



Compton All Saints Church of England Primary School

Inspection Report

Unique Reference Number 116354
LEA Hampshire LEA
Inspection number 279798
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector George Rayner AI

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

Type of school	Primary	School address	Compton Street
School category	Voluntary aided		Compton
Age range of pupils	4 to 11		Winchester SO21 2AS
Gender of pupils	Mixed	Telephone number	01962712035
Number on roll	118	Fax number	0
Appropriate authority	The governing body	Chair of governors	Dr R Emmerson
Date of previous inspection	18 January 2000	Headteacher	Mrs L McCarthy

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

The school is situated in a village on the outskirts of Winchester. It is much smaller than most primary schools. The area is one of generally advantaged socio-economic circumstances. The number of pupils from minority ethnic groups is very low and none have a first language other than English. The proportion of pupils with learning difficulties is above average. The school's records show that standards on entry vary from year to year, from average to above. The most recent pupils entered with generally average standards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

The school judges its overall effectiveness as good. The inspection found that this is a modest view, motivated by an absence of complacency, because its effectiveness is outstanding. Achievement accelerates as pupils progress through the school and overall is outstanding. This is secured because, while teaching is good overall, it is of the highest quality in Years 3 to 6 and sometimes so in other years. The excellent personal development of pupils puts them in an extremely strong position to derive full benefit from their learning and is another key factor in their achievement. So also is the quality of tracking of each pupil's progress, which puts teachers in a very strong position to provide individual support where needed. This is one aspect of the school's outstanding care. It makes extremely good use of its small size to provide a close-knit, secure community in which all adults and children contribute and benefit. The school's record of consistently high performance over several years amply demonstrates its outstanding leadership and management. Although the headteacher has only been in post since the start of this term, she has quickly begun to build further upon this. The effectiveness of the school is fully recognised by parents and carers, whose questionnaire responses were highly positive. Quality and standards in the Foundation Stage are good. The school provides excellent value for money. It has improved very well since the last inspection and has very strong capacity for further improvement.

What the school should do to improve further

The school has identified how it can become even better and is very effectively working to further improve teaching so that all lessons are of consistently high quality in Years 1 and 2 through working to develop: * achievement in mathematics and writing at the very highest levels in Years 1 and 2; * the independent learning skills of all pupils in the Foundation Stage.

Achievement and standards

Grade: 1

Teachers in the Foundation Stage carefully identify each pupil's needs, so that the great majority make good progress towards all of their learning goals. Good progress continues in Years 1 and 2. By the end of Year 2, standards are firmly above average in mathematics and approaching exceptional levels in reading and writing. In the 2005 assessments, a small number of the brightest pupils did not reach their mathematics targets. The school has identified the reasons and is improving its teaching for able pupils. Progress in the earlier years forms a strong foundation for the acceleration that takes place in Years 3 to 6. By the end of Year 6, standards are at an exceptional level and achievement is outstanding. This is shown by the 2004 and 2005 test results. All pupils made at least the expected progress and a high proportion did even better. Results show that they are equally strong in English, mathematics and science. Pupils with learning difficulties benefit from high quality support, so that their achievement is also outstanding. Several factors complement each other in ensuring high

achievement; these are: the quality of teaching, pupils' response to this and the individual guidance and support given to pupils, based upon highly effective assessment. The teachers are also very appreciative of the support that parents give in securing the highest possible achievement for their children.

Personal development and well-being

Grade: 1

Outstanding personal development is a key factor in pupils' high levels of achievement. They work with interest, commitment and often enjoyment. They show excellent social development in their teamwork skills, so that co-operation and mutual help significantly enhance learning. Pupils showed highly positive and mature attitudes during a discussion, saying how much they appreciated the hard work of the teachers and enjoyed the lovely displays in the school, particularly at Christmas time. Pupils' behaviour and the way they treat each other show their excellent moral development. The school's Christian ethos powerfully underpins its very good spiritual guidance. It succeeds very well in providing cultural development. Christian events, such as Christmas and the harvest festival are celebrated with strong commitment. Pupils also learn about other cultures through experiences such as visiting a Hindu temple. Some children spoke about how the school sponsors two pupils to attend a school in India in a manner that showed good understanding of how people in some parts of the world are less privileged than themselves. Pupils also show their positive attitudes through their good attendance. The school strongly encourages healthy and safe living. It sets clear expectations to parents for packed lunches and provides healthy foods in the school dinners. The school council provides an effective opportunity for pupils to help to run the school. There are regular activities in which they contribute to the wider community, for instance, a first prize was won in a local competition to create posters for encouraging clean air. Children invite elderly people to a harvest lunch and Christmas songs. The school has a very productive link with a secondary school, that provides regular business and enterprise education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall, with many lessons outstanding. Teachers plan well to meet the needs of all pupils. They check how well pupils are learning and provide effective extra guidance when necessary. Very strong relationships, often with shared humour, enhance learning. Teachers manage pupils very well to ensure that a good pace of learning is maintained. The school's own monitoring has identified a need to further improve the teaching of writing and mathematics in Years 1 and 2 to ensure appropriate challenge and progress for the most able. This has already resulted in improved writing results and is now focused on securing a similar improvement in mathematics. Teachers and support assistants work together very well. In one lesson for example, many pupils worked independently, while an assistant provided very good support for a group with

