



Compton Church of England Primary School

Inspection Report

Unique Reference Number 109959
Local Authority West Berkshire
Inspection number 288548
Inspection date 29 January 2007
Reporting inspector George Rayner

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

Type of school	Primary	School address	School Road
School category	Voluntary aided		Compton
Age range of pupils	4–11		Newbury RG20 6QU
Gender of pupils	Mixed	Telephone number	01635 578240
Number on roll (school)	140	Fax number	01635 579068
Appropriate authority	The governing body	Chair	Mr John Williams
		Headteacher	Mrs G Leishman
Date of previous school inspection	3 December 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Situated in a downland village, this school is smaller than most. The socio-economic circumstances of most pupils are relatively advantaged, although there is considerable variation. Almost all pupils have White British heritage and very few are at an early stage of learning to speak English. Pupils' standards on entry are generally at expected levels in most years. A higher than normal proportion of pupils come to the school after the normal starting dates. The school has Artsmark, Activemark, Healthy Schools and Ecoschools awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features. It is a welcoming place dedicated to making pupils feel secure. This was accurately summed up by one parent, reflecting the views of many others, who said, 'Compton school provides a nurturing, caring environment, where the well-being of the children is paramount and they are confident and happy'. Several aspects of their good personal development and well-being are the result of the interesting curriculum that encourages them to be involved and active.

Teaching and learning are satisfactory. Recent improvements to teaching are evident in lessons but are yet to have a significant impact on pupils' progress. Some teachers provide good challenges for the more able pupils, but this is not consistent in all classes. As a result pupils' achievement is satisfactory and standards are average by the time they move on to secondary school. Standards are highest in science, where they are slightly above average. They are broadly average in English and mathematics but there are areas of weakness in both subjects. Many pupils find it difficult to use the skills they learn to write in different styles or solve mathematical problems, because they did not have enough opportunities, until recently, to practice these.

In the Foundation Stage the children are well provided for and make good progress. The staff understand the needs of the children and effectively help them to develop their social and literacy skills. The school is keen to make its Foundation Stage provision even better, but the quality of the accommodation is an obstacle to this. It is limited in size and the outdoor area lacks variety and does not have a covered area.

Leadership and Management are satisfactory. The headteacher provides a clear vision for the school. Her colleagues in the leadership and staff teams support her with commitment. Improvement since the last inspection has been good in some areas, but has not yet raised standards sufficiently. However, the school's self-evaluation gives a generally accurate view of the areas needing improvement and there is conscientious work to develop a sharper focus on raising standards. This and the track record show that the school has a satisfactory capacity for improvement.

What the school should do to improve further

- Raise standards in English and mathematics.
- Ensure teaching consistently has high expectations and challenges the more able pupils.
- Improve accommodation and the outdoor areas for the Foundation Stage.

Achievement and standards

Grade: 3

Pupils' achieve satisfactorily and their standards are average when they move on to secondary school. In the Foundation Stage, the children are making good progress in all of their areas of learning. Most can co-operate with others in groups. They are able to recognise common words and are beginning to understand when capital letters are

needed. By the end of Year 6 most pupils can explain scientific processes and experiments relevantly and accurately. Most reach above average levels in reading but lower writing skills reduce overall English standards. Pupils learn appropriate basic mathematical skills, but are less confident in using these to solve more challenging mental and written problems. The school is successful in ensuring that no groups of pupils underachieve. For example, the needs of those with learning difficulties and disabilities are carefully identified and they are given effective individual support, so that they achieve as well as their classmates.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Good development begins in the Foundation Stage, where children learn to work together and to develop positive attitudes to learning. Pupils say that they enjoy school and show this by their good attendance and enthusiasm for joining in with all that the school has to offer. The great majority behave very well, although a small number do not always behave appropriately. Pupils confidently explain why it is important to eat and drink sensibly. They live active lives and speak enthusiastically about the many opportunities that they have to take part in sports. Pupils take their responsibilities on the school and class councils seriously. They say that they are often asked by the adults to suggest ideas and that these are listened to, for example, on how better to look after class pets and to ensure that litter does not become a problem. The school's rather isolated location and the absence of ethnic diversity present challenges for the pupils in developing their cultural awareness. In spite of this, pupils enjoy learning about other cultures and have a good understanding of these. Pupils' progress in their key skills contributes soundly to their preparation for their futures, and some aspects, such as learning to work cooperatively together and to follow procedures in council meetings, contribute well.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. In many lessons teachers plan well to ensure that the needs of all pupils are met. They provide a variety of interesting activities that motivate pupils to be willing learners. Teachers and teaching assistants work well together to ensure pupils receive the extra help they need. The school is aware that lessons do not give pupils enough opportunities to develop their ability to write in a range of different styles and to choose ways to tackle mathematical problems. Teachers are beginning to improve their approaches to this. This is starting to increase pupils' capability, but the improvements are too recent to have yet had full impact. There are inconsistencies between classes. In some lessons, teachers do not set their expectations high enough for the more able pupils. When this happens, opportunities for them to

