



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR COMPTON CofE PRIMARY SCHOOL

Name of School:	Compton CofE Primary School
Headteacher/Principal:	Mark Oakshott
Hub:	Compass Hub
School phase:	Primary 4-11
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	02/02/2026
Overall Estimate at last QA Review:	N/A
Date of last QA Review:	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	04/03/2025

Quality Assurance Review

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

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs Leading

Area of excellence Changing culture of school improvement and maintaining SIG+ National Attainment

Previously accredited valid areas of excellence N/A

Overall peer evaluation estimate Leading

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools'

safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Compton CofE Primary School is a large, mixed Church of England primary situated in Higher Compton, around two miles north of Plymouth city centre, within the Diocese of Exeter. Guided by the Christian vision "Life in all its fullness" (John 10:10), the school's culture and day-to-day practice are shaped by five core values - Friendship, Creativity, Responsibility, Perseverance and Koinonia. Founded in the mid-19th century and relocated to its current site in 1963, Compton remains closely woven into its local community.

With around 430 pupils aged 4–11, Compton is a voluntary-controlled primary with a mixed intake and maintains close partnership links with Emmanuel Church. The school's About Our School and Christian Distinctiveness statements set an ambitious, nurturing tone - aiming for every child to learn, achieve and flourish within a caring, faith-informed environment.

Compton's curriculum is designed to deliver life in all its fullness: it emphasises progressive knowledge and skills across all subjects, purposeful cross-curricular learning, and high standards for all learners. Learning is brought to life through educational visits and residential experiences, and the school intentionally draws on the rich opportunities available in Plymouth and the local area. An extensive programme of extracurricular clubs, alongside wrap-around care, helps families and gives pupils room to explore interests beyond the classroom.

The school's theologically rooted vision is lived out through relationships, community service and character formation, with Emmanuel Church a key partner. Spiritual development is fostered through the school-wide "Windows, Mirrors and Doors" approach, cultivating curiosity and awe ("Windows"), space for reflection ("Mirrors"), and purposeful action rooted in values and responsibility ("Doors"). In this way, Compton aspires for every child to develop a secure identity, resilience and hope, and to make a positive contribution to the common good.

2.1 Leadership at all levels - What went well

- Compton CofE Primary School's values-led leadership is clearly rooted in its Christian vision of "Life in all its fullness", shaping a culture where pupils are supported to thrive academically, socially and spiritually. This was strongly evident in a recent collective worship where pupils reflected on the values of

REVIEW REPORT FOR COMPTON CofE PRIMARY SCHOOL

Koinonia, community and friendship through Kensuki's Kingdom. Their thoughtful and mature responses showed how deeply these values are embedded across the school, consistently nurtured by staff and leaders.

- Communication across the community is clear, purposeful and supportive, enabling pupils, staff and families to engage confidently with school life. Recent improvements, such as the weekly newsletter feature signposting parents to curated PADLETS from the Child Development Centre, CAMHS and Livewell, ensure that families can easily access high-quality guidance on topics including children's independence, routines and wellbeing. Pupils show genuine pride in belonging to Compton, with shared values shaping positive relationships and a strong sense of identity. As one Year 5 pupil expressed, "I wish we could make our school bigger so more pupils could experience what our school offers." These values guide expectations and behaviour, contributing to an environment characterised by warmth, respect and shared purpose.
- Professional development remains a priority, with leaders ensuring that all staff can access meaningful training to strengthen expertise and teaching quality. Ongoing learning enables staff to deepen pedagogical understanding, refine subject knowledge and collaborate to design a curriculum that promotes curiosity, progression and strong outcomes for pupils. A recent focus on developing middle leadership through National Professional Qualifications has been particularly valued by staff. These opportunities support strong retention and foster a culture of continual professional growth.
- Collaboration is central to Compton's model of school improvement. Teachers and subject leaders work together to review the curriculum, identify essential knowledge and ensure consistency across year groups. This shared approach supports a rich, well-sequenced curriculum that responds to pupils' needs while maintaining high expectations for progression. Leaders provide guidance to help staff refine teaching strategies and create purposeful, creative and challenging learning environments. This has brought greater consistency and raised standards, notably in phonics and mathematics, where shared planning has strengthened pupils' fluency and reasoning. Such coherence increases the school's capacity to sustain high standards and reinforces an ongoing culture of improvement.
- Monitoring and reflection are firmly embedded in school practice. A strengthened approach to governor monitoring has deepened governors' understanding of pupils' experiences, with a clear rota aligned to the School Improvement Plan supporting regular dialogue. Recent reviews, for example the focus on mathematics fluency, encapsulated in the phrase "getting the right answer is only the start", have been followed by coaching conversations to drive improvement. Leaders use continuous review processes to evaluate teaching, support staff development and identify priorities. This cycle of reflection ensures the school can respond effectively to pupils' needs, maintain strong outcomes and secure high-quality academic and pastoral

REVIEW REPORT FOR
COMPTON CofE PRIMARY
SCHOOL

provision. Staff work collectively to identify and address barriers so that every pupil receives the support they need to thrive.

