

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Compton Church of England Primary School, Plymouth	
Address	Higher Compton Road, Plymouth, PL3 5JB
School vision	
<p>At Compton we strive for all in our community to 'live life in its fullness'. Our strong Christian vision, based on John 10:10, aims to address the rounded development of children and adults who delight in spiritual fulfilment, wonder at their world, and are gladdened by their own and each other's achievements. The outworking of our vision is through our five school values friendship, koinonia, perseverance, creativity and responsibility. These values are specific to our context and support our community to live out our vision through their learning and relationships.</p>	
School strengths	
<ul style="list-style-type: none"> • The vision drives staff to reach out and provide nurture for families, enriching the sense of community. It creates a caring school where all are valued, so they treat one another with dignity and respect. • The vision promotes a culture of enabling all to flourish and fulfil their potential. This is driven by high expectations that raises aspirations and grows self-belief. • Significant improvements in collective worship raises its importance with pupils contributing to its high profile. Opportunities enable them to reflect on themes and consider its significance, so they are confident to recognise how it shapes their thinking. • The vision inspires staff to provide a wide range of experiences that stimulate a love of learning. Pupils make rapid progress and show an impressive understanding in religious education (RE). • Leaders at all levels are enthusiastic and dedicated, using the vision to inform improvements. They make bold decisions to ensure the needs of all are effectively addressed so everyone can live life in all its fullness. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure opportunities for spiritual flourishing are clearly identified in curriculum planning. This is to enable pupils to develop a language to express their thinking and show the impact these experiences make. • Create a systematic approach to monitor the impact that the Christian vision has on all aspects of being a Church school. This should lead to ongoing foci for improvements. • Enable pupils to plan and lead collective worship so they feel they have greater ownership in this area, whilst contributing to improvements. 	
Inspection findings	
<p>The vision of learning, achieving and flourishing is lived out daily in this Church school. Pupils talk in considerable depth of the difference it makes. They use the accessible language of Christian values to explain what it looks like. These are woven throughout, so all understand the range of areas</p>	

where they make an impact. Many rightly affirm that, 'values help to build a brighter future'. The vision effectively addresses the needs of the locality. It enthuses staff to support families during challenging times, enabling all to feel part of a caring community. It drives improvements, for instance, meeting the diverse needs of pupils, so they can fulfil their potential. Leaders have a sound understanding of the theological principles underlying the vision. They are dedicated and extremely enthusiastic, creating a culture where staff talents are recognised and grown. This enables them to take on greater responsibilities. School leaders' rigorous evaluations lead to prioritised actions. Governors are enthusiastic, but there is no systematic approach to ensure all aspects of being a Church school are fully considered. It is not always clear that monitoring leads to ongoing foci for improvements.

Leaders rightly take the view that everyone is unique and a child of God. Subsequently, they ensure pupils engage with rich opportunities, enabling them to be the best they can be. Staff recognise that each have God-given gifts. Through a wide range of activities, sporting, musical and beyond, they discover and fulfil this potential. Central to this is an influential culture of raised aspirations. Teachers have high expectations for all. This language permeates all activities, drawing on ideas from Christian values of creativity and perseverance. Pupils talk of mistakes as opportunities for further learning. The vision nurtures their understanding that 'anything is possible', growing self-belief. As a result, pupils frequently make rapid progress and flourish. New approaches to spirituality are being embedded, with pupils using a structure which guides their thinking. However, opportunities for spiritual flourishing are not an intrinsic part of curriculum planning. Nor are pupils able to express their thinking to show the impact these experiences make. A thoughtful awareness of diversity is shown, seeing everyone as special. Opportunities throughout the curriculum explore musicians, artists and historical figures from various cultures and the differences they make. Literature texts enrich this, enabling groups to discuss issues such as stereotypes, disability and mental health. Enthusiastic pupils champion caring for God's world, challenging peers to recycle and protect our oceans. An appreciation of deprivation is growing through the 'Medic Malawi' link. Pupils perceive how others live in contrasting conditions and create projects which increasingly show the vision being lived out. Some raise awareness of local issues such as the homeless. Becoming an agent for change is now contagious and more are challenging injustice.

Staff use the parable of the Good Shepherd to model their approach to meet individual diverse needs. They see him as going beyond expectations, nurturing those who are special. In a similar way, they care for those on the journey of life who need further support. This enables each to fulfil their potential and achieve the vision. Leaders make bold decisions, for example, extending pupils' communication skills. They draw upon best practice from external agencies to grow expertise through new initiatives. This enhances staff knowledge, identifying needs and implementing well-focused interventions. New spaces have been created, such as the 'nest', which provide an effective nurture area. Staff use approaches that help all recognise pupils' emotions. This leads to personal strategies being agreed, these are used when they are anxious or angry. Mental health and wellbeing are seen as important and individuals use ideas that help them to feel calm.

Pupils articulate that their relationships are shaped by the vision and Christian values. This draws upon Jesus' teachings of how all can live well together. There is a real sense of being a loving family within a culture of equity. Pupils show one another a high level of dignity and respect. They appreciate the importance of forgiveness, overcoming mistakes to move on together.

The vision enriches a sense of *koinonia*, of being together for one another's benefit. This stimulates leaders to work with local schools, sharing their expertise and planning. The local Church plays a major role, notably through worship, celebrating Christian festivals. This enhances their understanding of their significance. The contribution to governance is highly valued by all. The diocese supports through focused training. This led to specialist high-quality RE resources, being

introduced which deepens knowledge of Christianity for pupils.

The importance and impact of collective worship are rising due to the expertise of the leaders. The vision shapes it through enriching awareness of Christian values and what these look like. All articulate the difference these make to their lives. This is enhanced by opportunities to reflect on ideas in class, considering their significance. A range of improvements ensures this time is engaging. The pupils' worship team, the 'secret agents', prepare for next week's celebrations. They explore the theme, designing displays for each class worship board, frequently posing questions or writing prayers. They show real excitement about their role. Planning has a clear structure with themes which progressively deepen understanding of biblical stories. Key questions enable staff to plan for their year groups, so it encourages deeper thinking. Pupils value the opportunities for prayer. They share ideas with God or enjoy the time to be calm and reflect, contributing to everyone's spirituality. They rightly feel worship is important and significantly contributes to their thinking.

The confident and articulate way pupils talk about RE and their depth of knowledge is impressive. This is particularly evident in relation to worldviews. This is enhanced by families talking about their faith and festivals, so all recognise how belief shapes actions. Big questions lead to lively debates where they verbalise ideas, listen and learn to disagree well. These shape opinions. Ongoing development leads to initiatives introducing best practice. New approaches such as drama engage all. Pupils decide how to record their work, some verbalise ideas, showing the extent of their understanding. Leaders ensure the curriculum is balanced and sequenced, so learning is progressively developed. New organisers show what will be explored, giving key religious vocabulary and their meanings, deepening their knowledge. Leaders' expertise are growing, ensuring good practice is shared and refining monitoring, so it informs improvements. Consequently, pupils recognise that they are thinking at a deeper level about issues raised and say how RE challenges their thinking.

The inspection findings indicate that Compton Church of England Primary is living up to its foundation as a Church school.

Information			
Inspection date	22 November 2023	URN	113416
VC/VA/Academy	Voluntary controlled	Pupils on roll	430
Diocese	Exeter		
MAT/Federation			
Headteacher	Mark Oakshott		
Chair	Jonathon Gregory and Robin Loveridge		
Inspector	David Hatrey	No.	844