show what they can really do are limited. In other lessons, teachers do not implement their good plans so that, for example, some activities are too short to be effective. Teachers use marking well to encourage pupils, but do not regularly give them clear guidance on how to improve their work.

Curriculum and other activities

Grade: 2

The school is increasingly effective in promoting creativity through links made across subjects, for example, by providing different settings for writing tasks. The inclusion of French is broadening pupils' understanding of the wider community. Pupils have regular opportunities to use computers to improve their skills and to enhance their work in other subjects. Lessons in personal, social, health and emotional education are developing pupils' awareness of safe and healthy living. The curriculum is enriched by a range of well attended sports, cultural and creative clubs. Good visits motivate and enthuse pupils, including visits to the Houses of Parliament by invitation of the local Member of Parliament, which have led to the formation of a Debating Society. Staff in the Foundation Stage succeed well in overcoming the limitations of the accommodation to provide a stimulating variety of learning experiences for the children. The cramped accommodation and lack of a shaded area outside, which limits its use in sunny weather, prevents this from being even better. The curriculum makes a particularly strong contribution to pupils' good personal development.

Care, guidance and support

Grade: 2

Care, guidance and support are good. As a result, the great majority of pupils feel secure and happy. Child protection and health and safety procedures are clear and all staff have a good understanding of their roles in these. Pupils know who to turn to if they have a problem say that they will receive the help that they need. There are good procedures for identifying and supporting vulnerable pupils and making effective use of specialist agencies when necessary. Well organised systems to track pupils' progress are increasingly effective in identifying those who need extra help to prevent them from underachieving. However, these are quite recent improvements and have not yet fully impacted on standards. Pupils with learning difficulties and disabilities are well supported by individual education plans that take good account of their needs.

Leadership and management

Grade: 3

Procedures for monitoring teaching and learning are systematic and involve subject leaders as well as senior managers. The school listens to the views of parents and pupils. As a result, its view of its quality and performance is accurate in most respects. The school has been aware of a need to give its improvement planning a sharper focus on raising standards and is working well towards this, with the guidance of local authority advisers. As a result, subject leaders are becoming better equipped to guide

their colleagues on helping pupils to become better at using their writing and mathematics skills. The composition of the governing body is fairly new, but the members are taking good advantage of training opportunities to equip themselves with the skills and knowledge that they need to support and challenge the school. The school has effectively tackled key issues from the last inspection, which has improved the quality of provision in the Foundation Stage and for pupils with learning difficulties. It is now working with commitment to raise standards for the older pupils.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school recently. We enjoyed meeting you and are grateful for the help you gave by talking to us and letting us look at your work. We were able to see that yours is a satisfactory school and some things about it are good. You make satisfactory progress in your work. Most of your work is similar in standard to what we find in most schools. You learn science quite well. You are not quite so strong in English and mathematics. This is because, while you develop skills quite well, many of you find it difficult to use what you know for different types of writing tasks, or to solve mathematics problems. I have asked the headteacher and staff to help you to make this as good as the other parts of your work.

Those of you in the Reception class are making good progress in things like learning to work together and spelling. The grown ups teach you well, even though there is not much room and the outdoor area is not as good as it could be. The adults want to make things even better and I have asked them to improve the classroom and outside area.

The teachers usually plan interesting things for you to do in lessons. I have asked them to make sure that they always make the work for the brightest of you challenging. Sometimes they do not do this, so you do not always do as well as you possibly could, because you are not stretched enough.

I could see that you are well cared for and some of you told me that this helps you to feel happy and safe. Many of you told me that you enjoy school and you show this by attending regularly and working hard. I could see that almost all of you behave well most of the time. All of these things help your teachers a lot. Some of you told me that you really enjoy all the clubs and visits and you show this too, by joining in so well.

The headteacher and her staff know what they need to do to make the school even better and are working very hard to do this. Well done all of you for your achievements so far and good luck in making these even better in the future.

George Rayner

Lead Inspector