- Compton's strong links with the wider community, especially its partnership with Emmanuel Church, enrich the school's identity as a compassionate, outward-looking church school. These relationships enhance collective worship, deepen pupils' understanding of faith and offer meaningful opportunities to serve others. Through charitable initiatives, pupils develop social responsibility and an awareness of their role in contributing positively to the world around them.
- Wellbeing for both pupils and staff is a central priority. The school fosters a nurturing environment where individuals are supported to grow in mind, body and spirit. The Windows, Mirrors and Doors model helps pupils experience awe and wonder, reflect on their own lives and take thoughtful action. These experiences build resilience, empathy and self-awareness. Staff wellbeing is also supported through practical measures such as all-day PPA sessions, which offer protected time for planning and reflection.
- Practical initiatives continue to strengthen the ethos of community and care. Partnerships with local charities, opportunities for shared worship and a collegial staff culture all contribute to an inclusive, supportive environment. These commitments ensure that Compton C of E Primary School remains a place where pupils, families and staff feel valued, connected and able to flourish.

2.2 Leadership at all levels - Even better if...

... leaders at all levels continued to explore opportunities to impact beyond their school setting.

3.1 Quality of provision and outcomes - What went well

- Compton CofE Primary School provides a high standard of education built upon a thoughtfully structured and ambitious curriculum that reflects the Christian vision of enabling every pupil to live "life in all its fullness." The curriculum is intentionally sequenced, so knowledge and skills develop progressively, enabling pupils to become confident, reflective learners well prepared for the next stage of education and for wider life. Teachers design learning experiences that spark curiosity, deepen understanding and link classroom learning to meaningful, real-world ideas. Lessons encourage exploration of important themes, thoughtful reflection and clear articulation of ideas, all within an environment rooted in care, respect and academic ambition.
- Pupils benefit from a broad and balanced curriculum that values every subject and maintains wide opportunities for learning. Guided by leaders' belief that "it is a fundamental expectation that all pupils will experience a broad and

REVIEW REPORT FOR COMPTON CoE PRIMARY SCHOOL

balanced curriculum,” each subject is taught with clarity and purpose, allowing pupils to build strong foundations across all areas. Staff collaborate to enrich learning through shared themes, key concepts and creative cross-curricular connections. This supports deep thinking, helps pupils apply knowledge in varied contexts and strengthens their understanding of how learning connects to the world beyond school. For example, pupils combine scientific enquiry skills with English by studying the story of Laika the dog, using it as a stimulus for persuasive writing.

- Reading is prioritised throughout the school and sits firmly at the heart of the curriculum. Pupils develop fluency, comprehension and a genuine love of reading through regular, purposeful opportunities in every class. Staff carefully adapt texts, resources and tasks so pupils of all abilities can access and enjoy literature. In Year 5, the text *Malamander* is used to explore perseverance, helping pupils consider how characters model resilience and reflecting leaders’ commitment to “preparing pupils for the bumps of life.” Less confident readers receive structured, incremental support that builds understanding step by step before moving on to more challenging material. Across the curriculum, reading is used to deepen subject knowledge, broaden vocabulary and expose pupils to diverse viewpoints. Writing and oracy are also embedded throughout learning, enabling pupils to communicate clearly, confidently and creatively in a range of contexts.
- Teachers at Compton demonstrate strong subject knowledge and a commitment to ongoing professional development. As a result, teaching is consistent, purposeful and aligned with best practice. Staff work collaboratively to refine planning, strengthen assessment and share effective strategies. Pupils’ work reflects the school’s high expectations, showing secure understanding, developing skills and pride in their achievements. Regular opportunities to respond to feedback help pupils build confidence and improve communication. This was exemplified by a Year 5 pupil who said, “I know I need to focus on hyphenated words because my teacher has helped me with this.”
- Many pupils at Compton achieve highly and make strong progress across the curriculum. Outcomes reflect the school’s ambition for every child to flourish both academically and personally. Pupils show secure understanding of key knowledge, apply learning effectively and demonstrate resilience when tackling new challenges. The school’s emphasis on character development and spiritual growth ensures that learning develops compassionate, responsible and thoughtful individuals as well as successful learners.
- Pupils show consistently positive attitudes to learning, characterised by curiosity, independence and resilience. Behaviour is calm and respectful, supported by strong relationships and shared values that shape high expectations. Inclusion and diversity are visibly celebrated, from vibrant displays of Mexican art that highlight global cultural appreciation to the twinning project with a school in Malawi, which broadens pupils’

