

# St Edmund Campion Catholic School

## Inspection report

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<b>Unique Reference Number</b>	103537
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	376927
<b>Inspection dates</b>	21–22 November 2011
<b>Reporting inspector</b>	Roger Whittaker

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1036
Of which, number on roll in the sixth form	130
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Stuart Hill
<b>Headteacher</b>	Mary Steele
<b>Date of previous school inspection</b>	7 May 2009
<b>School address</b>	Sutton Road Birmingham B23 5XA
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<b>Age group</b>	11–18
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## Introduction

This inspection was carried out by five additional inspectors. The inspectors observed 35 lessons taught by 33 teachers. Inspectors held meetings with staff, members of the governing body, parents and carers, representatives of the local community and groups of students. They observed the school's work, and looked at the school improvement plan and monitoring data in relation to students' progress and the quality of teaching. They analysed 182 questionnaires from parents and carers, 42 from staff and 190 from students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is attainment for present students continuing to improve?
- How well has the school addressed the variation in progress made by different groups of students?
- How effective are the school's strategies for raising standards in the sixth form?

## Information about the school

St Edmund Campion Catholic School is an average-sized secondary school. The proportion of students from minority ethnic groups is well above average. The percentage of students with special educational needs and/or disabilities, including those with a statement of special educational needs is in line with the national average. The proportion of students known to be eligible for free school meals is well above the national average. The school has been a specialist college for languages since 2005 and has achieved many awards including the National Trust Green Flag award for eco sustainability and the Healthy Schools award. The school has experienced a significant number of changes in staff over the past three year.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Edmund Campion Catholic School provides a good education for its students. It is an inclusive school; the care, welfare and personal development of its students are central to its vision. Students enjoy coming to school, they feel valued as individuals and make good progress. Significant improvements have taken place over the past year. During this time, the headteacher has carried out a thorough review of the staffing structure in order to accelerate the improvements being made in teaching and consequently in students' learning and progress. She has been fully supported by the relatively new Chair of the Governing Body. The headteacher has created a new senior leadership team and has clarified the roles and responsibilities of all leaders and managers. Significant changes have been made to staffing, at all levels, and the previous inspection issue about variations in the quality of teaching and of learning and progress for some groups of students has been addressed.

Self-evaluation procedures are now more rigorous and all teachers have a good grasp of the school's strengths and areas for further improvement. Senior leaders have made good use of this monitoring information to identify and construct a prioritised action plan for improvement. Staff are totally committed to improving their own practice and understand the range of improvements needed to raise standards more quickly. Consequently the proportion of lessons, which are good and better, has increased significantly. Students' attainment in the present Year 11 is at least in line with national expectations. Senior staff are aware that there are still a few lessons where learning and progress are not good enough and strategies to enable students to achieve passes at the higher grades are not yet fully embedded in all teachers work. In these lessons extension activities are not always planned and students do not always achieve as well as they should.

The school's systems for recording and analysing data have improved significantly, so that staff have a much better understanding of how well students are progressing. Students say they feel extremely safe in school and almost all parents and carers agree. Students enjoy school and this is reflected in their above average and improving attendance.

## What does the school need to do to improve further?

- Ensure that all lessons are at least good with the majority outstanding by the end of the academic year by:
  - making sure that teachers plan extension activities, which support

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students learning so that they are able to achieve the higher grades.

## Outcomes for individuals and groups of pupils

**2**

The school’s accurate data shows that students are now making good progress from their slightly below average starting points. Previously, the school’s analysis identified that some groups of students were not achieving as well as others; the school has been quick to provide additional support, which has enabled these students to improve and so their attainment is now in line with other groups. Students with special educational needs and/or disabilities are making good progress in all year groups. The recently developed inclusion department has been rigorous in identifying appropriate support for individual students. Learning and progress are now good in most lessons and in a few, it is outstanding. In a Year 11 mathematics lesson the teacher planned some challenging tasks, these involved students working in pairs to solve problems. They used their prior knowledge and outstanding independent learning skills to work out the process and answers. They carried out self and peer assessments and knew how well they were doing; this was then verified by the teacher.

Students are now well prepared for future education, training and work. This is due to improvements in their basic skills, the good provision for careers and enterprise work and above average rates of attendance. Students’ attitudes to learning and their improved behaviour make good contributions to their learning and progress in lessons. Students are developing their understanding of what makes a healthy lifestyle and many take part in regular physical activities but as both students and parents and carers point out they need to take more responsibility for adopting a healthy diet. Almost all students contribute to the smooth running of the school and many take on responsibilities where they share their views about the school with staff. Students integrate fully in all aspects of their school work; they develop an excellent understanding of other cultures and religions through links with other schools and communities.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is good in the large majority of lessons and outstanding in a few. In those lessons that are not as successful, teachers do not always plan the learning and activities well enough to provide students with opportunities to achieve at the higher levels. Teachers use the school's rigorous tracking data to inform their lesson planning and to support their selection of activities so that students can work at their own levels. The school's good assessment systems ensure that students are aware of what they can do in lessons and how they might improve rapidly. Almost all teachers are enthusiastic about their subjects and pass this enthusiasm on to students. For example: in an English lesson students use pictures to stimulate their imagination about the story behind a poem; this raised many opportunities for enthusiastic discussions and students demonstrated their keen interest in the subject.

