



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Compton Church of England Voluntary Controlled Primary School

Higher Compton Road, Plymouth, Devon, PL3 5JB

Current SIAMS grade: **Good**

Previous SIAS grade: **Good**

Diocese: Exeter

Local authority: Devon

Dates of inspection: 8th March 2016

Date of last inspection: 3rd February 2011

School's unique reference number: 113416

Headteacher: Stephen Cleave

Inspector's name and number: Linda Rudge, 791

School context

Compton school is a larger than average primary school with 423 pupils in a maritime city. Almost all pupils are from White British backgrounds and speak English as their first language. Many families are from military service backgrounds. The proportion of pupils with special educational needs supported through school action or school action plus is lower than average. The proportion of pupils supported by the pupil premium is lower than average. The school is currently recruiting a new head teacher ahead of the retirement of the current post holder.

The distinctiveness and effectiveness of Compton Primary as a Church of England school are good

- The school's inclusive Christian character and the agreed values have a positive impact on all aspects of school life including behaviour and achievement
- Collective worship and RE (Religious Education) make appropriate and consistent contributions to the character of the school and to pupils' development
- The school's governors and leaders have a shared understanding of the Christian character of the school and as a result are creating effective strategies for development

Areas to improve

- Create space for prayer and reflection in order to promote individual spiritual development
- Include a wider range of leaders in school worship in order to help pupils learn more about Christian diversity and practice
- Enable more pupils to plan and spontaneously lead worship so that they develop a broader understanding of prayer

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

Compton primary school's Church of England identity is clearly publicised and celebrated. Pupils, their families and their teachers know that they are part of the community of a Church school and that the character of the school makes a positive difference to learning and to personal development. The values of Friendship, Creativity, Perseverance, Responsibility and Forgiveness have been agreed across the school community through intensive engagement with the 'Values for Life' programme. RE and worship link these values to Biblical teachings. The school's environment contributes to spiritual development, but there are few quiet or dedicated areas for individual prayer or reflection. Pupils and teachers have already noted that they would like more. They like the focus provided, for example, by the memorial bench to one of their teachers. The values of responsibility and perseverance are seen as influential in the consistency of teaching and learning which has produced consistently good achievement and higher than average attainment. In RE, pupils make good progress given their starting points, and most pupils' attainment is in line with national expectations. RE work is displayed around the school and the 'Big Questions' display in the reception area shows deep thinking by pupils of all ages. Pupils also recognise the importance of RE in their own lives and that it helps them to understand themselves and other people. The school's commitment to the wellbeing of every person as a 'child of God' is seen by most members of the community as key contributors to distinctive its Christian character. The broad curriculum, with its particular emphases on innovation in ICT, sport, outdoor pursuits and musical education, enables pupils' to celebrate and develop their gifts and to understand fully the idea of creativity. The values of forgiveness and perseverance are also reflected in the school's inclusive attendance policy, and in the effective outreach to families through the work of key support staff. Most adults and older pupils attribute this caring ethos to the Christian foundation of the school and to its links with the parish church of Emmanuel. This school's open welcome to people of all backgrounds, alongside a diverse and appropriate RE curriculum, makes a sound contribution to pupils' attitudes to others, and to their understanding of wider global communities.

The impact of collective worship on the school community is good

Worship is well-planned, linked to the Church's year and to key events in the pupils' cycle of learning, and it is central to the school's Christian ethos. Worship is predominantly Anglican reflecting the liturgy and worship style of the linked parish church, with the occasional involvement of other Christian groups and churches. Pupils have few opportunities to experience and understand a wider diversity of the Christian tradition. Worship includes Biblical material linked to the pupils' lives and to the school's values. This reinforces the pupils' understanding of the key teachings of Jesus. Regular surveys and informal feedback through classes have provided evidence to show how much the majority of pupils and parents appreciate worship. Pupils are increasingly taking a lead in worship, but this is at an early stage and the school has already highlighted this as an area for further development. The continued involvement of the local parish church team in worship is seen by the school to be a key strength in its provision. The pupils and their families also attend some services in the local church. These are regarded as special events by all. Worship in the school is helping older pupils to become more familiar with Christian doctrine (for example, an awareness of the Holy Trinity), with prayer and appropriate responses. The worship observed during the inspection visit showed pupils all ages joining enthusiastically and accurately in a Christian song, and their understanding of its meaning was secure across the age range. In the Foundation setting, a song linking 'Compton's values' to everyday life had been written by the staff and pupils and all joined in with understanding and interest. Responses made in worship are through appropriate invitation, and leaders recognise and respect the fact that not everyone present is from a Christian family. The school sees worship as a central part of school improvement strategies, especially in its links to behaviour and in the inspiration it provides to promote social action for example in responses to appeals for local charities and those in Africa (Medic Malawi), India and Cambodia.

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

Compton's leaders amongst staff and governors demonstrate several strengths in relation to building links between Christian values and the everyday life of the school. The agreement of the values over the last two years has had a significant impact on the school's identity as a Church foundation. Leaders of the school live out the values and enable pupils to do the same, and this has a direct effect on the high standards of achievement for most pupils in most subjects. RE and collective worship meet statutory requirements and the RE statement of entitlement (National Society). The school's leaders have continued to provide opportunities to celebrate, sustain, and improve the school's distinctive Christian character and its specific local community. The school is popular with parents and it is oversubscribed and many parents cite the Church school foundation and its values as a reason for choosing the school. On-line surveys of parents, staff and pupils through the use of electronic documents have enabled the school to agree its values and to provide feedback on worship. This has had an impact on the choice of themes and songs, and on the increased involvement of pupils in leadership of worship. A recently established shared leadership team on church school distinctiveness has already had a positive effect on the teaching of RE across the school, and on teachers' confidence. Governors are well-informed about the school's ethos and foundation and how its character improves learning, behaviour and attendance. They are also well-informed about areas to develop and they are able to choose actions appropriate to the inclusive and child-centred nature of the school's community. The 'spirit of Compton' is recognised by all leaders and many pupils as one of welcoming inclusivity and creative, effective learning. Beneficial partnerships with the local church, and with the Anglican Diocese, have been sustained since the last inspection, including the popular events such as the Leavers' Service at the church. The foundation governor is centrally involved in the recruitment process for the new head teacher. Some teachers attend local RE and school distinctiveness training, and they are contributing to church school leadership in the local area.

SIAMS report March 2016 Compton CEVC Primary School PL3 5JB