



Inspection report

# The Compton District Primary School

**Better  
education  
and care**

Unique Reference Number 130873  
LEA Warwickshire

Inspection number 273420  
Inspection dates 10 and 11 January 2005  
Reporting inspector Mrs C Munt HMI

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act.

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Type of School	Primary	School address	Long Compton
School category	Community		Shipston-on-Stour
			Warwickshire
Age range of pupils	3 to 11 years		CV36 5LA
Gender of pupils	Mixed	Telephone number	01608 684654
Number on roll	35 full time	Fax number	01608 684855
	2 part-time		
Appropriate authority	The governing body	Chair of governors	Mrs V Mason
Date of previous inspection	3 February 2003	Headteacher	Mrs J Goddard

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Age group	Published	Reference no.
3 to 11 years	21 February 2005	273420

## Introduction

When The Compton District school was inspected in February 2003 it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of schools (HMI) subsequently visited the school on five occasions to monitor its progress, and re-inspected the school in January 2005.

### Description of the school

The Compton District Primary School serves the village of Long Compton and the surrounding area. The number on roll has declined in recent years and is smaller than average (35 full-time and two part-time pupils). The pupils, who are all from white British backgrounds, include some who are 'looked after' in foster homes. At seven per cent, a below average number of the pupils are entitled to free school meals. While attainment on entry is broadly average, many of the pupils who join the school after the age of five have learning or other difficulties. The proportion of the pupils who have special educational needs, about a fifth this year, has been consistently higher than the national average over the last five years.

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## Overall effectiveness of the school

In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

The Compton District Primary School experienced a period of difficulty following the last inspection, partly as the result of continuing changes in the teaching staff. However, with resolute leadership from the headteacher, hard work from the teachers and support staff, untiring support from the chair of the governing body and careful recruitment, the school is now providing the pupils with a sound education. Standards are below national expectations in Key Stage 2 but are rising as a consequence of teaching that is at least satisfactory and frequently good. The younger pupils achieve well. The pupils' attitudes and behaviour are good overall. The governing body functions more effectively than at the time of the last inspection and appropriate actions are being taken to bring about further improvement.

### Improvement since the last inspection

The inspection of February 2003 required the school to address key issues concerned with leadership and management, standards, the quality of teaching, and curriculum and assessment. Improvement since then has been good overall and the key issues have been addressed well. Although standards are rising in most subjects and are close to the expected levels at Key Stage 1, standards in writing at the end of Key Stage 2 and information and communication technology (ICT) in all key stages require further development.

### Capacity to improve

The school is well placed to make further improvement. The headteacher's commitment to high standards provides clear direction for the work of the school and her teaching provides an excellent model. Teaching continues to improve, promoting more effective progress over time for the pupils. Teachers are aware of their role in improving standards. They are using their specialist knowledge and skills effectively to develop a more appropriate curriculum across the key stages and further amendments are planned. All of the staff work well as a team. The headteacher and the governing body share a clear understanding of the school's strengths and weaknesses. They recognise that more effective use could be made of assessment information to identify the factors that promote or hinder the pupils' progress. The school's further progress is threatened by a weak budgetary position partly arising from the decline in pupil numbers. Because of the weak budgetary position there are limitations in the provision of ICT which in turn impede the accomplishment of administrative tasks.

## What the school should do to improve further

The school's development plan recognises the areas where improvement is needed. However the key priorities are to:

- continue to improve standards, particularly in writing and in ICT;
- further develop the curriculum to meet the needs of the pupils, capitalising on the strengths of the staff;
- provide appropriate training to refine the management skills of the staff and governors and their use of assessment data;
- improve the provision of ICT to support management and administrative tasks.

## Achievement and standards

The pupils make a good start in the Foundation Stage: many reach standards that are beyond those expected for five-year-olds; for instance, in their ability to write short, accurate sentences, to record number work correctly and to work independently on the computer. In the Foundation Stage and in Key Stage 1 standards were in line with those typically found in primary schools. In Key Stage 2, standards were close to what is expected for the pupils in Years 3 and 4 but were below expectations for the older pupils. The results of national tests generally have been well below the national figures and the performance of similar schools, although, over the last few years standards in reading and mathematics at the end of Key Stage 1 have been close to the national average. As the number of pupils in each year group is very small, care must be exercised when making comparisons with national data or when considering reasons for annual fluctuations in the results of the national end-of-key-stage tests.

The pupils' progress is improving. In Key Stages 1 and 2 the rate of pupils' progress in lessons has accelerated over the last year and is good most of the time. Challenging targets have been set for 2005 for the pupils in Years 2 and 6. The individual pupil-tracking records show that last year pupils in all classes made at least sound progress in reading, writing and mathematics. In each class some pupils made very good progress, sometimes from a low starting level. However, weaknesses in their prior learning too often hampered the older pupils' recording of work. The school is well aware that despite recent improvements, standards remain too low and is working systematically to boost attainment.

## Personal development

When the school became subject to special measures, many of the pupils had a poor attitude to their work, lessons were frequently disturbed by misbehaviour and attendance

was low. These factors prevented the pupils from making suitable progress in their learning, particularly in Key Stage 2. As a result of higher demands and a consistent application of rules and routines the pupil's attitudes and behaviour have improved significantly and are generally good. Over the last 18 months they have had personal targets set and monitored, and have acquired good work habits. In all of the lessons the pupils' behaviour was good or very good and their attitude to work was at least appropriate and often good. Pupils who have difficulties in behaving appropriately are well managed and do not disrupt the learning of others. A sizeable proportion of the pupils in each class attended for every day of last term. The school has worked diligently to raise attendance and the overall rate is above the national average. Improved attendance is helping the pupils to keep pace with new learning. A celebration assembly, attended by well over 20 adults, provided a good occasion to praise individual improvement and reward good attendance.