REVIEW REPORT FOR
COMPTON CofE PRIMARY
SCHOOL

understanding of different communities. This caring ethos fosters a strong sense of belonging, safety and mutual respect. Pupils take clear pride in being part of Compton and speak confidently about their experiences and the support they receive. Attendance is taken seriously, and staff work sensitively and effectively with families to address concerns.

- Across all aspects of school life, Compton CofE Primary School shows a strong commitment to excellence, inclusion and the wellbeing of every pupil. Its carefully designed curriculum, nurturing ethos and strong community ensure that children grow academically, socially and spiritually. As pupils themselves reflected, “our teachers are nice and kind,” “I would like our school to be open for six days a week so we could experience even more learning,” and “I now feel more confident talking to adults, which will help me at secondary school.” Through purposeful learning, positive relationships and a focus on developing the whole child, Compton ensures pupils are well prepared for the future and able to flourish in both their learning and their lives.

3.2 Quality of provision and outcomes - Even better if...

- ... staff further strengthened consistency by embedding the school’s approach to spirituality within written policy, ensuring that the shared understanding already evident in practice is clearly articulated, aligned with the school’s Christian vision, and sustainable for future development.

4.1 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - What went well

- Leaders at Compton CofE Primary School show a strong, values-driven commitment to continually refining how pupils with additional needs are identified and supported. Grounded in the Christian vision promoting self-worth, resilience, responsibility and the flourishing of every child, and shaped by the values of respect, kindness and courage, leaders focus sharply on widening disadvantaged pupils’ access to enrichment and strengthening the precision of targeted interventions. Their strategic, evidence-informed approach ensures that gaps in engagement and outcomes are addressed with care, ambition and moral purpose.
- The leadership team is dedicated to ensuring that all pupils, including those who are disadvantaged or have additional needs, receive an education that nurtures academic, social and emotional development. An inclusive culture is firmly established, with early and accurate identification enabling tailored provision. Strong collaboration with early years settings helps staff understand pupils’ needs before they enter Reception, ensuring the right support is in

REVIEW REPORT FOR COMPTON CofE PRIMARY SCHOOL

place from the outset. As a result, pupils make sustained progress from their varied starting points. This depth of understanding is reflected in pupils' ability to explore ideas, articulate their thinking and connect learning to wider themes.

- Provision for pupils with special educational needs and/or disabilities is robust and responsive. The school prioritises meaningful communication with families, working with them closely when planning and reviewing support. Pupil voice is regularly gathered through focus groups, and progress is monitored through team discussions and structured achievement reviews. The SENDCo plays a central role in whole-school decision making, offering staff guidance through lesson visits, professional dialogue and collaborative planning so that the needs of high-needs learners are well understood and met. At the same time, the school continues to deepen engagement with parents to better support the wider spectrum of additional needs, reflecting a commitment to inclusive practice that evolves in partnership with families.
- Adaptive teaching is a central aspect of professional development at Compton. It is embedded in staff induction, ongoing training and collaborative learning clusters involving teachers and teaching assistants. Staff use assessment information to monitor progress and adapt teaching so that all pupils can access learning successfully. Subject leaders take clear responsibility for the progress of pupils with additional needs, particularly in core subjects where careful planning strengthens outcomes. A notable development is the Nest Provision, which provides targeted intervention groups and therapeutic support such as emotional literacy sessions. Successes are shared through newsletters and assemblies, reinforcing a culture of collective achievement.
- Evidence-informed practice has shaped the deployment of teaching assistants. Signposted resources and targeted sessions, including dyslexia training, have supported staff to work more strategically, leading to group-based approaches that maximise impact and promote independence. Staff have also reflected on the benefits of trauma-informed expectations for neurodiverse pupils. This reflective, research-driven approach strengthens the school's commitment to creating an environment where pupils feel safe, understood and able to succeed.
- The curriculum is ambitious for all pupils. Disadvantaged pupils and those with additional needs receive structured support to read widely and confidently, developing fluency and comprehension appropriate for their age. Oracy is prioritised, with pupils encouraged to express themselves clearly in a range of contexts. Adaptive technology is used thoughtfully to promote independence, particularly for pupils who benefit from alternative ways of recording or organising learning.
- Compton is committed to ensuring that disadvantaged pupils and those with additional needs can participate fully in the school's rich extra-curricular offer. A wide range of clubs and trips—including the popular running club—are

