

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



27 December 2017

Ms Allison Driver
Headteacher
Compton All Saints Church of England Primary School
Compton Street
Compton
Winchester
Hampshire
SO21 2AS

Dear Ms Allison Driver

Short inspection of Compton All Saints Church of England Primary School

Following my visit to the school on 13 December 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2014.

This school continues to be good.

You have maintained the good quality of education in the school since the last inspection.

Pupils are enthusiastic about their school. They enjoy the broad range of activities in which they are involved and say that school is fun. Pupils behave well in lessons and around the school. They are polite and welcoming, treating adults and each other with courtesy and respect. The school encourages pupils to show care and consideration for others. Pupils demonstrate this in a number of ways. A good example is the pupils in Year 6 who have organised a book club that inspires younger children to read. Pupils feel valued and know that the headteacher listens to them. They can talk about the impact of the school council, for example, in obtaining more play equipment for breaktimes.

Parents are very happy with the school, praising your hard work and dedication. Parents value the friendly, inclusive nature of the school. They describe it as a kind, patient and considerate place to be. Parents like the wide curriculum on offer and say that their children are happy to attend. A small number of parents said that they would appreciate more information about the progress their children are making.

The staff are proud to work at the school. They are confident that leaders do all they can to ensure that the school has a motivated, respected and effective teaching team. Staff have confidence in your leadership.

You have maintained and built on the strengths identified in the last inspection. With your team, you have addressed the recommendations to improve aspects of teaching and to develop the role of subject leaders.

The teaching of phonics and mathematics has improved since the last inspection. The way that teachers plan and assess pupils' work has been sharpened. As a result, pupils have more regular opportunities to demonstrate their understanding in both mathematics and phonics. This enables teachers to have a better idea of what pupils know and can do. You use this information well to track closely the progress that pupils make. You hold regular meetings with teachers to plan for pupils who need additional help. As a result, pupils make good progress in phonics and mathematics.

Since the last inspection, you have developed middle leadership. The previous deputy headteacher and the current subject leaders have made a significant contribution to the school's continued success. The decision not to maintain the deputy headteacher post when the last postholder left has introduced new opportunities for middle leaders. A good example of this is the increased involvement subject leaders now have in school improvement activities. As a result, subject leadership makes a better impact on the quality of education that pupils receive.

Pupils have continued to attain well since the last inspection. By the end of Year 6, pupils reach standards that are above average in all areas. You are successfully addressing the fact that some pupils do not make as much progress in writing as they do in reading and mathematics.

You have improved the way that you and your staff track the progress pupils make. Pupils talk confidently about the feedback they receive and how this helps them to improve. This information is used well to inform the next steps in teaching, learning and assessment. However, this information is not used sufficiently to inform the school's self-evaluation. Consequently, you and your governors are too reliant on national data to tell you the areas of performance that need to improve.

Safeguarding is effective.

Pupils feel well cared for by staff and value the help they receive with their learning. They say that bullying and unkindness are very rare, and that teachers will always sort out their problems.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Systems to ensure that all adults have been checked and received the training they need are efficient and managed well. A good example of this is the thorough safeguarding training given to all new volunteers to ensure what they

need to do to keep children safe. Attendance has remained good since the last inspection. It is higher than the national average and persistent absence is low. Governors regularly monitor aspects of the schools safeguarding to ensure that it is effective and up to date. The safeguarding governor has a very good understanding of the work of the school in this important area.

Inspection findings

- Currently, most pupils make good progress in writing across the school. You are addressing the fact that a small number of pupils do not make sufficient progress in writing during their time in the school. An increasing emphasis on accuracy and fluency is evident in every class. Teachers provide pupils with effective support. They plan interesting lessons and motivating reasons to write. As a result, pupils are becoming skilled and enthusiastic writers and progress is improving effectively.
- Since the last inspection school improvement activities have become more rigorous. This is because you have become more focused on the aspect of the school that needs to improve and more specific about what you want to achieve. This is leading to a prompt and successful approach. A good example of this is the recent work to improve the way that reading is taught. Consequently, pupils are making more progress because the gaps in their skills are being plugged.
- Developments to the way you improve the school are leading to a greater emphasis on day-to-day good practice. You are making sure that good ways of working are maintained consistently in all classrooms. The recent dip in phonics results caused leaders and governors to act quickly. A range of successful actions took place to address the issue including focused governor visits. These visits were able to identify evidence of improvements to phonics and consider areas of pupils' writing that could be further developed. One such visit resulted in a whole-school drive to develop pupils' technical language.
- Governors are ambitious for the pupils in the school and want the school to be outstanding. Some governor visits successfully evaluate how well the school is doing. Good examples of this include the focused visits to look at writing and the work of the safeguarding governor. However, not all governor monitoring is sufficiently focused or evaluative. To move toward outstanding, governors must ensure that they understand how successfully the school meets the needs of all pupils in all areas of the school's work.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they use the tracking of pupils' learning from their starting points to evaluate the impact of teaching over time and identify areas that need to improve
- self-evaluation activities, such as governor visits, evaluate the overall progress the school is making and the effectiveness of improvement activities.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Winchester, the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Phil Minns
Her Majesty's Inspector

Information about the inspection

During this inspection I met with you to discuss a range of topics including safeguarding and pupils' progress. I also met with four members of the governing body and a group of subject leaders. I spoke on the telephone to a representative of the local authority. Together, you and I visited every classroom and looked at pupils' work. I spoke to parents at the start of the day and talked to children at playtime and during their lessons. I met a group of pupils and reviewed their work. I observed the behaviour of pupils at breaktimes and spoke to them about the school. I reviewed school documentation, including the school's policies and procedures for safeguarding. I took account of 45 responses to Ofsted's online questionnaire, Parent View, including 38 written comments. I also considered 15 responses to Ofsted's staff survey.