The school provides a curriculum of good breadth and balance. It is very well organised to meet the needs of all students and, as a result of the recent developments, it is now more tailored to specific year groups. The school's enrichment activities include strong links with local and national businesses and organisations. They have effective systems to ensure that students gain a good knowledge of the employment environment through their work experience programme. The school's language specialism has assisted students to communicate successfully with other countries so that they developed their language skills as well as cultural awareness. The extra-curricular provision is varied and meets the needs of all students. Students say that their views are taken into account when the school plans its range of activities.

Parents and carers are appreciative of the way the school cares for their children. Students are well known as individuals and as one said, 'Teachers always have time to help us.' Support strategies are very effective and staff ensure that students are not left behind in their learning. The school provides good quality guidance about examination options to students and parents and carers. Strong evidence was seen of the effective care and support for students whose circumstances had led to diverse and challenging needs. Transition procedures for students who join the school in Year 7 ensure that they quickly settle at the school.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is very effective and enthusiastic; most parents and carers are very appreciative of the recent changes she has made. She has succeeded in building a team of staff who are committed to improving the learning of all students. The headteacher, well supported by the senior leadership team, has given staff a clear sense of direction and has instilled an ambition in them to improve their practice. The new tracking system for students' progress has enabled the school to regularly check that individuals are making improvement against their challenging targets. Effective action is taken for those at risk of falling behind in their learning. Systems for identifying and tackling any inequalities are good and so variations in the achievement of different groups have been addressed. The school has introduced strategies to improve engagement with parents and carers and has succeeded in opening communications with many of those who are sometimes difficult to reach. The governing body has a good understanding of the school's strengths and areas for improvement. They are very supportive of the school and effectively hold the staff to account for their actions and outcomes for students.

The learning culture at the school has improved and students are very supportive of what is being done for them. Discrimination is addressed rapidly and successfully. Partnerships with external agencies, professionals and other schools are used well to enhance the curriculum and support students. Students' engagement, with cultures other than their own, is outstanding, for example: visitors to the school are involved in assemblies and religious education activities, where students develop an excellent understanding of different cultures within the local and national communities. As a result the school is a very cohesive community and ensures that the students are safe; a view shared by students and parents and carers.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form

Recent changes in the school have had a significant impact on the sixth form where outcomes are now good. Tracking data indicates that present students will leave Year 13 with standards that are above national average, which represents good progress. Teaching has improved and is now good. Teachers have detailed tracking data for individual students and use effective strategies to make sure that they all make good progress. Good relationships exist between students and with their teachers. Lessons are interesting and teachers encourage students to develop and use independent learning skills, for example: in one English lesson, the teacher planned for active learning through a starter activity based on a quiz; all students were immediately engaged and involved in discussions about all the possible ways to communicate, for example: emails, through sites on the internet, writing letters and which would be the most effective. The curriculum is planned carefully to meet the needs of individuals and covers both A level and vocational courses. There is a good programme for enrichment, in which students develop their wider skills and make effective contributions to the ethos and everyday running of the school. There is good guidance available and students are well informed about their further education, training and work. Good leadership and management of the sixth form has brought about a strong focus on higher expectations and greater rigour to life in the sixth form.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

A small minority of parents and carers responded to the questionnaire, but those who did were generally positive about the education their children receive at St Edmund Campion Catholic School. Their views are in line with the judgements made

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by inspectors, particularly in relation to how well the school keeps students safe and how well their child is making progress. A few said that the school does not help their child to have a healthy lifestyle. Inspectors found that the school was aware of this and was trying hard to address the situation. Also a few parents and carers said that the school does not deal effectively with unacceptable behaviour. Inspectors found that the school had introduced a new behaviour management system that had resulted in much improved behaviour both in lessons and around the school.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Edmund Campion Catholic School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 182 completed questionnaires by the end of the on-site inspection. In total, there are 1036 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	39	96	53	13	7	1	1
The school keeps my child safe	72	40	100	55	8	4	1	1
The school informs me about my child’s progress	68	38	92	51	19	10	2	1
My child is making enough progress at this school	68	38	93	51	13	7	0	0
The teaching is good at this school	51	28	108	60	18	10	2	1
The school helps me to support my child’s learning	53	29	100	55	25	14	2	1
The school helps my child to have a healthy lifestyle	41	23	99	55	34	19	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	31	102	56	7	4	0	0
The school meets my child’s particular needs	46	25	110	61	15	8	3	2
The school deals effectively with unacceptable behaviour	61	34	89	49	17	9	11	6
The school takes account of my suggestions and concerns	42	23	103	57	17	9	3	2
The school is led and managed effectively	47	26	106	59	19	10	3	2
Overall, I am happy with my child’s experience at this school	64	35	103	57	13	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 November 2011

Dear Students

**Inspection of St Edmund Campion Catholic School, Birmingham, B23 5XA**

Thank you for your friendly welcome when we visited your school recently. We found that your school has improved over the last year and is now good.

The school looks after you well and you told us that behaviour has improved in lessons and around the school. We are pleased that your attendance has improved and is now good because you enjoy coming to school and feel well cared for. The standards you are achieving by the end of Year 11 are improving and are now at least in line with national averages and for some students they are above. This is because teaching has improved and is good overall. For those of you who find some work difficult, the school has introduced ways for you to get extra support so that you learn as well as other students. You are now better prepared to move into the next stage of your education. Your headteacher and staff are enthusiastic and committed to continuing to improve the work of the school.

We have asked the school to make the following improvement.

- To ensure that all teaching is at least good with a majority that is outstanding and make sure teachers plan activities so that students are able to achieve as well as they can and at the higher grades.

You can help your school by contributing even more to learning in lessons.

I wish you well for your future.

Yours sincerely

Roger Whittaker  
Lead inspector

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