

<b>Name of School:</b>	Compton C of E Primary School
<b>Head teacher/Principal:</b>	Mark Oakshott
<b>Hub:</b>	Kingsbridge Hub
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	29 November 2017
<b>Estimate at last QA Review</b>	This is the school's first review
<b>Date of last QA Review</b>	N/A
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	June 2017

**Quality Assurance Review**

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	OUTSTANDING
<b>Outcomes for Pupils</b>	OUTSTANDING
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	Early Years Foundation Stage ACCREDITED
<b>Previously accredited valid Areas of Excellence</b>	N/A
<b>Overall Estimate</b>	OUTSTANDING

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Information about the school

- The school is larger than most primary schools.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils from minority ethnic backgrounds is well below the national average, as is the number of pupils who speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- Children in the early years foundation stage (EYFS) are taught full time in the Reception classes.
- A new headteacher was appointed in April and started work in September 2016, after the previous head retired.
- The school remains a maintained school in a city where 78% of primary schools have converted to academy status. This has reduced the local authority's capacity to provide support for their maintained schools.
- The school was inspected by the Statutory Inspection of Anglican and Methodist Schools (SIAMs) in March 2016 and judged to be good.

### 2.1 School Improvement Strategies - Follow up from previous review

- This is the school's first Challenge Partners review.

### 2.2 School Improvement Strategies - What went well

- The school's Christian values of tolerance and respect are embedded. High levels of diversity are inherent through the curriculum, staffing, displays around the school and the inclusion of pupils from minority backgrounds. The school fosters a tangible sense of community.
- The leadership team is inspirational in modelling and sharing good practice across the school. This is having a direct impact on driving up standards. They are also determined to provide outreach to support the local community.
- Senior leaders know their school well and have made a clear, accurate assessment of the strengths and weaknesses. They are aware of exactly what needs to be done to move the school forwards. There is no element of complacency; leaders are determined to raise standards to improve the school to ensure the best possible provision for the pupils.
- Communication is a strength at Compton and the headteacher believes in honesty and openness. Staff appreciate this approach and, as a result, strong relationships have developed. Staff, including teaching assistants, feel valued and care is taken to ensure staff wellbeing
- Amongst the staff, there is an improved sense of accountability as lines of responsibility have been clarified and sharpened. All staff are aware of what is expected of them.

- An improved tracking system has been developed and embedded which ensures groups are identified and supported in their learning and effective interventions are put in place, where required. This has resulted in better outcomes at Key Stage 1 in 2017. Progress is tracked effectively through teacher assessments and termly commercial (PIRA and PUMA) tests. Through regular team meetings and hub meetings, assessments are moderated and validated. Peer to peer teaching and moderation supports less experienced teachers to make accurate judgements. The tests demonstrate progression and prepare pupils for the end of key stage assessments.
- Through termly reviews of learning, teachers identify the progress of different groups; gaps are identified and interventions put in place to close these. Teachers are challenged about progress through rigorous questioning from senior leaders.
- The leadership team has a proactive attitude and seek to pre-empt any potential problems; for example, interventions are already in place to support the large intake of summer born children into EYFS.
- Pupil premium funding is used effectively to support the learning of disadvantaged pupils. It ensures that they have the same educational and extra-curricular opportunities as other pupils and they achieve as well as their peers.
- A holistic approach is taken to the curriculum and all pupils benefit from the primary core offer. Foundation subjects are very well provided for and reinforced by a plethora of enrichment activities, such as, clubs, sports, music, and drama productions, trips and residential visits. This richness makes coming to school fun and worthwhile.

## **2.3 School Improvement Strategies - Even better if...**

...the learning environment provided more space and resources so that it reflected the quality of the teaching and learning that takes place.

## **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- This is the school's first Challenge Partners review.

## **3.2 Quality of Teaching, Learning and Assessment - What went well**

- Pupils make exceptional progress in their learning. They are articulate and can express themselves clearly using the correct technical vocabulary. They show obvious enjoyment in their learning and are kind, well-mannered and open in response to visitors.
- Behaviour across the school is excellent. Pupils are ready to learn and they are enthusiastic about their work. Pupils are proud of what they achieve; one boy in

Year 4 commented that he 'loved his school'. Another Year 6 girl reported that 'people here are kind, caring and happy'.

- Strong and respectful relationships between staff and pupils and pupils and their peers, using listening skills and talk with partners, enable learning to progress rapidly.
- Pupils are able to work collaboratively to produce high quality outcomes. For example, in a Year 5 English lesson, groups of pupils cooperated and took on different roles in order to draft a persuasive leaflet.
- Pupils are able to talk about their targets, marking and self-assessment. They know what to do to improve and when they have finished their work they check and edit it routinely.
- Teachers use skilful questioning to deepen and extend thinking and learning. For instance, in a Year 1 mathematics lesson, the teacher asked the pupils to think about questions they could ask her about what shape she had drawn.
- Highly trained and well experienced teaching assistants are deployed effectively to ensure the delivery of consistent support for learning.
- Teachers have good subject knowledge and experience and they demonstrate embedded high expectations which result in high quality outcomes. They are able to model good practice for pupils clearly which enhances learning. For instance, in a Year 2 English lesson, the teacher used a piece of bold text in non-fiction writing. The pupils understood that this meant the text was to be included in a glossary of terms.
- Staff have established clear routines which create a safe ethos and consistent environment for learning. Lessons are well planned with clear structures and examples of application to real life, Good links to prior learning and cross curricular links enhance learning even further. For example, a Year 3/4 computing lesson contained much learning of history and English.
- A wide range of resources, such as working walls, word banks and letter charts are used effectively to reinforce learning.
- Lessons now start promptly despite long walks around the playground for some pupils.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

...the most able pupils were always moved on faster.

