



Compton and Up Marden CofE Primary School

Inspection Report

Unique Reference Number 125979
LEA West Sussex
Inspection number 282035
Inspection dates 15 November 2005 to 15 November 2005
Reporting inspector Melvyn Hemmings RISP

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

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		Compton
Age range of pupils	4 to 11		Chichester, West Sussex PO18 9EZ
Gender of pupils	Mixed	Telephone number	02392 631215
Number on roll	76	Fax number	02392 631320
Appropriate authority	The governing body	Chair of governors	Mrs Joanna Woodcock
Date of previous inspection	20 March 2000	Headteacher	Mrs Joan Burnett

Age group 4 to 11	Inspection dates 15 November 2005 - 15 November 2005	Inspection number 282035
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Introduction

The inspection was carried out by two additional inspectors

Description of the school

Compton and Up Marden Church of England School is a small school. It serves a widespread rural community. Attainment on entry to school for most pupils is above that expected. The proportion of pupils who take free school meals is below average. The numbers of pupils from minority ethnic groups is well below average. There are no children who are at an early stage of English language acquisition. The percentage of pupils with learning difficulties is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school is an effective one. It provides a good standard of education for its pupils, with some aspects being very good. The school gives good value for money. It is in a good position to improve further.

The headteacher and senior teacher have correctly identified the school's strengths and weaknesses. The school acknowledges that the lack of a hall hinders pupils' progress in physical education. It also recognises that more rigorous tracking procedures would assist in further improving individual pupil's progress. This shows the school knows itself well and its self-evaluation is mainly accurate. Teaching and learning are good. As a result, children in Reception have a good start to their education and achieve well. Pupils in Years 1 to 6 also progress well and reach good standards in English, mathematics and science. The curriculum is good and enriched by a wide range of extra activities. Pupils respond positively to their activities and say they like coming to school. Personal development is good and encourages pupils to have healthy lifestyles and play a useful role in the community. The school takes very good care of its pupils. The partnership with the community and support from parents are good.

What the school should do to improve further

- Further improve pupils' progress by adding more rigour to the school's assessment systems so that more challenging individual targets can be set.
- Improve the provision for physical education by providing a hall so that gymnastics and other indoor activities can take place more effectively.

Achievement and standards

Grade: 2

Over the last few years, pupils have achieved well and reached standards that have been well above average and, at times, very high in some subjects. The national test results for 2005 continue this trend. Children start school with levels of attainment that are above those to be expected. Good quality teaching and learning in the Foundation Stage helps them to make good progress across all areas of learning. By the end of their year in Reception, most of them achieve standards that are above average. Progress continues to be good through the rest of the school. As a result, standards in Year 6 and Year 2 are usually well above average in English, mathematics and science.

The school tracks the progress that pupils make but these procedures lack sufficient rigour. More information would enable teachers to set challenging targets for pupils to improve their achievement. There is no significant difference in the performance of different groups of pupils. For example, pupils with learning difficulties have their individual needs met effectively so they also achieve well. Pupils achieve very good standards in art. School acknowledges that standards in some aspects of physical education, such as gymnastics, would be higher with the provision of a hall.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils of all ages are polite, friendly, and considerate of others. They enjoy school, and behave well in lessons and at other times of the day. Pupils have a good understanding of right and wrong, and respond positively to adults' guidance and the positive role models offered by adults. They feel well supported by teachers and other adults in relation to their personal needs and in lessons.

The older pupils work well with the younger ones, for example when pupils in Years 1 and 2 are taught with Reception children. These strengths contribute much to the school being a calm, orderly environment in which individuals feel safe and valued. Pupils' attendance is above the national average. Work in art contributes very well to pupils' cultural awareness as the traditions of a wide range of cultures are explored. Pupils have good opportunities for contributing to the community within school, for example as members of the recently formed School Council. They also contribute well to the wider community, which supports their development as responsible citizens. This is exemplified by their fund-raising activities for good causes, such as 'The Chichester Hostel for the Homeless'.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are purposeful, with a good range of activities that interest pupils. Pupils of all ages work well, independently and co-operatively in small group tasks. They also work well in whole-class activities. They enjoy learning, and are happy to attempt all the tasks they are set. Teachers plan carefully, to ensure that the work is well matched to the needs of each year group. This is important in classes which have more than one year group in them, as is the case in this school. Teachers are able to provide much guidance to individuals as class sizes are relatively small, and so pupils feel well supported in lessons.