The provision for the pupils' personal development is good. The school successfully provides an environment where the pupils feel safe and develop as well-rounded individuals. The pupils have many opportunities to contribute practically to the school and the local community and to grow as young citizens.

The provision for the pupils' social, moral and cultural development is good. Provision for spiritual development is sound. Pupils of all ages mix together well and enjoy pleasant relationships with the adults in the school. They take part in religious festivals in the surrounding villages and contribute to the arts, such as when they performed a Shakespearean play in a local beauty spot. They are aware of what makes a happy, safe and honest community. The pupils understand right from wrong, know the school's rules and generally obey them without reminders. They are trusted to work outside the classrooms and they do not abuse that trust. The pupils' cultural development is good, with strengths in music, art and visits to places of interest. The cultural diversity of society is celebrated and promoted well across the curriculum and in assemblies.

## Quality of provision

The quality of provision is good and is a key factor in the progress that the pupils make. All of the staff, including the teaching assistants, taught well. Most of the teaching was good or very good. Teaching and learning were never less than satisfactory with a high proportion of good practice leading to accelerated learning. The overall profile of teaching is much improved in Key Stage 2. Teachers and classroom assistants have developed their skills well and have implemented effectively the training that they have received.

Good aspects of the teaching included high-quality expositions and questioning, a suitable range of work for different groups, clear planning, appropriately written learning objectives and high expectations which were shared with the pupils. There were good examples of informative marking in the Year 6 pupils' books. Relationships were positive and the pupils enjoyed their learning. Improvements in the quality of the planning and the high adult-pupil ratio meant that the pupils' individual and special educational needs were met well. Teaching assistants made important contributions to lessons, particularly in leading groups.

Assessment information is used appropriately to create suitably challenging end-of-key stage targets and to inform teachers' planning. The pupils' progress is carefully monitored and support is provided for the pupils, whose progress is not as good as expected, including those with additional learning needs. There is scope for additional use to be made of data to determine whole school priorities and to identify possible causes of slower or better-than-expected progress.

The curriculum has been improved and widened by the re-introduction of themes. The provision of some specialist teaching, for example in music, has resulted in better use of resources and has led to staff teaching to their strengths. The school uses the local environment effectively and is tailoring the curriculum well to meet the pupils' needs. The curriculum has also been enriched by an interesting range of extracurricular activities which are well attended. The police talk to the pupils about road safety and the school nurse contributes to their understanding of staying healthy as part of the programme for personal, social and health education. Visits to places of interest and work with guest teachers from the local secondary school and from the local education authority (LEA) extend the pupils' learning effectively. Provision for ICT has improved but standards are not as good as they could be and the potential of ICT to support other subjects is not fully realised. The school has suitable plans to overcome this shortfall in provision. A focus on homework, appropriate to the ages of the pupils, is creating more consistent home-school links.

Pupils receive good support to help them to achieve suitably and to grow as happy and confident individuals. They feel safe in a community where bullying is unacceptable and where incidents are dealt with promptly. Pupils enjoy their experiences in school and value the variety of provision. The teachers and the support staff know the pupils very well and provide all of them with a high level of care and attention.

## Leadership and management

Following the 2003 inspection, morale within the school was low and the school staff did not operate well as a team. Changes within the teaching and administrative staff caused difficulty in providing a consistent standard of provision, although some staff have remained in post throughout. The headteacher was appointed to the post in July 2003, following a term as acting headteacher. She has managed the changes in staffing and her return to part-time class teaching effectively.

The leadership and management of the school have improved significantly. The positive leadership of the headteacher has resulted in effective teamwork and a strong commitment among all of the staff which serves the pupils' needs well. The headteacher has worked closely with the chair of governors and the LEA to develop sound systems and procedures for promoting improved standards. The high level of teamwork and the strong commitment to the school from all of the staff reflect the good leadership of the headteacher. The management of the school is sound with good features.

The headteacher has a clear vision for the school which is shared by the staff, the governors and the pupils. The staff and the governors have worked effectively to improve

their own practice and to develop a shared understanding of how to raise standards. Teaching and learning are monitored and evaluated effectively. The teachers are becoming secure in their management roles and more proactive in leading their subjects. Their use of assessment data requires further development. Curriculum training sessions were carefully planned and led well by the staff. High quality staff training has been a significant factor in helping to develop good provision for all of the pupils. The school is suitably resourced and the staff make good use of what is available. Grants have been used effectively to improve the indoor and outdoor facilities. There are good opportunities for parents to become involved in their children's learning.

Suitable committee structures enable the governing body to discharge its responsibilities appropriately. The chair of governors supports the school very well. Appropriate plans are in place to improve governance further, including providing appropriate training to increase the governors' understanding of their role and developing their monitoring procedures. The school has a high adult-to-pupil ratio. The governors have taken several difficult decisions this year and are aware that budgetary constraints will require careful management in the future. The LEA has provided the governors and the school with appropriate training and advice on the curriculum. Consultants have provided good support for teaching and curriculum development. The LEA has been helpful in forging links with other schools.

## Appendix – Information about the inspection

The Compton District Primary School was inspected under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in February 2003. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in September 2003, and in February, May and November 2004 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of February 2003.

In January 2005, an HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.

During the visit nine parts of lessons and an assembly were inspected. The pupils' conduct was observed around the school and on the playground at break and lunchtimes, and samples of their work were inspected. Discussions were held with the headteacher, the chair of governors, three other governors, a representative from the LEA and informally with other staff. A wide range of the school's documentation was scrutinised. Account was taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of February 2003 and the action plan prepared by the governing body to address those key issues.





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