...there were clear success criteria in all lessons.

## **4. Outcomes for Pupils**

- Children enter the school with average attainment and leave with attainment well above the national average. Therefore, they make outstanding progress across the school.
- The percentage of children achieving a good level of development (GLD) at the

end of Reception is well above the national average, currently standing at 87%. This represents good progress as the majority of children are assessed to be with in the 30-50 month band on entry to the school.

- Progress is tracked effectively through ongoing assessments and the use of 'Tapestry' to record progress. This is moderated through collaborative meetings across schools within the city and external moderators.
- Disadvantaged pupils and service children have been identified as making slower progress in Early Years Foundation Stage (EYFS). This is being addressed through improved communication with parents and emotional support given to the children.
- In the current cohort of children, 44% are summer born and actions have been put in place to ensure that progress matches the previous years.
- As a result of the strong and rigorous leadership and the detailed infant section action plan, as well as changes in staffing, Key Stage 1 outcomes improved significantly last year. Projections for the coming year are even higher
- At the end of Year 6, 2017 results were impressive with the school exceeding national levels in reading, writing and mathematics at the expected level and at greater depth.
- Pupils with special educational needs and/or disabilities have been making progress but not reaching the expected level compared with the national average. This is being addressed through the tracking system which identifies small measures of progress. These pupils are now receiving higher levels of quality first teaching and more structured intervention programmes.
- With the increase in the pupil numbers in Years 3 and 4, a focus is ensuring that these new pupils are meeting the expectations and standards of their peers.
- The positive school ethos contributes to confident and healthy children with high aspirations. High expectations of both staff and pupils create a positive environment with an embedded culture of respect and support. This undoubtedly contributes to the high outcomes the children achieve throughout their primary school education and prepares them well for secondary school.

## 5. Area of Excellence

Early Years Foundation Stage (EYFS)

### 5.1 Why has this area been identified as a strength?

The percentage of children achieving a good level of development (GLD) is well above national average at 87%. Children make excellent progress from their starting points which are assessed over a six week period upon joining. The majority of pupils start school with development between 30-50 months, with approximately 10% below and 15% above.

Staff in EYFS have excellent subject knowledge and skills which they use to create a

stimulating learning environment, offering a wealth of opportunities for mark making and activities which link to the learning targets. They use these skills to develop a quality curriculum which enables children to achieve well and prepares them for the Year 1 curriculum.

Teaching assistants are highly effective and are able to teach groups successfully. They do this so well that to an observer it is unclear who the teachers are. They also support the needs of individual children well during sessions, enabling all children to be able to access all areas of the curriculum. Communication between all members of staff is of a high standard and information is shared verbally and through the Tapestry online learning journal.

Standards of behaviour are high, staff have high expectations and praise is used well to encourage children to make good choices. Staff have good relationships with pupils, making them feel valued and secure to take risks.

The curriculum is designed well to hook and maintain children's interest; this leads to a high level of engagement and enthusiasm, helping to support attainment. Staff know the pupils well and topics are developed around the children's interests, often linking to things the children bring in to share, such as a nest recently. This was then linked to phonics sounds the children had been learning. Both the indoor and outdoor environments are set up well to provide a range of activities which encourage the development of independence and resilience.

Staff have good awareness of those children who are less likely to reach a good level of development, including boys and summer born children. They use this information to plan activities specifically to engage these groups, such as competitive mark making races on tracks for boys.

## **5.2 What actions has the school taken to establish expertise in this area?**

One teacher has trained as a specialist leader of education and the other is a Plymouth leader of education. This ensures that they are able to lead the team effectively to achieve excellent outcomes. They have shared their practice with over seventy Plymouth schools and are held in high regard for the support they are able to provide to others. They set up the Foundation Hub which has enabled good practice to be shared among local schools, impacting on the quality of provision. At the first meeting, 73% of schools attended and many positive comments were received.

Staff work hard to engage parents and offer a range of events for them to attend. These include Superhero day, gardening day and mothering Monday. Photographs around the school evidence the enjoyment of this and fathers can be seen dressed in superhero outfits, demonstrating how fully involved they were. Leaders also offer skills workshops for parents to help support learning at home. Meetings before the summer holiday make clear the expectations of support parents can give through the holiday to help their child

be reception ready.

EYFS teachers have developed a clear action plan with the aim of ensuring that 90% of children achieve national expectations. Targets and objectives are clear and have timings and success criteria to work towards. These targets are regularly evaluated and adapted as they are met.

### **5.3 What evidence is there of the impact on pupils' outcomes?**

The percentage of children achieving GLD is significantly above the national average at 86% in 2016, 17% greater than national and 22% above the local authority averages. The school achieved a higher percentage than national in every area of the learning goals. This increased to 87% in 2017 and was again well above the national average. Predictions for this year's cohort are set at 90% which continues a rising trend. Final EYFS scores for literacy were the highest in the city in 2017. Many summer born pupils exceed a level of good development by the end of the year. Children leave in July working significantly above the expected level which prepares them well for future progress.

### **5.4 What is the name, job title and email address of the staff lead in this area?**

Vicky Watts EYFS leader [vwatts@compton.plymouth.sch.uk](mailto:vwatts@compton.plymouth.sch.uk)

Jo Stapleton EYFS teacher [jstapleton@compton.plymouth.sch.uk](mailto:jstapleton@compton.plymouth.sch.uk)

### **6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Leaders would value opportunities for staff to visit outstanding schools nationally.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**