

# Compton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109959
<b>Local Authority</b>	West Berkshire
<b>Inspection number</b>	337409
<b>Inspection dates</b>	3–4 December 2009
<b>Reporting inspector</b>	Alison Janet Thomson

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

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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 of pupils on the school roll</b>	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	
<b>Headteacher</b>	G Leishman
<b>Date of previous school inspection</b>	9 January 2007
<b>School address</b>	School Road Compton Newbury RG20 6QU
<b>Telephone number</b>	01635 578240
<b>Fax number</b>	01635 579068
<b>Email address</b>	headteacher.compton@westberks.org

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and analysed 45 questionnaire responses from parents, 75 from pupils and seven from staff. The team also looked at a range of documents including: data the school had collected about pupils' progress; the school's records of its monitoring of the quality of teaching and the school's improvement plans.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current attainment and progress in Key Stage 2, with particular respect to the most able pupils
- how effectively teachers use assessment information to help pupils improve their work, particularly during lessons
- the effectiveness of leaders' monitoring and evaluation at all levels to identify and address any underachievement.

## Information about the school

Compton is a smaller than average primary school. The proportion of pupils eligible for free school meals is lower than average. Most pupils are of White British heritage and there are very few from other ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is higher than average, although the proportion who have a statement of special educational needs is lower than average. There is provision for the Early Years Foundation Stage in a Reception class. The school has gained many awards, including the Artsmark Gold 2009 and Activemark 2009 for the promotion of a healthy lifestyle.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Although children achieve well in Reception and pupils make satisfactory progress in Key Stage 1, pupils' achievement is inadequate in Key Stage 2. Pupils' overall attainment at the end of Year 6 has declined steadily since 2007. Their achievement is inadequate because many do not make enough progress considering their starting points; this is largely because teaching is inadequate. All too often the work pupils are given is not matched well enough to their abilities. This is particularly so for the more able children. Invariably, pupils are not given clear guidance about what they should be doing or how they can tell if they are learning well. As a result, their progress in lessons is unsatisfactory. Although the support that pupils with special educational needs and/or disabilities receive enables some aspects of their development to be satisfactory or better, inadequate teaching means that their progress in learning is inadequate.

Some aspects of pupils' personal development are good. They have a sound understanding of what it means to be healthy. They enjoy helping others through roles such as play leaders and they are proud of their role in gaining an Eco award for their involvement in looking after the environment. Their spiritual, moral, social and cultural development is good. This was exemplified during the inspection during a good assembly where many pupils throughout the school were given achievement awards for looking after and helping others.

New management arrangements have recently been introduced. Leadership is developing, but it is not effective in bringing about systematic and sustained improvement. Leaders are gaining a growing awareness of strengths and weaknesses, resulting from their greater involvement in monitoring the school's work. While there are a few encouraging signs, many actions are too recent to demonstrate the impact that is necessary to move the school forward. The tracking and assessment of pupils' progress and the monitoring of the quality of teaching have, until very recently, lacked rigour. Information gained from monitoring is not evaluated meticulously to identify what action is necessary to bring about rapid improvement. Lack of detailed information presented to governors has diminished their effectiveness in securing rapid improvement, despite their recent increased level of challenge to the school. The school has not demonstrated the capacity to tackle all the areas for development from the previous inspection swiftly enough and has not taken the necessary action to accelerate

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pupils? progress.

## What does the school need to do to improve further?

- ensuring that all teaching is at least good by:
  - giving all pupils work that is sufficiently challenging and well matched to their individual needs
  - making sure that learning is carefully sequenced through measurable steps so that the progress of individual pupils can be checked easily throughout the lesson
  - involving pupils more in assessing how well they are doing so that they can always tell if they are learning effectively
  - having a consistently rigorous approach in the use of data to inform lesson planning
- more rigorous and effective monitoring and evaluation, which:
  - has a more consistent whole-school approach to recording data
  - monitors the accuracy of assessment data
  - provides a regular overview of the evaluation of pupils? progress
  - checks the effectiveness of strategies put in place to address underachievement and other areas for development.

