

# Compton and Up Marden CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125979
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	328434
<b>Inspection date</b>	25 September 2008
<b>Reporting inspector</b>	Eileen Chadwick

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	90
Government funded early education provision for children aged 3 to the end of the EYFS	14
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carolyn Costello
<b>Headteacher</b>	Joan Burnett
<b>Date of previous school inspection</b>	15 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Lane Compton Chichester PO18 9EZ
<b>Telephone number</b>	02392 631215

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<b>Age group</b>	4–11
<b>Inspection date</b>	25 September 2008
<b>Inspection number</b>	328434

**Fax number**

02392 631320

<b>Age group</b>	4-11
<b>Inspection date</b>	25 September 2008
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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

attainment on entry to Reception and the evenness of pupils' progress from Reception to Year 6, especially for more capable pupils

the impact of pupil mobility on the standards achieved

the impact of leadership and management on improving achievement.

Evidence was gathered from lesson observations, discussions with pupils and staff, a review of the assessment data the school uses to track the pupils' progress, and analyses of pupils' work. Other aspects of the school's work were not investigated in detail but the inspector 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

Compton and Up Marden School is smaller than most primary schools. It serves a mixed population from a wide rural area. Most children are White British. An above average percentage of pupils have learning difficulties and/or disabilities; many of these are later entrants to the school. The proportion with statements of special educational needs is well above average. These pupils' needs are wide ranging and include autism, physical, emotional, speech and literacy learning difficulties. A high proportion of pupils join the school other than at the usual time. This number is very high in Year 6, when pupils join from a local first school. In the current Year 6, more than half of the pupils did not begin in Reception. The 14 children in the Early Years Foundation Stage (EYFS) are taught as a separate class, although the other three classes contain more than one age group.

The school has gained Healthy School, Activemark, Travel Plan and Investors in People awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has some outstanding features. The safety, well-being, enjoyment and achievement of every pupil are at the centre of the school's work. Consequently, pupils' personal development, including their behaviour, is excellent and this helps pupils to make the most of their education. They are given a well-rounded education, which enables them to achieve well in English and science, and to excel in art and design. They are also given strong learning opportunities in music and sport. Parents are delighted with the school and one expressed the views of many in saying, 'My children all thrive in the family atmosphere. Compton and Up Marden provides not only a good academic education but also a superb and well- rounded education which well equips them for their future school lives.'

Pupils achieve well. They enter with average standards and by Year 6 reach above average standards in English and science, although standards remain average in mathematics. Children get off to a good start in Reception and standards are a little above average by the time they begin Year 1. Standards are above average in reading and mathematics and average in writing in Year 2; this represents good progress compared with pupils' starting points. A very high proportion of Year 2 pupils are later entrants to the school and a significant number of these enter the school with limited literacy and numeracy skills. Arrangements for teaching phonics and spelling are having a good impact on raising achievement in literacy.

Pupils continue to make good progress in Years 3 to 6. There have also been many changes to the Year 6 cohort and a significant number of later entrants joined the school with gaps in their skills and knowledge. The school has good procedures for helping pupils to 'catch up' and make up lost ground. Pupils with learning difficulties and/or disabilities make excellent progress. There is very strong support for pupils with all types of learning difficulties and, as a result, by the time these pupils leave Year 6, very nearly all reach the expected standards in English and mathematics. More capable pupils generally achieve well although, in Years 3 to 6, fewer reach higher levels in mathematics than do so in English.

Pupils' good progress is due to good teaching and learning. Teachers manage pupils very well and capture their interest. Setting arrangements enable teachers to match work more readily to the very wide range of pupils' learning needs. This way of working enables those who need extra challenge to work alongside older pupils so they are able to work at higher levels, whilst those who struggle are taught through smaller learning steps. However, very occasionally, work is easy for more capable pupils.

