

Inspection of Compton All Saints Church of England Primary School

Compton Street, Compton, Winchester, Hampshire SO21 2AS

Inspection dates: 6 and 7 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This is a nurturing village school. The culture is palpably positive and inclusive. Pupils are consistently respectful of each other and of staff, and live out the school's values of 'honesty, compassion and gratitude'. This starts in the early years.

Pupil behaviour is excellent. They display consistently high levels of self-control in and around school. All accept and embrace that everyone is unique, and value diversity and difference. Older pupils act as buddies and are eager to offer support to their peers in their work and play. Bullying is not tolerated and is dealt with swiftly by leaders. Pupils feel safe and able to seek help from adults should they need it.

Pupils are curious and show a willingness to learn. They know the adults have high expectations of them. Pupils try hard and achieve well. Their achievements are celebrated when pupils, parents and staff come together as a community for an assembly on Fridays. Here, pupils are recognised for their efforts and for exemplifying the school's values. As one parent told inspectors, 'There is a strong sense of community and a feeling of belonging' at this school.

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

Leaders have established an ambitious curriculum. They have identified the important knowledge they want pupils to know, and the best order in which to teach it, so that pupils build their learning over time. This starts in the early years. Leaders ensure that the curriculum is taught in cycles which guarantees that all pupils benefit from the full scope of the curriculum, irrespective of mixed-age group classes. Pupils with special educational needs and/or disabilities are supported well to access the same curriculum alongside their peers.

Teachers are confident in the subjects they teach. They present information clearly and plan engaging learning activities that are just right for all pupils. Generally, teachers ensure that pupils revisit prior learning which helps them to remember previously taught content. For example, regular recapping in mathematics means that pupils are confident to use problem-solving strategies they have learned over time. However, this approach is not as well developed across the curriculum. Similarly, in a minority of subjects, leaders have not yet fine tuned the systematic checking of pupils' learning. As a consequence, pupils do not always remember what they have been taught. Conversely, in English and mathematics, teachers accurately check pupils' understanding, which enables them to adapt teaching to quickly address gaps in understanding.

Reading is prioritised. Leaders have recently implemented a highly organised approach to teaching pupils how to read. All staff have been trained to deliver this with expertise. Teachers identify any gaps in pupils' phonics knowledge and make sure that they get extra support. Staff are skilful when reading with pupils. They insist on accuracy and help pupils recall and apply their phonic knowledge independently. As a result, pupils become confident readers.

Pupils attend regularly and display exceptionally positive attitudes to school. They show genuine concern for the welfare of themselves and others. Pupils on the school's 'equalities and rights advocates' team take pride in their responsibility to model inclusive behaviours, and to ensure that the school is a welcoming place for everyone.

The headteacher has reinvigorated provision for pupils' personal development. Pupils benefit from a well-structured and thoughtful personal, health and social education curriculum. They talk confidently about other faiths and cultures. Relationships and sex education, and online safety lessons, help pupils feel empowered to keep themselves and others safe. They speak proudly of their recent first-aid training. Pupils praise the introduction of several clubs and extra-curricular opportunities to take part in sports. All are inclusive and well attended. Pupils learn about democracy from pupil leadership opportunities. They derive a sense of pride from supporting their local community. This includes the recent 'grow a pound for the playground' initiative which captured pupils' imagination as they all had to plan and deliver an entrepreneurial idea to raise money. This, along with opportunities to volunteer their help at the school-led village fun run and school fete, enables pupils to learn about citizenship.

Governance is cohesive. Leaders are committed to delivering an inclusive education. There is a systematic approach to identifying needs and putting in support for pupils who need it. Leaders ensure that teachers and support staff receive the training they need to fulfil their roles. Leaders understand the need to further develop subject leadership. Staff are proud to work here, and parents express an overwhelmingly positive view of the school.

Safeguarding

The arrangements for safeguarding are effective.

All staff and governors complete regular safeguarding training. As a result, they can recognise the signs that pupils may be at risk of harm. Staff know what to do when they have concerns about a pupil's welfare. They raise these concerns quickly with leaders and follow procedures to ensure these are properly recorded. Leaders respond appropriately to secure pupils and their families the support they need. They record their actions, and the outcomes, systematically. A safeguarding curriculum ensures that pupils learn about risks, including risks online and how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check on or support pupils' retention of key learning as effectively as they might. Pupils are not always able to recall and use

prior learning. Leaders should ensure that teachers are clear what pupils should know and remember in each subject and how best to ensure that they do.

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.

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	116354
Local authority	Hampshire
Inspection number	10268747
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair of governing body	Keith Whale
Headteacher	David Ware
Website	www.comptonallsaints.co.uk
Date of previous inspection	13 December 2017, under section 8 of the Education Act 2005

Information about this school

- At the time of the inspection, the school was not using any alternative provision.
- The school is part of the Diocese of Winchester. Its last inspection under section 48 of the Education Act 2005 in March 2019.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with senior leaders, staff, pupils and representatives of the governing body, including the chair of governors. An inspector also spoke with a representative from the local authority and the diocese.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, science and physical education. They discussed the curriculum with

subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.

- Inspectors considered 64 responses to the Ofsted Parent View questionnaire. They also took account of the responses to the confidential staff survey as well as the views of pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leaders, spoke with pupils and staff, checked the school's records of safeguarding checks carried out on adults working at the school, and spoke with governors.
- Inspectors met with the school special educational needs and/or disabilities coordinator.

Inspection team

James Stuart, lead inspector

His Majesty's Inspector

Lucy Hillyard

Ofsted Inspector

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