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Inspectors also looked at curriculum plans and spoke with leaders about some other subjects.

Inspection team

Yasmin Maskatiya, lead inspector

Her Majesty’s Inspector

Linda Appleby

Ofsted Inspector

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