

Inspection of a school judged good for overall effectiveness before September 2024: Compton CofE Primary School

Higher Compton Road, Plymouth, Devon PL3 5JB

Inspection dates:

4 and 5 March 2025

Outcome

Compton CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy a very positive school culture. They are encouraged to take on responsibilities. House captains play their part in promoting good behaviour. In assemblies, pupils learn about values, such as perseverance and community. They put these into practice.

The school benefits from ample outdoor space. Playtime is supervised well and managed fairly. Everyone is included in active play. Different groups of pupils take turns to use sports pitches and play equipment. Many pupils get involved in sports teams and events such as the half marathon.

There are rich opportunities for children in the early years to develop their physical and social skills. The school makes skilful and creative use of its resources. Regardless of their different starting points, the children learn and develop while having great fun.

Pupils and families place high value on the pastoral support they receive. This support helps them to overcome any difficulties, so that the children and pupils can focus on their education. The school is an aspirational place. Pupils' attitudes to learning are consistently strong. They know they are expected to aim high and many achieve very well.

What does the school do well and what does it need to do better?

Children and pupils in the early stages of reading receive clear and effective phonics teaching. The curriculum is adapted so that pupils are given time to secure their learning. Where necessary, pupils receive extra sessions. This helps them to catch up. Leaders provide effective training so that a wide range of staff develop their expertise in teaching

early reading. A new approach to teaching spelling helps pupils to apply their phonic knowledge in key stage 2.

The school fosters a love of reading and books. In the early years, children show their understanding of the world by making their own books. There are carefully selected texts for each year group. Pupils develop their knowledge of different writers through class-based studies of significant authors. This gives pupils ideas of what to read next and enriches their knowledge of children's literature.

Since the last inspection, leaders have strengthened the curriculum as a whole. Over time, pupils gain detailed knowledge. They have fond memories of topics they have studied in the past and understand how these connect to more recent learning. By the time they leave the school, pupils are capable writers. They show off their subject learning, for example, by writing well-reasoned arguments in history.

The curriculum is tailored to help each pupil to fulfil their potential. Teaching is informed by regular checks on pupils' knowledge. Pupils with special educational needs and/or disabilities (SEND) benefit from support which helps them to participate confidently in lessons. For example, in mathematics, well-chosen resources help pupils to secure their learning. Any gaps in knowledge are addressed. Once pupils have a secure understanding, the curriculum becomes more ambitious. They are taught to apply their knowledge creatively.

Special educational needs are identified clearly. The school provides specialist support to pupils who need to develop their speech, language and communication skills. This starts in the early years and has strong impact.

The school is working with staff to ensure the subjects of the wider curriculum are taught in the most effective ways. Sometimes learning activities do not help pupils to focus on the most relevant curriculum content. At times, this reduces the impact of the rigorous curriculum the school has designed.

Pupils' conduct is consistently positive and their attendance high. In the early years, the children cooperate and show independence in equal measure. The atmosphere in lessons supports purposeful learning. There are trusting relationships between pupils and staff. Pupils feel safe and are able to share any concerns.

Pupils' learning in personal, social and health education (PSHE) helps them to think about issues such as online safety and bullying. Leaders respond intelligently to any issues that arise within the pupil population, for example, by picking up any themes in assemblies. Pupils develop tolerant attitudes. They are interested in others and respectful of different ways of life.

The governing body provides valuable support and expertise to the school. Professional development opportunities help staff to develop their careers and support school improvement. The governing body is rightly taking steps to deepen its understanding of

the educational experiences of pupils so that it can help the school to be the best that it can be.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, the wider curriculum is not taught with the rigour and focus that the school intends. Some learning activities do not help pupils to learn and apply the most important subject knowledge. The school should ensure that learning activities consistently help pupils to learn the most relevant subject content.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 113416 |
| Local authority | Plymouth |
| Inspection number | 10344481 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 431 |
| Appropriate authority | The governing body |
| Chair of governing body | Jonathan Gregory (co-chair) Robin Loveridge (co-chair) |
| Headteacher | Mark Oakshott |
| Website | www.compton-cofe-primary.org |
| Dates of previous inspection | 25 and 26 May 2021, under section 8 of the Education Act 2005 |

Information about this school

- Since the previous inspection, two co-chairs have been appointed to the governing body.
- This is a Church of England school in the Diocese of Exeter. The last statutory inspection of its denominational education and collective worship, under section 48 of the Education Act 2005, was in 2023.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, members of the senior leadership team, the special educational needs coordinator and three members of the governing body,

including two co-chairs. They spoke with representatives of the diocese and the local authority by telephone.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Lydia Pride, lead inspector

His Majesty's Inspector

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