



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR THE COMPTON SCHOOL

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| Name of School: | The Compton School |
| Headteacher/Principal: | Ann Marie Mulkerins |
| Hub: | Compton |
| School type: | 11-18 Secondary |
| MAT (if applicable): | Middlesex Learning Trust |

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| Overall Peer Evaluation Estimate at this QA Review: | Leading |
| Date of this Review: | 22/01/2020 |
| Overall Estimate at last QA Review (if applicable) | Outstanding |
| Date of last QA Review (if applicable) | 11/02/2019 |
| Grade at last Ofsted inspection: | Outstanding |
| Date of last Ofsted inspection: | 09/01/2018 |

1. Context and character of the school

The Compton School is a larger than average-sized 11-18 secondary school. The school became an academy in 2011 and established a multi-academy trust in August 2018. The school is also a National Teaching School and School Centred Initial Teacher Training (SCITT).

The proportion of disadvantaged students is above the national average. A high proportion of students are from minority ethnic groups. The school was in the top 20% of all schools for the proportion of students with English as an additional language. The proportion of students identified as having special educational needs and/or disabilities (SEND) is above average. The school is also in the top 20% of all schools for the proportion of students with SEN support.

The school provides a wide range of extra-curricular activities, ranging from the Duke of Edinburgh award to eco club. The school also encourages students to take part in a variety of sports, games and arts, with an emphasis on participation, good health and competitive fun, alongside supporting students' emotional health and wellbeing. The school's curriculum is broad and balanced, including a pastoral curriculum supporting students' personal development. Students are engaged in a wide range of leadership activities.

2.1 Leadership at all levels - What went well

- The Compton School has implemented 'typicality reviews', whereby members of the senior leaders, alongside heads of department, conduct in-depth reviews of each subject area over a two-week period. These very thorough and rigorous evaluations ensure that leaders remain acutely focused on whole-school improvement.
- A culture of self-reflection is very successfully embedded and a clear focus on research drives improvement and constant challenge. Teachers generate research questions from the school improvement plan priorities, data and monitoring, and then plan an approach to explore them. Appraisal targets are closely aligned to whole school objectives derived from research and feedback.
- Leaders receive dedicated training to ensure that they have the skills and knowledge to secure consistently effective provision. Consequently, teaching areas are vibrant and learning is consistently strong. Leaders at all levels are included in the CPD programme and the majority of senior and middle leaders have successfully completed a National Professional Qualification.
- The progress of newly qualified teachers is accelerated by a programme of twilight sessions, half-termly learning walks and subject-specific mentoring that enable them to develop their pedagogy and teaching strategies well.

- Leaders have high expectations of middle leaders and allow them to have the autonomy to take managed risks in the classroom and take ownership of learning areas.
- Leaders have designed and implemented a curriculum that is progressive, relevant and evaluative. The curriculum is designed to give students a wide and rich experience. As well as ensuring sufficient emphasis on English and mathematics, leaders enable students to develop, for example, their art, sporting and musical abilities.
- A wide range of extra-curricular activities, such as sports, arts and charitable activities enhance students' social development well. Sixth-form students have visited many places of interest, such as Berlin, and undertaken voluntary work in Ghana.
- The school works alongside the London Enterprise Advisors Network to ensure that students have regular opportunities to meet prospective employers. They also have access to online careers systems to ensure they make informed decisions when selecting higher education pathways.
- Working relationships are very strong between staff and students. Staff will go the extra mile to ensure that the Academy runs smoothly and to work together for the good of the students. This was confirmed by students in several classes and during interviews with them.
- The Academy offers a range of programmes to train colleagues both within The Compton and at many partner schools. For example, the heads of English and mathematics have provided evidence-based training on the theme of meta-cognition, feedback and independent learning to colleagues from Luton schools. The Academy also shares its provision and strategies with Southgate, the other school in the trust. In addition, in 2018-2019 the Academy was involved in the Challenge Partners' 'Growing the Top Pilot'.

2.2 Leadership at all levels - Even better if...

...none identified during the review.

3.1 Quality of provision and outcomes - What went well

- Working relationships between students and teachers are very strong. Teachers and teaching assistants display energy and passion for learning. Their infectious attitude creates a positive learning atmosphere for students, who consequently thrive under their guidance. Students enjoy lessons and value their education. This was confirmed in many lessons, including a vibrant Year 10 mathematics lesson.
- Teachers have high expectations of behaviour. Routines are very well established and students settle down to work without fuss and stick to their tasks, so that

lessons are conducted in a purposeful manner.

- Staff routinely promote students' subject-specific vocabulary and boost their use of technical language.
- Teaching assistants are an invaluable asset to the school. They are well deployed and work very well with the teachers to support and develop SEND pupils' learning.
- Students are enthusiastic about learning and curious to learn more. For example, in a stimulating Year 13 politics lesson students asked perceptive questions about international organisations and made good use of lectures by distinguished academics from Gresham College.
- Teachers generally use probing techniques to check students' understanding and to develop their skills and knowledge. This was observed in a challenging Year 11 English lesson.
- Teachers are reflective of their pedagogy, they are well trained, highly competent and enthusiastic in their delivery. This has enabled them to embrace the changes that are now in place without any detrimental effect on teaching.
- Teachers share assessment criteria well with students so that they understand what they need to do to make progress. Students value the high quality dialogue and feedback they receive.
- Students are encouraged and supported to become independent learners. As one student said, 'It's more about taking the initiative and taking responsibility for our own learning'.
- The overall Progress 8 has been significantly above the national average and in the highest 20% of all schools nationally over a period of three years. The English and mathematics elements of Progress 8 have also been significantly above the national average and in the highest 20% of all schools nationally over the last three years. For low, middle and high prior-attaining students, the overall Attainment 8 was in the highest 20% of schools nationally in 2019. For the following English Baccalaureate (EBacc) subjects, Spanish, double science and English literature, the average point score was also in the highest 20% of schools in 2019.
- The proportions of students who achieved grade 5 or above in English and mathematics was much higher than the national average in 2019.
- Learning explorations, student discussions, book scrutiny and school progress data confirm that the current Year 10 and Year 11 students are continuing to make rapid progress in their studies.

3.2 Quality of provision and outcomes - Even better if...

...leaders developed departmental policies at Key Stage 5 for folders/work expectations, so that monitoring and review of work can meaningfully take place

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The Progress 8 score for disadvantaged students was above average in 2019. In 2019, students with SEND support made rapid progress from their starting points at Key Stage 4.
- Leaders have identified the main barriers to educational achievement faced by disadvantaged students and implemented a range of strategies to support their needs.
- Support for pupils with SEND is highly effective. Leaders ensure that these pupils access the curriculum effectively and successfully. As a result, pupils with SEND make rapid progress from their different starting points. Teaching assistants work very closely with teachers to ensure that these pupils have the tools and skills to achieve in a range of subjects across the curriculum. Leaders monitor and track the progress of pupils with SEND very effectively. Highly effective reviews of pupils' academic and social and emotional achievements are conducted with pupils, parents, teachers, teaching assistants and leaders.
- Learning explorations and the quality of work in books show that disadvantaged and SEND students are making good progress. The pupil premium leader and staff ensure that the progress and achievement of disadvantaged students are central to the school's work. Staff are driving improvements through improved teaching and purposeful interventions.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...none identified during the review.

5. Area of Excellence

None submitted for this review.

6. What additional support would the school like from the Challenge



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Partners network, either locally or nationally?

Following discussions with the Head Teacher, leaders would like to reflect further about what support they might like.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.