In a good mathematics lesson for pupils in Years 5 and 6, questioning was used effectively to challenge pupils to think for themselves. The pupils in a Reception/Year 1 and 2 lesson gained confidence in working together and in learning independently because they could choose freely from a variety of activities. Teachers do not always make enough use of assessment information to set challenging individual targets for pupils to further raise the standard of their work. Relationships are good, which contribute positively to the good progress that pupils make.

Curriculum and other activities

Grade: 2

The curriculum is good, particularly in the provision for English, mathematics and science as these are the subjects that are most focused on when the curriculum is monitored. Other strengths are in the wide range of activities and experiences provided for children in the Reception Year, and for all pupils in art. The school has taken account of the needs of pupils of different ages within the mixed-age classes, by mapping out what is to be learned by each year group. The range of extra-curricular activities provided is good, given the small size of the school. Take-up is good, with nearly half the pupils taking part in at least one after-school club. The curriculum is further enriched by a wide range of links to the community. There are also good opportunities for music tuition, drama activities, and visits by authors, musicians and artists. The provision for physical education is impaired by the lack of a school hall in which to teach gymnastics and dance. Pupils have opportunity to develop enterprise and work in teams through 'Young Friends' fund raising activities.

Care, guidance and support

Grade: 2

The schools provides good care, guidance and support. The school evaluates this aspect to be outstanding. However, the way that pupils' academic and personal development is tracked could be more rigorous. This would allow information gained to be better used to set challenging targets for improvement. Pupils are eager to come to school, being self-assured and keen to learn. As one pupil said, "We are looked after really well in this school".

There is a very high level of commitment from all staff in promoting the health and safety of pupils. The arrangements for child protection are very good. Pupils with learning difficulties are given good support so they can take full part in all activities. The vast majority of parents are very appreciative of the support they are given by the school. They also praise highly the way that the school looks after their children.

Leadership and management

Grade: 2

Leadership and management and the school's capacity to improve are good. The headteacher has a good understanding of the needs of the school. She is a good leader, with high aspirations for all in the school.

The headteacher is ably supported by the senior teacher in the day to day management of the school. They have forged a strong sense of teamwork amongst the staff. Consequently, there is shared commitment to raising standards and enabling all pupils to achieve to their full capability. The school's self-evaluation is mainly accurate, showing a good understanding of strengths and weaknesses. It is generous in its evaluation of care and guidance. However, areas for development have been correctly identified to enable good improvement to be made since the previous inspection. For

example, the planning of the curriculum and the leadership of subjects have been improved.

There is a good emphasis placed on encouraging the pupils' personal and social development as well as their academic skills. The school acknowledges the need to add more rigour to the systems that check pupils' progress and then allow challenging targets for improvement to be set. The arrangements to check teaching and learning are good. The governing body plays an effective role in the life of the school. To further raise standards in physical education, the school is negotiating with the local education authority about the provision of a hall.

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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?	2	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	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

Compton and Up Marden CofE Primary School School Lane Compton Chichester PO18 9EZ

15 November 2005

Dear Pupils,

Thank you for welcoming us so warmly during our visit to your school. We enjoyed chatting with you, looking at your work and seeing your lessons. We would like to let you know what we thought about your school.

What we liked about your school:

- We think this is a very happy school that helps you to achieve good standards.
- We like how hard you work and how well you behave.
- We especially enjoyed your artwork, which is displayed so well around school.
- There are lots of exciting activities for you to take part in with your friends.
- Your teachers make sure you do well and make good progress in your work.
- All adults in school take good care of you, and make sure you feel safe and secure.

How we think your school could make things even better for you:

- Help your teachers to use information they collect about your progress to plan activities that would enable you do even better work.
- Provide you with a hall so you can take part in a wider range of physical education activities, such as gymnastics and dance.

We hope you carry on enjoying your lessons and wish you success in your future education.

Best Wishes, Melvyn Hemmings Lead inspector