

Compton CofE Primary School

Inspection report

Unique Reference Number	113416
Local Authority	Plymouth
Inspection number	311258
Inspection dates	13–14 September 2007
Reporting inspector	Peter Clifton

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	326
Appropriate authority	The governing body
Chair	Ann Bloss
Headteacher	Steve Cleave
Date of previous school inspection	16 September 2002
School address	Higher Compton Road Plymouth PL3 5JB
Telephone number	01752 771539
Fax number	01752 787599

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school. There are 11 classes and older pupils are taught in mixed age groups. The pupils in the school are mainly of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Compton C of E Primary School is a satisfactory school with several good features. Pupils behave very well and have positive attitudes to learning. They willingly take on responsibility and care about each other, showing this well through the school's 'buddy' arrangements. Pupils' personal development and well-being are good and this is a result of a caring staff who look after them well. The headteacher provides a strong lead in ensuring that the school community is a happy and friendly place in which the pupils feel very safe and secure. Consequently, pupils really enjoy coming to school and their attendance is above average. Parents support the school well and recognise its strengths. Many comment on how happy their children are at school. They say, typically, that 'My child loves going to school and the teachers are very friendly.' The pupils echo the comments made by their parents. They comment that they 'really enjoyed the residential visits and the happy and friendly school environment'.

Standards are above average overall, and average in English. Pupils make satisfactory progress, although the rate of progress varies between subjects and classes. Progress in Years 1 and 2 is now satisfactory and showing some improvement. In Years 3 to 6, progress in mathematics and science is good. Progress in English is satisfactory but too few pupils are working at higher levels in writing. Leaders have recognised this as an area for improvement and have plans in place for improvement which are now beginning to raise standards. Teaching and learning are satisfactory overall. Lessons in many cases provide well for the different needs of pupils, giving them work which they find challenging. However, in those lessons where this is not the case, the pupils are easily distracted and learning slows. In writing, whilst lessons have a clear focus, teachers' expectations about what different groups should achieve is not always sufficiently clear.

Pastoral care provided for pupils is good. However, academic guidance is not as strong. Leaders have made some improvements in helping the pupils understand how well they are doing. For example, in writing, pupils assess their work against set criteria. Some pupils use these well and can identify appropriate next steps for their learning. However, there are a minority of pupils who find this difficult and can only talk in very general terms about how they can improve.

Leaders have worked effectively to develop creative aspects of the curriculum, which is now good. The pupils are inspired by trips and visits and think, rightly, that the after school clubs are good. Recent developments such as opportunities to extend investigation skills in science and mental calculation skills in mathematics are raising standards. The procedures for measuring the progress of individuals and classes have improved. However, these procedures are not used consistently across the school. This hampers leaders' efforts to identify weaknesses and provide additional support quickly.

Effectiveness of the Foundation Stage

Grade: 2

Children come into the school with skills that are broadly in line with those expected for their age. They are making a good start in Reception because of good teaching and make good progress. However, progress in reading is satisfactory and not as good as progress in writing or mathematics. Children are happy, confident in class, and keen to show their interest and enthusiasm. Planning is good and there are plenty of opportunities for the children to make choices about their own learning and become absorbed in different activities.

What the school should do to improve further

- What the school should do to improve further
- Improve standards in writing by ensuring that teachers and pupils are clearer about what pupils should achieve in lessons.
- Improve teaching by using monitoring better so that the needs of different pupils are met consistently.
- Improve the use of data so that managers have a clearer picture of pupils' progress.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children make good progress in the Reception Year, and are reaching above expected levels across most areas of learning. Pupils make broadly satisfactory progress in Years 1 and 2, though progress in Year 2 is better than in Year 1. Leaders are taking good steps to remedy this inconsistency. Across the school, pupils with learning difficulties and/or disabilities achieve well in relation to their individual learning targets.

Pupils' progress in Years 3 to 6 is satisfactory. They make satisfactory progress in English and good progress in mathematics and science. Although results in the national tests are above average, there is a marked difference between English, mathematics and science. Standards in science and mathematics are well above average with high numbers of pupils reaching Level 5. In English, average standards are reached and there are too few pupils reaching the higher levels in writing. Targets in English are not sufficiently challenging because they do not take enough account of pupils' starting points.

Personal development and well-being

Grade: 2

Pupils are welcoming and positive. They care about each other and treat each other with respect. Pupils are sensible and help each other in lessons when appropriate, although a few lose concentration at times and do not listen carefully enough. They have a good understanding about keeping safe and say they enjoy coming to school. The Christian nature of the school helps the pupils develop a strong sense of right and wrong as well as successfully fostering spiritual development.

