

Chipping Campden School

Cidermill Lane, Chipping Campden, Gloucestershire, GL55 6HU

Inspection dates

4–5 October 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. The school is effectively led by the new Principal, who, in conjunction with other senior leaders and an effective governing body, has implemented initiatives to improve the quality of teaching which are beginning to have a positive impact on students' learning.
- Students' achievement is good. Attainment in GCSE has been consistently above national averages over the past few years. Although there was a slight decline in 2012, the proportion of students on course to achieve five or more grade A* to C GCSEs including English and mathematics is on track to rise in 2013.
- The sixth form is outstanding as a result of excellent leadership. Achievement is consistently strong and improving.
- Staff and students treat each other with respect and behaviour across the school is very good. Students feel safe and are proud of their school. Attendance is consistently higher than the national average.
- Teaching is good, with examples of outstanding practice. In the best lessons, work is well matched to the ability of the students, teachers have high expectations and assessment is accurate, clearly explaining to students what they need to do to improve.

It is not yet an outstanding school because

- Taking account of students' starting points when entering the school in Year 7, the proportions of students who make three or four levels of progress in English, are not high compared to national figures.
- Though teaching is typically good, there are small pockets of less effective practice in most subject areas and key stages. This is due in part to variability in the impact on improvement made by middle leaders responsible for subjects.

Information about this inspection

- This inspection was carried out with one day’s notice.
- The inspectors observed different aspects of the school’s work including 34 lessons, four learning walks and two assemblies involving 39 teachers.
- Inspectors took account of 66 responses to the online questionnaire (Parent View) and analysed questionnaires from 82 members of staff.
- Inspectors looked at planning documents, including those relating to safeguarding, students’ assessment information and work.
- They held discussions with members of the governing body, staff, groups of students and student leaders.

Inspection team

Helen Matthews, Lead inspector	Additional inspector
Ken Bush	Additional inspector
David Howe	Additional inspector
Lesley Voaden	Additional inspector
Kathy Maddocks	Additional inspector

Full report

Information about this school

- Chipping Campden School is a larger than average secondary school with a sixth form of approximately 200 students.
- The school converted to academy status in August 2011.
- The school is currently a Languages and Technology College and Leading Edge Partnership School.
- Most students are of White British heritage and travel to the school from an ever-increasing catchment area.
- The proportion of students known to be eligible for pupil premium (additional funding given to schools by the government) is below that found nationally.
- The proportion of students supported by school action at about 7% is below average. The proportion supported at school action plus or who have a statement of special educational needs at 8% is also below the national average.
- The school meets the government's current floor targets for academic performance.
- Approximately 30% of students in the sixth form are recruited from schools other than Chipping Campden.

What does the school need to do to improve further?

- Raise achievement and the proportion of outstanding teaching by:
 - ensuring a high level of challenge in all lessons by matching tasks closely to individual students' starting points
 - ensuring that marking clearly enables all students to know how to improve
 - ensuring that homework is always purposeful and makes a consistently strong contribution to students' learning.
- Increase the capacity of some middle leaders so all contribute consistently to sustained improvements in teaching and achievement by:
 - making more effective use of performance information
 - modelling and sharing examples of outstanding practice more extensively.

Inspection judgements

The achievement of pupils is good

- Students' attainment on entry is above average. By the time students leave school, at the end of Year 11, the attainment of five GCSEs, including English and mathematics, is above the national average.
- There was a slight decline in the proportion of students making three levels of progress between Key Stage 2 and Key Stage 4 in both English and mathematics. However, analysis of current performance data, students' work and modular examination results all indicate that progress rates are set to rise in 2013. Students' progress is carefully tracked and monitored and a range of interventions are in place. The proportion of students with high attainment on entry in mathematics making three or four levels of progress is above national figures.
- Strong leadership of the sixth form has encouraged large numbers of Year 11 students to

continue their education in the sixth form. Achievement in the sixth form is outstanding. Attainment is above the national average for those students gaining A* to B and those gaining A* to E at AS and A level. Equally, students make rapid and sustained progress from their starting points on entry. Rigorous systems for monitoring students' progress and very high expectations for students' outcomes have contributed to these strong levels of progress.

- Students across the school are keen to learn and make progress when given opportunities to discuss their work in small groups or undertake practical tasks independently. They have good verbal communication skills and this is reflected in the quality of their written work. The school is well resourced and new technology is used purposefully to engage students and support their learning.
- A recent appointment has resulted in a review of systems for tracking and monitoring the provision and progress of disabled students and those with special educational needs. Historically, there have been small gaps between the progress of these students and their peer group which are being successfully addressed by the school. Pupil premium funding, the impact of which is being systematically tracked, makes a positive contribution to the achievement of those students who benefit from it. Students generally are very positive about the support they receive and the opportunities presented to them.
- Reading for pleasure is evident across the school. The school has introduced a reading programme in Year 7, to ensure that any weaknesses in reading are identified early. A well-stocked library and reading initiatives help to promote the importance of reading throughout the school.
- More students are opting to study subjects that meet the English Baccalaureate requirements, for example history, geography or a modern foreign language at GCSE level, and are making good progress.
- Forty diploma students successfully completed a Level 2 Higher Project in 2012 – this independent research project prepares students for the demands of study in the sixth form. As a consequence, the school has encouraged a further 90 students to participate during this academic year and 100% are on track to achieve the qualification.
- The vast majority of parents and carers are pleased with the progress made by their children.

