



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR COMPTON C OF E PRIMARY SCHOOL

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

Estimate at this QA Review:	Outstanding
Date of this Review:	18/03/2019
Estimate at last QA Review	Outstanding
Date of last QA Review	29/11/2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	22/06/2016



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Quality Assurance Review

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

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	N/A
Previously accredited valid Areas of Excellence	Early Years Foundation Stage 29/11/2017
Overall Estimate	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. Context and character of the school

- Compton C of E Primary School has 440 pupils on roll and is larger than most primary schools.
- Approximately one tenth of the pupils are from service families.
- The proportion of disadvantaged pupils is well below the national average.
- The number of pupils who speak English as an additional language is well below the national average, as is the proportion of pupils from minority ethnic backgrounds.
- 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 private pre-school occupies part of the school premises. Leaders have put in place a refurbishment and improvement programme for the EYFS grounds.
- There have been a number of improvements to the school buildings and grounds over recent years including a new running track.

2.1 School Improvement Strategies - Progress from previous EBIs

- Leaders have addressed the EBIs from the last review. The learning environment now provides more space and resources including a new outside athletics track and reconfigured space within the school.

2.2 School Improvement Strategies - What went well

- The highly respected, experienced headteacher leads the school purposefully. He collaborates confidently and productively with well-established, knowledgeable school leaders. Leaders work as one team to inspire the very highest standards of teaching and learning across the school. This means all groups of pupils, including those who are disadvantaged, make exceptional progress from their starting points.
- Leaders at every level actively model and promote the school's Christian values such as kindness and respect, encapsulated in the school's "Compton golden rules". As a result, pupils' behaviour around the school and in class is excellent. Pupils in all key stages move round the school calmly. They are polite and respectful towards one another and listen attentively in class.

- Leaders promote worthwhile activities which help pupils understand other cultures. For example, pupils support children's charities in Malawi, contribute to overseas water aid projects and have useful links with schools in other parts of the United Kingdom.
- Leaders diligently review the impact of school improvement initiatives to identify what has made a positive difference to pupil outcomes. For example, rigorous annual school improvement impact reviews identify the precise level of progress made against actions. Where necessary, leaders review arrangements to accelerate change.
- Leaders robustly evaluate the impact of pupil premium funding to ensure it improves outcomes for those who are disadvantaged.
- Leaders have an in-depth, accurate understanding of the school's strengths and areas for development. They know where teaching consistently reaches the highest possible standards and quickly notice when it occasionally drops. Leaders put in place quality one-to-one coaching for staff according to need.
- Leaders have the courage to reflect on what needs to improve and take proactive and incisive action when necessary. For example, in the light of a slight dip in the 2017 phonics screening results, leaders successfully introduced the "Read, Write Inc" phonics scheme.
- An inclusive and robust professional development programme for staff at all levels means they are well equipped to deliver new initiatives. For example, all teaching and support staff joined in the new phonics training, which contributed to the effective implementation of the new approach.
- Meticulous monitoring since September 2018 has demonstrated the positive impact of the scheme on pupil outcomes in the EYFS and Key Stage 1.
- Leaders provide a wide range of exciting and innovative opportunities for learning across the wider curriculum. For example, pupils relish the opportunity to participate in music and drama activities led by the nationally recognised Royal Shakespeare Company.
- Creative staff provide a wide range of exciting outdoor activities in nearby woodlands, parks and the school's own outside athletics track. Pupils value these stimulating opportunities.

2.3 School Improvement Strategies - Even better if...

...leaders maintained and further implemented the well thought out, strategic approach to succession planning and continued to make the best use of the school's well-established recognised experts, to enable emerging leaders to gain the necessary experience and expertise to grow into their future roles.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Leaders have addressed the EBIs from the last review. Lessons across all Key Stages include relevant learning objectives and clear success criteria.