Pupils have responded well to the school's efforts to promote healthy lifestyles. They take up the good range of healthy foods on offer at lunchtimes and eat fruit at break times. The pupils say that they particularly like doing sport in school, such as sessions taken by a coach from the local football club.

Pupils take advantage of the good opportunities to take responsibility in school and contribute to the school community. Pupils look out for each other from an early age. Older pupils 'buddy' the younger ones successfully so that all feel valued and included. Pupils develop their skills well to prepare them for the future. They are very willing to take the lead when the opportunity arises and work well together. Independent learning is successfully fostered, especially in Years 5 and 6.

Quality of provision

Teaching and learning

Grade: 3

Teaching often successfully captures the interest of the pupils, who generally enjoy lessons and respond well by working hard. However, teaching does not always enable pupils to move on quickly enough. This results in the pupils not being sufficiently involved in lessons, and they lose concentration and their progress slows. In lessons focusing on writing, teachers do not always make it clear enough what they expect the different groups of pupils to achieve during lessons. Across the school, relationships are positive and pupils cooperate well with each other. They help each other in group work and give their opinions confidently. Teaching assistants provide valuable support for pupils with learning difficulties and help them to make good progress.

Curriculum and other activities

Grade: 2

Pupils are served well by the curriculum because it motivates and interests them. Personal and social education contributes very well to their personal development. The introduction of topics which cover a range of different subjects and practical approaches has successfully developed creative aspects of the curriculum. As a result, most pupils are very enthusiastic about the work they do in school and make good progress. Leaders have rightly identified the need to improve how writing skills are developed.

Pupils enjoy a wide range of well planned clubs with a strong focus on sport and the arts. They enjoy the many visitors that come into the school and the opportunities to challenge themselves and build social skills during residential visits. Older pupils talk enthusiastically about trips to Dartmoor and learning abseiling skills.

Care, guidance and support

Grade: 3

Pastoral care for pupils is good, with pupils saying they feel very safe and happy in school. Pupils know that any concerns they have are listened to by staff. Teachers assess and minimise risks to ensure that standards of welfare are good. Pupils express themselves confidently because they know their views will be valued.

Academic guidance is satisfactory. Some pupils can identify areas of their work they need to improve from the information they get in lessons. However, this is not always the case. There are good examples of pupils assessing their own writing in Years 5 and 6 and using writing targets in Year 2. Targets are not used consistently well in lessons to support the pupils' short-term learning.

Leadership and management

Grade: 3

The headteacher provides clear direction for further improvement in the school and has the strong support of both staff and governors. The capacity for further improvement is satisfactory. Overall, where the school has concentrated its efforts, improvement has been made. For example,

the number of pupils reaching higher levels in mathematics and science has been raised. Work has started on improving pupils' writing and this is now beginning to have an impact on raising standards.

Subject leaders are wholeheartedly driving through a range of initiatives across the school aimed at raising standards, such as providing information to teachers to ensure that pupils do not fall behind. Procedures to ensure that regular checks can be made on the progress made by different classes are inconsistently applied and this is being remedied by leaders. As a result, support for teachers who may need some extra help has not always been identified and the weaknesses remedied quickly enough.

Governors have a clear understanding about how well the school is doing and recognise the school's pastoral strengths. However they have not done enough to press leaders to ensure that achievement is as good as it could be.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
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	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

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?	3

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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

Dear Pupils Compton Cof E Primary School, Plymouth, PL3 5JB

Thank you for the very warm welcome you gave us to your school. We enjoyed talking to you in lessons and during your playtimes and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. We think your school looks after you very well and is giving you a satisfactory education. The curriculum is good and teaching is satisfactory. Overall, you are making satisfactory progress but it is good in mathematics and science.

What we most liked about your school:

- You make a good start in Reception.
- The school ensures that you are safe and secure.
- You are polite and thoughtful towards each other.
- You have positive attitudes to learning and you behave well.
- The after school clubs and visits to different places help you to learn and develop your skills well.
- The curriculum offers you a wide range of exciting and interesting activities.

We have asked your headteacher and others to:

- Help you improve standards in writing by being clearer about what you should achieve in lessons.
- Make sure that teaching is always as good as the best so that all of you can learn as well as possible.
- Measure the progress you make more regularly and more accurately.

We are sure that, with your hard work and help, your school will continue to improve.

Yours faithfully

Peter Clifton Lead Inspector

17 September 2007

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Peter Clifton
Lead Inspector