

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Compton CE Primary School			
Address	School Road, Compton, Newbury, Berkshire, RG20 6QU		
Date of inspection	3 March 2020	Status of school	Voluntary controlled primary
Diocese	Oxford	URN	109959

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Compton is a primary school with 194 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.

Compton CE Primary is part of the Downland Federation of schools. The number of pupils on roll has risen, with increasing numbers joining as in year admissions and some having additional needs. New staff joined the school in 2019.

The school's Christian vision

'And the child grew and became strong in spirit, filled with wisdom.' Luke 2.40

Inspired, supported and challenged to become self-confident, resilient and independent learners, our children achieve more than they thought possible, whatever their starting point. Together everyone achieves more.

Key findings

- The school's Christian vision is adopted and talked about throughout the school community as a central purpose behind this church school's existence. It develops pupils' wisdom, knowledge and skills.
- Every child is supported to grow strong in spirit. The academic, social and emotional needs of all pupils, including those who are more vulnerable, are well met.
- Christian values of service, friendship and respect inspire successful relationships and partnerships. 'Together, everyone is focused on achieving more', is a quality reflected in the shared leadership of the Downland Federation of schools.
- Teaching in religious education (RE) fosters pupils' enquiry and reflection skills, but these are not successfully captured within pupils' work.
- Recent initiatives in the planning of collective worship facilitate pupils' learning about the Bible and their understanding of the school's Christian vision and values.

Areas for development

- Review the school's documentation and public profile to ensure it is driven from the vision, enabling strategic impact from the school's Christian vision and values are sustained into the future.
- Identify the key successful characteristics of an effective act of worship for all to adopt, so that acts of worship are consistently engaging.
- Secure a united approach across the staff team to capture and celebrate evidence of learning in RE and how the pupils are challenged in their learning.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's Christian vision, how Jesus grew and became strong in spirit and filled with wisdom, is clearly embraced as a positive and inspiring phrase by all within the school community. Parents remark on the increasing levels of confidence and friendliness shown by pupils as they progress through the school. Pupils who join the school soon feel they belong. Staff comment on how pupils stop and consider 'What would Jesus do?' in different scenarios. The nurture, care and devotion of staff within the motto of 'Together, everyone achieves more' fosters strong relationships across the school. New members of staff quickly feel a part of the team. Pupil buddy systems are popular and appreciated by both those giving and receiving the buddying. There is a clear acceptance of and respect for any who could be perceived as different or vulnerable. The collaborative staff team show strong levels of support not only towards one another, but in how they welcome and give opportunities for parents to have a sense of belonging within the school community. Staff and parents model how 'together, they can achieve more'. Behaviour is good as a result of the supportive, therapeutic approach which promotes and celebrates positive behaviours. This is based on the Biblical teaching to 'treat others as you would like them to treat you'. Parents feel that the school's value of forgiveness enables their children, if needed, to have a new start each day. They also feel it creates resilience and wisdom for their children if they face difficult times. Pupils speak clearly about the learning behaviours in Compton's WAGL (What's a good learner) and how they know these help them to learn. There is secure academic progress for all pupils at Compton, including those with special needs. A new curriculum is yet to be embedded but provides pupils with a breadth of experiences. Pupils want to come to school. Attendance levels are secure.

Pupils have a developing interest in the needs of the environment and in some other countries across the world. They express a growing desire to consider and contribute towards positive actions in the world around them. Whilst pupils are keen to organise activities to raise funds for charity, the school is in its early stages of realising courageous advocacy in their pupils. The initial driver is missing however, for pupils to go beyond compassion and act as agents of change, motivated to have a positive impact on the lives of others.

Pupils have a secure knowledge and understanding of Christianity and world faiths. Lesson planning for engaging lessons in RE is in place, thereby meeting the Church of England expectations for RE. Pupils enjoy opportunities to discuss and debate, which they do well. They can express thoughtful reflections. There is, however, a lack of expectation expressed in the RE policy regarding the collation of evidence of pupils' learning in this important area of the curriculum. This absence does not enable commendation of pupils' progress. It also limits the capacity of the school as a teaching school to support other schools towards excellence in RE, as they do with other subject areas. As a result, the school is not realising the potential of its vision that 'pupils achieve more'

Recent purchase of resources provides a secure, shared planning structure for acts of worship. The formation of a collective worship pupil committee enables opportunities for older pupils to research, discuss, plan and lead acts of worship both at school and at church. Their planning, linked to the church year, gives pupils a secure understanding of the church year and Anglican traditions. The planning is done with diligence, enthusiasm and good levels of collaboration and support thereby showing the vision in action, that together they 'achieve more.' They have developed a central focus altar table with items which inspire worship. The pupil leaders are able to thoughtfully express why they nominated themselves initially for the role and why they make an effective worship leader. They wish to help others to grow strong in spirit, applying what they learn and discuss, to their daily lives. Pupils relish the opportunity to support the other federation primary school with their acts of worship. 'It felt good to go and help other children with their worship', a pupil said. Compton's vision and values are very much interwoven within the planning for worship, with pupils reflecting carefully, writing and sharing prayers and Bible verses which link with the themes. Pupils appreciate the opportunity to visit Douai Abbey and comment on how the beautiful place of worship adds to their worship. Acts of worship at Compton offer opportunities for pupils to understand more about Jesus and the teachings found within the Bible. Pupils have an age- appropriate understanding of the Trinity, for example. The collective worship policy, however, does not identify key features for an act of worship. Consistent opportunities for pupils to be actively involved, for example to contribute actions to songs, or pray spontaneously, are missing. These limit levels of engagement. Pupil worship leaders are however, proud to be able to contribute written prayers. Acts of worship are beginning to enable pupils 'to become strong in spirit and filled with wisdom', but this is not yet consistently embedded in policy and practice so that pupils really do 'achieve more than they thought possible'.

A good relationship exists with the parish church and the local community. Parents are touched that church members pray regularly for the school. The 'COINS' lunch time club where pupils enjoy activities based around Bible stories, is extremely popular. Pupils' ability to reflect is shared powerfully in the annual village Easter trail which they devise themselves.

The three school federation enables a plurality of strength amongst the leadership, with governors who work strategically to support the schools. Staff are also keen to 'grow and become strong', alongside the pupils, welcoming opportunities for professional development. Utilising the support from the Diocese and the executive headteacher as a critical friend, leaders are held to account. As a result, the school continues to progress on a journey of improvement and development as a Church school. With a successful vision formulated and impact secured, work to dovetail Compton's policies, branding and public profile is now underway to ensure the Christian vision deeply informs all aspects of school life.

Director of Primaries

Associate Head of Teaching and Learning

Alison McDonald

Sharon Annetts

Inspector's name and number

Jacque Coles 840