



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Compton All Saints' Church of England Voluntary Aided Primary School

Compton Street,
Compton,
Winchester.
SO21 2AS

Diocese: Winchester

Local authority: Hampshire.

Dates of inspection: 16, July, 2014.

Date of last inspection: 27th March 2009.

School's unique reference number: 116354.

Headteacher: Ms Alison Driver.

Inspector's name and number: Rev Neil Birkett. No 593

School context

Compton All Saints Church of England Voluntary Aided Primary School was founded in 1838. It serves a small, rural community and is situated alongside the Parish Church of All Saints'. It is a smaller than average sized primary school with 116 pupils with a few pupils from out of catchment. Pupils are taught in 4 mixed age classes. Although the Headteacher has been at the school since 2009, the school has had several recent staff changes since the previous inspection, including a new Deputy Headteacher.

The distinctiveness and effectiveness of Compton All Saints' VA Primary School as a Church of England school are good.

- The leadership and the management of the school have created a good stimulus for the development of the Christian ethos of the school.
- A church school deeply committed to its pupils, parents and the village community it serves.
- The quality of relationships that the Headteacher has established between everyone at the centre of the school life based upon mutual trust and support.

Areas to improve

- Develop the quality and the extent of pupil voice within the life of the school.
- Develop the role of the Foundation Governors in the monitoring and evaluation of Religious Education and all aspects of Collective Worship.
- Review all school documentation, to clearly reflect the school's Christian values.

The school through its distinctive Christian character is good at meeting the needs of all learners.

After recent consultations with numerous stakeholders, the school's values were formulated. They are displayed around the school and are gradually being assimilated into the many facets of the school community life, especially Collective Worship. It is evident through discussions with the pupils, staff and Foundation governors that the introduction of these values of compassion, gratitude and honesty, is having an impact upon the ethos of the school. It has ensured that the school community has started to focus upon their valuable Christian contribution to the school's Christian distinctiveness. It is acknowledged widely, by the Senior Leadership Team and the Foundation Governors, that everyone is 'starting on a journey of discovery' as the values are embedded within the life of the school. It has enabled the pupils to be even more open-minded about the Christian way of life. Now these values need to be seen within the various school publications such as the prospectus and policies. The academic progress of all pupils is excellent. The pupils respond well to other cultures, faiths and global issues which is evident in their generous contributions to the Railway School in Uganda. Links to the school are continual through letters, emails and photographs. The school also supports several other charities.

The impact of collective worship on the school community is good.

Collective Worship is an integral part of the school life and is regarded with respect. There has been a recent thorough and reflective review and review of the Collective Worship framework, content and format. The new scheme has greater emphasis upon the school values, prayer, saints and the parables. It is seen to be influential and an essential forum for the communication of the school's Christian ethos. It has an impact upon all aspects of the school life including attitudes, behaviour and relationships. The neighbouring village church is used for Harvest, Christmas and Easter. In addition, there are two Sunday services a year organised by different class groups and these are well supported by parents. As the church is next door, there is the opportunity for it to be used more frequently for both Collective Worship and Religious Education. The local incumbent visits the school on regular pastoral visits and takes Collective Worship every fortnight. Prayer plays an increasing role within the life of the school with prayers at Collective Worship, lunchtime and at the end of school. In the whole school Collective Worship the pupils sat in four distinctive mixed aged social groups. This enabled the pupils to discuss relevant topics during the question and answer sessions. The singing was enthusiastic, but a deeper sense of spirituality was lacking. A limited amount of monitoring, evaluation and feedback does take place, but this does need to be formalised. This should include a contribution from the pupils, who would welcome a more direct involvement in the planning, participation and feedback.

The effectiveness of the religious education is good.

The standards within Religious education are good. The syllabus has been influenced wholly by the locally Agreed Syllabus of Hampshire County Council. There is a very good balance of strong Christian themes and World Religions. There is evidence that there a good subject knowledge of Christianity and Bible stories amongst the pupils. Two years ago the Governors discussed the introduction of Islam.

This has been found to be a welcome addition. The lesson observed (Class1 – predominantly Reception and a few Year1pupils) was part of the theme about 'Expressions of Faith' and particularly examining faith within a family context. There followed a good question and answer session, with photographs of a pupil's family, looking at prayer and the use of the Bible. The Class 4 (Years 5 and 6 children) were exploring aspects of 'Rites of Passage', with the focus on different faiths' response to life and death. Both lessons were carefully developed with very good activities and perceptive questions. Each class was challenged in their own way to communicate and evaluate their own ideas. Religious Education makes a good contribution to the Christian character of the school. It is seen as an important aspect of the school life, especially in relation to each child's moral, social, cultural and spiritual development, but this needs to be developed further. The good standards within Religious Education have primarily been achieved through a simple system of evaluation. To enable the subject to achieve a higher standard, alongside levels of other curriculum subjects, then a similar system of evaluation needs to be introduced. The leadership and management of Religious Education are both effective and thorough. The subject is discussed, monitored and evaluated by the Foundation Governors within the curriculum committee.

The effectiveness of the leadership and management of the school as a church school is good.

The leadership of the school have created a new set of school values. This had enabled all of the school's stakeholders to reflect and deliberate their distinctive influence upon a Christian community. One member of the school's management said that the creation of these values was both 'a realisation of their responsibilities' and 'an exciting journey of evolution'. The Foundation Governors visit the school on a regular basis, especially with attendance at Collective Worship and classroom lessons, including Religious Education. However, there is clear evidence that there does need to be a co-ordinated approach to these visits e.g. an organised and agreed procedure of monitoring, evaluation and reporting to other members of the leadership team. This information is essential and critical to any further development within Collective Worship, Religious Education and the Christian ethos of the school. The relationship with the local incumbent is good, but both the school and the church community would benefit from each other, through closer ties e.g. regular contributions to the Parish magazine; an annual report for the Parochial Church Council; regular use of the church and a notice board of pupils work in the church. One encouraging gesture has been made by one of the churchwardens, who has volunteered to organise a drama group which is currently running on a regular basis.

SIAMS report [July 2014] [Compton All Saints Church of England Voluntary Aided School, Compton, Winchester, Hampshire] [SO21 2AS]