made accessible by staff who proactively remove barriers. These experiences support pupils' spiritual, moral, social and cultural development and help them build resilience and confidence. Leadership roles such as Secret Agents, value reviewers, Bible reading or supporting class worship enable pupils to contribute meaningfully to school life and develop a strong sense of belonging.

- The school prepares pupils well for their next steps while ensuring they experience the joy of growing up. As one pupil reflected, "I've had dyslexia for a few years, and this school has helped me." Pupils explore future possibilities through aspirational experiences, including workshops from professional parents in areas such as first aid, STEM and palaeontology, and collaborative work with the local high school during Science Week. These opportunities help pupils recognise their strengths, broaden their horizons and develop the confidence they need for the future. Through a focus on independence, aspiration and self-belief, pupils leave Compton well equipped for the opportunities ahead.

4.2 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - Even better if...

... all adults sharpened their focus on identifying and supporting pupils from families who are 'Just About Managing' (JAM), ensuring that those who are vulnerable but not eligible for additional funding continue to receive timely, well-targeted support that removes barriers and promotes equity of opportunity.

5. Area of Excellence

Changing culture of school improvement and maintaining SIG+ National Attainment.

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

This area has been identified as a strength because Compton CofE Primary School has successfully cultivated a robust and sustainable culture of school improvement while maintaining exceptionally strong academic outcomes. Despite significant staffing changes since 2022, the school has continued to achieve SIG+ national attainment across multiple measures, demonstrating both resilience and excellence

in pupil performance. The school's three-year averages consistently sit above national figures, and the improvement culture, built on trust, collaboration and professional responsibility, is now deeply embedded across all phases. This combination of high outcomes and a thriving professional learning environment reflects a mature, well-led system of improvement that is both effective and replicable.

To establish expertise in this area, the school has taken a series of deliberate, strategic actions. Senior leaders, including governors, have recruited key staff to strengthen leadership capacity, curriculum development, and teaching quality. They have implemented impactful CPD structures, timetabled monitoring, peer coaching, and redesigned pupil progress meetings with a focus on SEND, disadvantaged pupils and individual needs. Curriculum development in phonics, maths, reading, spelling and writing has been coupled with targeted coaching and research engagement, such as the CODE Maths Hub study. Through these actions, expertise has been systematically developed, shared and sustained, ensuring continuous improvement across the school.

5.2 What evidence is there of the impact on pupils' outcomes?

There is clear and substantial evidence of strong impact on pupils' outcomes at Compton CofE Primary School. Attainment over time demonstrates excellence: the school's three-year averages are SIG+ against national for both expected and higher standards in reading, writing and mathematics, both combined and as standalone subjects. This shows that pupils consistently achieve above national benchmarks, reflecting effective teaching, well-structured curriculum design, and a sustained culture of high expectations.

Even where cohorts are small and the number of disadvantaged pupils is low—with some pupils identified as doubly disadvantaged (PP + SEN), the school continues to secure strong outcomes. For example, in 2025 the reading, writing and mathematics, the combined gap for disadvantaged pupils was +4.9% (LA) and +7.7% (NCER National), demonstrating that vulnerable learners perform better than comparable groups locally and nationally.

In addition to attainment data, curriculum and pedagogical changes have led to measurable improvements. The phonics peer-coaching model contributed to a 10% increase in phonics outcomes, rising to 90%. Adaptations to reading, spelling, writing and maths curricula, alongside enhanced CPD and monitoring systems, ensure that individual pupils, particularly SEND, PP and LAC, are discussed in depth and supported effectively through redesigned pupil progress meetings.

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

Name: M.Oakshott

Job Title: Senior Leadership Team

Email: moakshott@compton.plymouth.sch.uk

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the partnership of schools and trusts including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national partnership of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)