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

- Teachers have in-depth subject knowledge and fully understand how pupils learn. Teaching staff know which teaching strategies work best with individuals. They use these to help pupils from all groups including those who are disadvantaged make rapid progress from their starting points. For example, in a Key Stage 2 lesson pupils enjoyed making cross-curricular links and participating in role play.
- In the best lessons, teachers skilfully arouse pupils' interest and provide a wide range of fascinating resources that engage pupils and encourage them to take the lead in their own learning. For example, in a mixed Year 3 and 4 class, pupils were excited to handle and discuss photographs of famous explorers who had strong connections with the local area. As a result of inspiring teaching, pupils of all abilities and backgrounds, including those with special educational needs and disabilities (SEND) demonstrated a thirst for knowledge. Pupils made thoughtful links between local maps and legendary heroes.
- Teachers plan lessons thoroughly and make excellent links with previous learning so lessons meet the needs of all groups of pupils including those who are disadvantaged. For example, in a Year 6 English lesson the teacher swiftly and accurately addressed pupils' misconceptions about apostrophes. In a Key Stage 2 mathematics lesson, the teacher enabled pupils to apply and strengthen the calculation skills practised in the warm up.
- Leaders ensure support staff, such as teaching assistants and apprentices, are well trained and skilfully benefit pupils' learning. For example, in a Key Stage 1 class the well-briefed teaching assistants helped pupils make accurate links between sounds and letters. In a Key Stage 2 session, knowledgeable, competent physical education staff enabled pupils to engage in enjoyable outdoor activities. This meant pupils had a healthy start to the day. In Reception, specialist mathematics staff helped children gain confidence and understand numbers.
- Teachers explain lesson objectives clearly at the start of the lesson and provide clear and perceptive feedback during lessons, which helps pupils build their learning and understand their next steps. One Year 3 pupil explained to a friend, "we can work together now and figure out how the map works".
- Pupils have a love of learning, making clear links between what they learn in class and the wider curriculum. Pupils delight in the wide range of extra-curricular

activities such as school visits, residential trips, hockey, cricket and drama clubs and they recognise the benefits. For example, one pupil explained “clubs encourage team work”.

- Pupils recognise and value the support and encouragement provided by their teachers. One pupil said, “teachers are trusting and supportive, they encourage us to give everything a go”.

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

...staff continued to build on the high quality of consistent teaching throughout the school so the gap between exceptional practitioners and others continues to close rapidly, especially in the quality of planning.

4. Outcomes for Pupils

- The 2018 EYFS results showed that the vast majority of children at Compton achieved a good level of development compared with the national average. This is because children make excellent progress from their starting points in Reception as a result of consistently strong teaching. Teachers provide a carefully planned curriculum with an appropriate balance of child-initiated and adult-led activities. Well qualified staff provide exciting opportunities for children to develop mastery in mathematics. They help children develop their writing by giving them experiences that capture their interest and enthusiasms.
- There was a dip in the 2018 phonics screening test results and so the figure was below the national benchmark. Leaders responded swiftly and implemented the new phonics scheme with linked reading resources from September 2018. Leaders’ rigorous in-year monitoring confirms pupils are currently making progress towards and beyond national averages. Scrutiny of books shows pupils in Year 1 have learned to form letters correctly. Pupils with SEND have made steady progress from their starting points because they are well supported in lessons.
- Key Stage 1 pupils are able to make accurate links between sounds and letters. In the 2018 Key Stage 1 assessments, Compton’s pupils exceeded national averages for the percentage of pupils who achieved expected and higher standards in reading, writing and mathematics. Towards the end of the Spring term, Year 2 pupils understood nouns, they included relevant adjectives in sentences and used commas correctly. The higher attainers used imperative verbs. In mathematics, Year 2 pupils had learned to measure accurately. Strong in-year progress is due to the high standards of teaching across Key Stage 1.

- The 2018 Key Stage 2 results for combined reading, writing and mathematics showed Compton exceeded national averages for the percentage of pupils who achieved the expected or higher standard. Key Stage 2 progress in writing was well above the national average in 2018 and progress in reading was above the national measure. Of particular note was the progress made in reading, writing and mathematics by middle attainers including those who are disadvantaged. The progress made in writing and mathematics by high attainers in all groups is striking. By the end of the Spring Term, Year 6 pupils had learned strategies to double numbers and use decimals confidently. These exceptional outcomes are due to the very high standards of teaching and pupils' excellent attitudes to learning.

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

Leaders plan to open up Challenge Partners training to more staff and enable them to participate in Quality Assurance reviews.

Leaders have fed back their views about the area of excellence accreditation.

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.