## Outcomes for individuals and groups of pupils

**4**

Inspection evidence from lessons confirms that the learning and progress of all groups of pupils in Key Stage 2 is inadequate. Pupils start Year 1 with skill levels in some areas that are above those typical for their age. By the end of Year 2, attainment is securely average in all subjects and pupils have made satisfactory progress. Progress in Years 3 to 6 slows markedly and is inadequate. Pupils? attainment at the end of Year 6 is low in the core subjects of English, mathematics and science. Too many pupils do not reach the potential they showed at the end of Year 2. This includes pupils who have special educational needs and/or disabilities and those who speak English as an additional language. Attainment has fallen since the previous inspection and is particularly low in English. Too few pupils make the expected progress in reading and writing and this hinders their progress, not only in English, but also in mathematics and in science. In too many lessons, pupils do not learn enough as they have gaps in their knowledge and do not have the basic skills to apply their understanding to the task in hand. For example, in a mixed Year 4/5 lesson on solving simple money problems, some pupils were unable to demonstrate the skills of adding and taking away. However, there are signs that work to improve spelling is beginning to have an impact.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers are enthusiastic and hardworking, but effective learning does not always take place. Close one-to-one support enables pupils who have special educational needs and/or disabilities to make some progress, but it is not enough. Relationships between staff and pupils are good and as a result most pupils behave appropriately in lessons and listen carefully to their teachers. However, the work provided for pupils is not sufficiently well targeted to their needs and capabilities so that many make little or no progress during lessons. Day-to-day assessment is not used effectively enough to ensure that all pupils have the understanding, knowledge and skills needed to complete their work. Speaking and listening skills are promoted well and pupils have some opportunities to work with a partner or in small groups. When given the chance, they respond well to working independently. The good practice inspectors observed is not shared well enough across the school.

The curriculum meets statutory requirements and is currently being revised to extend links between subjects. At present there is too little development of basic literacy and numeracy skills within topics, although ICT is integrated well and pupils' skills in this area are good. A wide range of after-school clubs boosts the pupils' enjoyment and adds breadth to the curriculum. A comprehensive programme for personal, social, health and citizenship education ensures that pupils know how to stay healthy and safe and supports their good personal development. The school recognises that the provision for

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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gifted and talented pupils is under-developed, and leaders have taken action to begin to address this. Transition arrangements to the local secondary school are satisfactory and new systems have been established with the aim of ensuring that pupils make sustained progress when they transfer from one key stage to the next. Inspection evidence showed that this is working well for pupils moving from Reception into Year 1.

The school meets all the necessary safeguarding requirements, including those for child protection. Vulnerable pupils receive good pastoral support and this contributes well to the social and emotional development of those pupils. Strategies to boost attendance have had a good effect on reducing the number of absences

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The school acknowledges that the majority of pupils make insufficient progress and that the quality of teaching and learning is too variable. The inspection findings support this view. However, the leadership team has not demonstrated the capacity to make the improvements in provision with the necessary urgency to raise attainment and strengthen the quality of teaching and learning. These weaknesses were areas for improvement identified at the last inspection.

The school's systems to monitor and evaluate pupils' progress lack rigour. Whilst steps have been taken to make these systems sharper, the outcome of the new approaches remains to be seen. The recent appointment of an assessment coordinator has already brought about some improvement in the way that assessment information is analysed. However, no-one at senior level pulls this information together well enough to give a clear view of whole-school performance. Staff share a common set of values and are committed to ensuring that all pupils have equal access to the same opportunities. Some effective practice is evident at middle leadership level, for example, the good practice seen in the Early Years Foundation Stage. The recent involvement of the local authority is welcomed and staff show a willingness to work with consultants to initiate and evaluate change. However, there is insufficient evidence of the impact of some of these strategies.