The quality of teaching

is good

- The quality of teaching overall is good with some areas of outstanding teaching, particularly in the sixth form. These findings match the school's own assessments and are endorsed by positive parental and student views.
- Excellent student and teacher relationships create a positive learning environment, based on mutual respect and motivation.
- In the best lessons seen during the inspection, teachers used their subject expertise to plan engaging and purposeful activities pitched to the ability and interests of the students. They had a clear understanding of the needs of the students and set appropriate tasks, directing effective questions to ensure that students understood the next steps in their learning. For instance, during a Years 8 and 9 session on lateral thinking for more-able students, groups worked independently, utilising a range of resources in order to give a presentation on how to calculate the volume of the Earth. The problem they were given was 'How big is the Earth?' Students had to decide how best to solve this problem, what resources they could use and how they might explain their ideas to the rest of the group. Empowered by the teacher, they took control of their own learning, posing questions and offering solutions, as they strived to solve the problem using the resources they had.
- Teachers do not always make sufficient use of day-to-day assessment information to pitch the work accurately for all students. The quality of marking also is inconsistent across the school. In some subjects, for example modern foreign languages, marking is detailed, giving clear advice to students about their current progress and next steps for learning. Teachers clearly understand the students' ability and set high expectations. This is particularly true in the sixth form where

marking is rigorous, target-focused and challenging. However, in other areas, comments tend to be vague and general, giving encouraging comments, rather than providing precise subject-specific guidance. Equally, sometimes there is a lack of opportunity for students to routinely respond to the comments that had been made and, therefore, the impact on the learning is lost.

- The quality and expectations of work completed at home are also uneven. Where homework is purposeful, matched closely to the needs of the individual and appropriately assessed, students make the most progress. In particular, students in the sixth form commented on the high quality of feedback received and how this enables them to make rapid progress.
- Teaching assistants are deployed appropriately and proactively, targeting their support to individual needs.

The behaviour and safety of pupils are good

- Behaviour, both in lessons and across the school, is consistently good and sometimes better. Students are respectful and courteous towards each other, exhibiting polite and well-mannered behaviour during lesson changeover and break times. They listen carefully to the views of others, are considerate, polite and helpful. As a result, few parents and carers and staff expressed concerns about the behaviour of students and those that did, focused on low-level disruptions in lessons.
- Students feel safe and understand issues around their own safety.
- Responses from the students and parent questionnaires indicate that students are very happy at school and this is reflected in the number choosing to stay on in the sixth form.
- Clear systems and structures are in place for the recording of incidences relating to behaviour.
- Effective systems are in place for dealing with bullying, though incidences are very rare and students are given plenty of opportunities to explore issues around different types of bullying during citizenship and tutor time. During discussions with students, many claimed never to have seen incidences of bullying and were surprised that the question had been asked. A case study presented of one incident of bullying revealed very effective practice at bringing a complex issue to an appropriate conclusion.
- Attendance is above the national average. The school has effective intervention strategies in place to raise the attendance levels of a small minority of students.
- Students' pride in their school and themselves is apparent in their smart uniform, even in the sixth form where students are encouraged to dress in a businesslike fashion.

The leadership and management are good

- The new Principal is well regarded by staff, students, parents, carers and governors who feel involved in what the school is trying to achieve. The recent appointment of key senior leaders has created a stronger ethos of self-evaluation and as a result, a strategy to improve teaching and learning with a focus on improving progression has been implemented. Though in the early stages, there are signs that the strategy once embedded, will accelerate students' progress further, particularly in English. The new Principal and his team have a very accurate and perceptive understanding of the issues that will drive improvement. These have been shared with the governing body and staff. As a consequence, the school's capacity to improve is clearly demonstrated.
- A new teacher coaching initiative has been established, giving opportunities for staff to share best practice and be reflective in 'learning triads'. Though in its embryonic stages, it is well led, is tightly focused and has clear quantifiable outcomes.
- During joint observations, the senior team were accurate in their assessments of teaching and learning and offered appropriate and developmental feedback to colleagues.
- Some, but not all, middle leaders actively encourage a climate of sharing best practice across their department, systematically planning opportunities to explore and model examples of

outstanding teaching.

- The senior leadership team regularly shares high quality assessment data with middle leaders. However, there is some variability in how well this is used by subject leaders to inform planning, teaching and marking that supports students' learning.
 - The curriculum is good as is the school's promotion of spiritual, moral, social and cultural development, including through assemblies and the citizenship programme. The school promotes a broad curriculum to meet the differing needs and abilities of students and to place it within its local context. There is a high take-up of extra-curricular activities and students are extremely positive about the wide range of opportunities available.
 - The school offers an extensive range of courses across the curriculum to meet individual students' needs. Currently, eight partnership Level 1 and Level 2 courses are run in liaison with two local schools, utilising an off-site facility called Launchpad. This gives students of all abilities the useful opportunity to gain employment skills and study courses such as engineering. Equally, the livestock on site and opportunities to study agriculture enable students to study purposefully a broad range of subjects both during the academic day and as extra-curricular activities.
- **The governance of the school:**
- holds the school to account effectively and, in collaboration with senior leaders, makes effective arrangements to ensure students' safety
 - is clear about its statutory duties and accountabilities
 - has recently commissioned an external review to evaluate its effectiveness and is currently revising its systems and protocols in line with the recommendations
 - understands and supports the vision and priorities of the new Principal.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136960
Local authority	Gloucestershire
Inspection number	395526

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

Type of school	Academy converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,161
Of which, number on roll in sixth form	210
Appropriate authority	The governing body
Chair	Ken Wood
Headteacher	John Sanderson
Date of previous school inspection	22 November 2007
Telephone number	01386 840216
Fax number	01386 840498
Email address	office@chippingcampden.gloucs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012