The sustained, successful leadership of the headteacher ensures that the focus on raising achievement is always a priority. Good arrangements for the school to evaluate its work, including thorough assessment systems, have led to the school having an accurate view of its own performance. Teachers' skills in planning and promoting pupils' learning are systematically evaluated. However, given the small size of the staff and staff changes, the tasks of monitoring and evaluation have fallen mostly on the headteacher. The leadership of the EYFS and for pupils with learning difficulties has been particularly successful but the school is aware that not all subject leaders yet play a full part in observing teaching across the school. The school sets demanding targets and teachers carefully evaluate pupils' progress towards these, tackling any underachievement energetically. Teachers share their expertise, working closely as a team, and teaching assistants are well trained so they provide good support in all classes, including

the EYFS. Governors are led by a knowledgeable and enthusiastic chair and they support the school and hold it to account well.

Strong links with the Church and excellent pastoral care help to promote pupils' outstanding spiritual, moral, social and cultural development. Pupils love their school and their eagerness to attend is shown by their well above average attendance. The school promotes community cohesion well, successfully reaching out to its geographically and socially diverse school community. Pupils' multicultural understanding is enhanced through links with a school in Brazil. Excellent links with parents greatly support pupils' learning and security. Pupils make excellent contributions to their community through charity and school council work. Older pupils play an important role in helping younger pupils to feel safe and happy, and all play their part in welcoming later entrants so that they quickly settle. Close links with other schools enable pupils to develop their social confidence by mixing in larger groups. They develop a superb understanding of how a healthy diet helps their bodies grow strong and enjoy the many sporting activities offered. The good curriculum is enriched through a wide range of visits, visitors and clubs. Links between subjects make learning more relevant, for example, practical work in art and design and technology underpins history, writing and multicultural understanding. Older pupils make particularly good progress in writing for different purposes across the curriculum.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

There is a range in children's levels of skill and knowledge on starting school, although, overall, they are broadly in line with those expected. However, a significant minority of children have weaker social, communication and early literacy skills, especially in writing. Excellent induction procedures help children to settle well and thrive in the warm and supportive environment. Children make good progress and by the end of Reception, most attain the goals set for children of their age.

Teaching is good. Well-planned activities help children to learn new things easily, although planning does not always indicate a higher level of challenge for more capable children. There is a good balance between activities where children discover things for themselves and those where they work with an adult. Independence in learning is encouraged especially well. Staff are very effective in supporting children with learning difficulties and/or disabilities, many of whom reach the same standards as their peers. Children are exceptionally well cared for and develop confidence and self-esteem, being eager to try out new things. The procedures for assessing children's work and monitoring their progress are outstanding. In addition, staff provide excellent information for parents and there are excellent transition arrangements when children move on to Year 1.

## **What the school should do to improve further**

- What the school should do to improve further
- Ensure teaching consistently challenges more capable pupils in order to raise the proportions reaching higher levels in mathematics to match those in English.
- Increase opportunities for subject leaders to check the quality of teaching and learning across the school so they can have a greater impact on raising achievement and standards.

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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?	1
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?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
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 <sup>1</sup> reached by learners	2
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	1

<sup>1</sup>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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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?	2
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**

25 September 2008

Dear Children

Inspection of Compton and Up Marden C of E Primary School, PO18 9EZ

Thank you for making us so welcome and answering our questions when we visited you recently. You are correct in thinking you go to a good school and you are rightly proud of all it does for you. Here are some good things about your school:

- You make good progress and reach good standards in English and science by the time you leave.
- You have wonderful learning opportunities in art and design and really enjoy all the different music and sporting activities offered to you.
- Those of you who find learning a bit difficult make excellent progress.
- Your behaviour is fantastic and you are very helpful to the many new children who join either in Reception or later.
- Staff take superb care of you and really help you with your learning.
- Your headteacher leads you all very well and all staff are working hard to make sure you have even better opportunities for learning.

This is what we are asking the school to do next to make it even better.

- Make sure your work is never too easy and more of you reach higher levels in mathematics so you do as well as in English.
- Help teachers in charge of subjects to be more involved in checking up on how well you are learning.

I hope you will continue to enjoy school and try hard in all you do so your work gets better and better.

Best wishes

Eileen Chadwick Lead inspector