Governors understand some of the school's strengths and weaknesses, but have insufficient information to enable them to provide effective support and challenge to a school where provision and outcomes are inadequate. They fulfil their statutory obligations to ensure safeguarding procedures are satisfactory. The school has

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developed appropriate partnerships and uses the skills of a range of professionals to support pupils? personal development, for example, the church contributes well to their good spiritual development. The school?s promotion of community cohesion is good. Effective evaluation here has led to worthwhile partnerships with other schools of a different socio-economic and ethnic make-up, both nationally and internationally. The school manages its finances appropriately, but underachievement by significant groups of pupils results in value for money being inadequate.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Adults ensure that all children are integrated well and successfully supported in their welfare and learning. Most children join Reception with skill and knowledge levels typical for their age. By the time they leave Reception, in response to good quality teaching, they have made good progress. Attainment is just above average overall, although communication and literacy skills are slightly lower. Children behave very well, listen carefully to adults and most can work independently with good levels of motivation. Inspectors were impressed to see them working well together, taking turns and cooperating with each other. Children were seen enjoying an activity, skilfully led by teachers, where they had to use their sense of touch and describe objects they could not see.

The newly-refurbished indoor learning environment is spacious and well resourced. It provides stimulating activities for the children to plan their own learning and to receive well-focused support from adults in this calm but purposeful learning environment. The many exciting displays provide very good stimulation for the children?s imaginative



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paintings. Although the outdoor space is used continuously by the children, the resources there are less effective in providing them with challenge, such as problem solving. Good quality leadership and management ensure that the team works successfully together to give the children a happy and productive year in Reception. Good induction procedures with parents help the children get a confident start to their school life. After successful work developing procedures over the past year, assessment is becoming a thorough tool to extend learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

About one third of parents and carers returned the questionnaire. A very large majority considered that their children enjoyed school and were helped to have a healthy lifestyle. A minority of parents thought that the school did not deal effectively with unacceptable behaviour. Inspectors felt that the school did take adequate steps in this area, and pupils also said that this was the case. A small minority of parents and carers felt that their children do not make enough progress. A similar proportion did not consider that the school is well led and managed. Inspectors shared these concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Compton Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 134 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	56	18	40	1	2	1	2
The school keeps my child safe	13	29	28	62	3	7	0	0
The school informs me about my child's progress	4	9	34	76	6	13	1	2
My child is making enough progress at this school	4	9	26	58	12	27	2	4
The teaching is good at this school	3	7	31	69	9	20	2	4
The school helps me to support my child's learning	8	18	31	69	3	7	2	4
The school helps my child to have a healthy lifestyle	8	18	34	76	3	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	2	4	29	64	5	11	2	4
The school meets my child's particular needs	6	13	30	67	8	18	1	2
The school deals effectively with unacceptable behaviour	6	11	23	51	9	20	8	18
The school takes account of my suggestions and concerns	2	4	33	73	6	13	2	4
The school is led and managed effectively	2	4	26	58	11	24	3	7
Overall, I am happy with my child's experience at this school	9	20	27	60	6	13	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 December 2009

Dear Pupils

Inspection of Compton Church of England Primary School, Newbury RG20 6QU

Thank you for making the inspectors feel so welcome when we visited your school recently. We enjoyed talking to you, both in your lessons and around the school. You expressed your views clearly and confidently and they were very helpful to us. Here are some good things about your school. Children in the Reception class learn well and get off to a flying start. You enjoy school and you know how to keep healthy. You help others through your roles such as play leaders.

We have asked your headteacher, governors and teachers to make Compton a more effective school by making sure that the work your teachers give you in class is suitably challenging. We have also asked them to check more carefully how well you are learning and to involve you more in this process as well. We would like the school to keep a closer check on how well it is doing to raise the standards that you achieve.

We have judged that your school requires special measures. This means that it will be visited regularly by inspectors who will help the staff and check that things are improving.

You can help them by continuing to work hard and to tell your teachers if you find your work too hard or too easy. You can also help by asking your teachers to make it clear to you how you can tell if you are doing a good job in each of your activities in class.

We would like to wish you all the best for the future.

Yours sincerely

Alison Thomson

Lead inspector

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