

Compton All Saints Church of England Primary School

Inspection report

Unique Reference Number	116354
Local Authority	Hampshire
Inspection number	326368
Inspection date	11 February 2009
Reporting inspector	Margaret Dickinson HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	121
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Dr Eileen Gorrod
Headteacher	Ms Allison Driver
Date of previous school inspection	28 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Compton Street Compton Winchester SO21 2AS
Telephone number	01962 712035

Age group	4–11
Inspection date	11 February 2009
Inspection number	326368

Fax number

01962 713422

Age group	4-11
Inspection date	11 February 2009
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Introduction

The inspection was carried out by one of Her Majesty's Inspector and an Additional Inspector. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- how well the school uses targets and assessments to help pupils make progress
- the achievement of the more-able pupils in writing and mathematics
- the opportunities that pupils have to write in different curriculum subjects
- how well the school promotes pupils' understanding of people from different backgrounds and cultures.

Evidence was gathered from observations in lessons and around the school, scrutiny of samples of pupils' work and records of their progress, and a range of documentation. Parents' responses to questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school serves a small rural community on the outskirts of Winchester. Almost all pupils are from White British backgrounds and the large majority come from the village and immediate area. The proportion of pupils with learning difficulties/and or disabilities is below the national average. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 class.

The headteacher has been in post for five weeks. Prior to this, the school was led by an acting headteacher for one term. The school has gained several awards, including Activemark and the Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Compton All Saints is a good school. It has some outstanding features and good capacity to improve further. Teachers, teaching assistants and non-teaching staff play an important part in making the school a special place in which to learn. Pupils are very proud of their school and contribute to school life in many ways. Their personal and social development is outstanding. They are lively, friendly and very articulate. They share their views and ideas confidently and are particularly good at working collaboratively, whether this is for short periods in lessons or on more extended projects. They relish opportunities to take responsibility, such as designing and making pizzas for other children, preparing a presentation for parents following a trip to Beaulieu, or publishing a cookery book to raise money for their adventure playground. Behaviour is exceptionally good. Adults provide very good care and support, and the pupils are also very good at looking after one another. These qualities create a happy, supportive atmosphere in which to learn. This is recognised by parents, many of whom added written comments to the inspection questionnaires in praise of the school's work, and to express their appreciation.

The new headteacher has established good teamwork and relationships. She is well supported by the deputy headteacher and staff. Parents recognise the headteacher's efforts to establish relationships with them and to be available to meet them in the playground. The headteacher has evaluated the school development plan, and identified aspects which need to be prioritised in order to improve the effectiveness of the school further. Governors provide good support as well as challenge. They have identified, for example, that the school is not fully meeting the requirements for promoting pupils' awareness of life beyond the immediate community. The pupils contribute well to the local community through, for example, links with the church and village. They learn about different countries through history, geography and art, but the pupils have limited opportunities to gain a greater understanding of people from different backgrounds and cultures. Nevertheless, in all other respects, the school provides an interesting and broad curriculum for pupils. There are good links made between subjects, and a strong focus is placed on healthy living. Pupils have good opportunities to write in a range of subjects, such as science, design and technology, geography and history, and these have a clear impact on pupils' good progress in writing. French and music are particular strengths, and several pupils said how much they enjoy these subjects. Pupils are good at singing and, in collective worship, their combined voices create a powerful 'wall of sound'. The school has developed its resources for information and communication technology over recent years, and pupils use computers regularly across many subjects to enliven and extend their learning.

Teaching is good and results in good achievement. Resources are used well to help pupils learn, and displays are also used effectively to celebrate and support their learning. Teaching assistants play a full part in lessons and are well briefed, so that they know what they have to do to support the pupils with whom they work. Teachers' marking is generally helpful, pointing out what has been done well and what pupils could focus on next. Teachers keep a track of each pupil's progress through regular assessments and checks, and they set targets for pupils for the end of Years 2, 4 and 6. However, the current system does not give an at-a-glance overview of pupils' longer-term progress, and the headteacher has already identified this as an area for development. Pupils make good progress overall from their starting points when they enter Year 1, which are well above average. Although standards are exceptionally high by the time they leave the school, a few pupils, including some higher-attaining pupils, make satisfactory rather than good progress in writing and mathematics, because the targets set for them are

not sufficiently challenging. Nevertheless, pupils' academic standards and well-developed social and emotional skills mean that they are very well prepared for their next stage in their education.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children's attainment on entry to Reception varies from year to year, but generally exceeds the expectations for this age. Children make a very good start to school and achieve very well, so that by the time they start Year 1 standards are generally well above average. There are, however, variations from year to year due to relatively small numbers in each year group. The school makes every effort to welcome parents and their children into school, and parents are very pleased with how quickly their children settle. Good links with pre-schools and a strong nurturing environment also help. Very good relationships are maintained with parents through home visits and workshops, which explain to them how their children will learn, particularly through play.

The Early Years Foundation Stage is led well by an experienced teacher. Children are cared for very well. Adults work together as an effective team, provide good routines, and have high expectations of behaviour and achievement. Relationships are excellent and, consequently, children make good progress in their personal and social development. Teaching and learning are excellent. A particular strength is the way that children's language is developed through effective questioning, good support, and allowing children time to answer in sentences. Children love taking part in role play, for example in Old Mother Hubbard's house. Activities are planned that appeal to boys and are topical, such as role play as the breakdown man in cold weather. Stimulating and interesting activities are provided in the classroom and outdoors, and there is a good mix of teacher-directed activities and those where children make their own decisions. Adults are quick to identify whether individual children need some further support. However, the information from assessments is not used fully to highlight the relative strengths and weaknesses in children's overall progress.

What the school should do to improve further

- Refine the way in which the school tracks pupils' progress, and set challenging long-term targets to ensure better progress for pupils who currently achieve satisfactorily.
- Provide more opportunities for pupils to learn from and about people from different backgrounds, within the UK and globally.

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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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

27 February 2009

Dear Pupils

Inspection of Compton All Saints Church of England Primary School, Winchester, SO21 2AS

Thank you very much for giving us such a warm welcome when we visited your school recently. We really enjoyed talking to you about your school and your work, and were pleased to see how much you enjoy school. Many of your parents also wrote to say how pleased they were with the school. We found that your school is giving you a good education, and there are some things that are outstanding.

- You all help to make the school special by being so helpful, enthusiastic and friendly. You are very good at working together, sharing ideas, supporting one another and taking responsibility. Your behaviour and attitudes are excellent.
- You make good progress, because you are taught well and the teachers work hard to make lessons interesting. We could see from your work round the school that the teachers plan a good range of activities for you. There was a lot of music going on when we visited, and we particularly enjoyed listening to you playing instruments and also your amazing singing in worship.
- By the time pupils in Year 6 leave the school, they have reached a very high standard, which means they are in a very strong position to make a flying start in their next school.

We have asked your headteacher and teachers to make some adjustments to how they check your progress as you move from year to year. When they decide what levels they expect each of you to reach by Year 2 and Year 6, we have asked them to set their sights high, because some of you could reach even higher standards. We have also asked them to help you learn more about people who come from different communities and cultural backgrounds. The governors spotted last year that this is something the school needs to do, and they have already started making plans.

We are sure that you will continue to get the most out of your time at Compton All Saints, and we wish you well in the future.

Yours faithfully

Margaret Dickinson

Her Majesty's Inspector