learning difficulties and a group of the most able worked with the teacher on highly challenging tasks. Foundation Stage teachers focus effectively on children's academic and personal development. As a result, children make good progress in all areas of learning. The staff provide a good range of activities and resources, so that children are stimulated in a variety of ways. Teachers are now working on improving their techniques for encouraging children to become more independent in their learning. Teaching and learning are outstanding in Years 3 to 6. Lessons are characterised by a highly industrious and productive buzz of endeavour. Teachers allow pupils considerable independence as they work, but balance this with high expectations and rigorous monitoring.

Curriculum and other activities

Grade: 2

The curriculum is good, providing well for all the required areas. Provision for literacy and numeracy is very strong and information and communications technology (ICT) activities are planned to ensure that all pupils have regular opportunities to use computers. There are no foreign language lessons during the normal timetable, but there are extra-curricular opportunities in French and Spanish. The organisation of classes with children from two years in each class is very effective, because teachers plan very well for pupils in each year. They have a very good understanding of which activities work best when pupils from different years work together and when it is better for them to work as separate year groups. The last inspection identified a weakness in extra-curricular provision. This has been rectified and provision is now good, with a range of sports, cultural and creative activities. The school's records show that they are well attended.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school is exceptionally good at creating a family atmosphere in which all adults and children care for each other. This is highly appreciated by pupils, who say how happy, safe and well cared for they feel. Parents and carers share this view. Several wrote about how happy their children are, how well the school cares for each one and how confident they become. All safety procedures are carried out efficiently. Many staff are trained in first aid and the school is about to start a training programme so that all will be. The care and support provided for pupils with learning difficulties is recognised by their parents, who choose to send their children to the school, even though many live outside the catchment area. In all years, excellent tracking of each pupil's progress puts teachers in a very strong position to provide individual guidance and support wherever it is needed. This is a significant factor in pupils' high achievement.

Leadership and management

Grade: 1

The school's record in recent years shows that leadership has consistently been very effective in securing exceptional standards and high achievement. The present headteacher has only been in post since the start of the term, but is already showing very strong vision and leadership in building further upon the school's already considerable strengths. She is very strongly supported by staff working at all levels. The senior leadership team provides a very effective balance of fresh impetus and long experience of the school. There is very strong commitment to providing equally well for all pupils, by helping them to improve where necessary, but also by finding out and nurturing what they are good at. Procedures for monitoring and evaluating teaching and achievement and for ensuring that these lead to further improvement are very effective. Self-evaluation is highly developed and lacking in complacency, even though the school is very successful. The school ensures very well that the views of parents and pupils are sought, through regular surveys. This approach ensures that the drive for improvement is very well informed and a genuine commitment. Governors monitor and support the school's work very well. They have worked closely with its leaders to improve the quality of the information that they receive and the way in which they are organised to put this to effective use. Financial management, directed by a qualified bursar, is very well focused on the school's priorities, and very efficient.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and helpful when I visited your school. I really enjoyed my visit. It was good to see that you are so happy and like your school so much. You told me that you are very well looked after there. My visit showed that you are doing very well indeed in all of your subjects. You get better and better as you move on up the school. Because of this, your results in Year 6 and the progress you make to achieve them, are among the very best in the whole country.

An important reason is that your teachers are very good. Many lessons are as good as they could be, especially in the oldest years. Teaching in Reception and Years 1 and 2 is also good, but the teachers think they can be even better. They did very well in improving how they teach writing and Year 2 results were even better because of this. They are now doing the same for mathematics. In Reception, the teachers are good at giving younger children things that really interest them. They are working to be even better at helping them to choose useful things to do for themselves.

Another very important reason why you do so well is yourselves. You are extremely well behaved and work very hard. You are very polite and helpful to each other and to grown ups. This means not only that your school is a lovely place to be, but also that the teachers are helped very well in what they do for you. Some of you told me that you are very grateful for their hard work and love the displays that they put up, especially at Christmas. The teachers think that your parents and other grown-ups who look after you also help very much, by always doing whatever they can to make sure that you do well. Very well done to you all and good luck for the future.

Yours sincerely

George Rayner

Lead Inspector