

Campsmount (A Co-Operative Academy)

Ryecroft Road, Doncaster, South Yorkshire, DN6 9AS

Inspection dates

18–19 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students' achievement is not consistently good across the academy. Students do not make fast enough progress in English, mathematics, languages and science.
- The quality of teaching is inconsistent and does not always enable students to make expected, or better than expected, progress.
- Questioning and the level of challenge students are provided with in lessons does not always enable students to think more deeply about their work and to justify their answers.
- Activities planned by teachers do not always take into consideration the students' level of ability and, therefore, the most able students often find work too easy.
- Marking, while improving, is inconsistent in its effectiveness across the academy. Students do not always receive comments from teachers which highlight what they have done well or which advises them how to improve their work. Students do not always respond to the comments teachers do make.
- The sixth form requires improvement.

The school has the following strengths

- Perceptive leadership from the headteachers and senior leaders, as well as the level of challenge from the governing body ensures students' achievement is improving in all subjects, including English and mathematics.
- Students behave well around the academy and there are respectful relationships between staff and students. Students report that they feel safe.
- Students' attendance has improved significantly recently and has moved closer to average.
- Students achieve particularly well in history and physical education.

Information about this inspection

- Inspectors observed 36 part-lessons, taught by 35 teachers. One lesson was observed jointly with a headteacher.
- Inspectors spoke with three groups of students from Key Stage 3, Key Stage 4 and the sixth form. Inspectors held discussions with two members of the governing body, including the Chair of the Governing Body, heads of academic departments, pastoral staff, the special educational needs coordinator and members of the senior leadership team. In addition, they spoke to a member of the local authority who recently reviewed the school's achievement data.
- There were 16 responses to the online questionnaire (Parent View) that inspectors took into consideration.
- Inspectors observed the academy at work and considered internal and external data on students' progress and attainment, students' work during lessons, academy improvement planning, and the academy's view of its own performance. They also scrutinised documentation in relation to safeguarding, child protection, attendance and behaviour.

Inspection team

Fiona McNally, Lead inspector	Additional Inspector
Steven Goldsmith	Additional Inspector
Jane Alexander	Additional Inspector
Andrew Henderson	Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized secondary school.
- The large majority of students are White British.
- A much smaller than average proportion of students speak English as an additional language.
- There is a higher-than-average proportion of students eligible for the pupil premium funding. In this school, the pupil premium is additional funding for students known to be eligible for free school meals and for children who are looked after by the local authority.
- The proportion of students supported through school action is much higher than average.
- The proportion of students supported at school action plus or with a statement of special educational needs is above average.
- There are currently two acting headteachers.
- Campsmount converted to academy school status on 1 May 2012. When its predecessor school, Campsmount Technology College was last inspected by Ofsted, it was judged to be good.
- In 2009, a fire destroyed all of the predecessor school's buildings except for the sports hall. All resources, including students' work that was to be used for examinations and assessments, as well as all textbooks were also destroyed. As a result students spent a term taught in buildings around the community on a part-time timetable, followed by over two years taught in portable classrooms. Students and staff did not have access to the full range of specialist resources required for teaching across all subjects until they moved into the predecessor school's brand new building in March 2012.
- The academy meets the government's current floor standard, which sets the minimum expectation for students' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better in all subjects in order to accelerate students' learning and progress and ensure their performance in the different subjects they study is more consistent, including in the sixth form, by:
 - making sure teachers' feedback and marking is more consistent and specifically guides students on how they can improve their work
 - improving the planning of activities so they more accurately meet the needs of groups of students, particularly the most able, to enable a larger proportion of students to make more than expected progress
 - checking students' understanding regularly, and using the information from these checks, to reshape what happens next in the lesson and in subsequent lessons as appropriate
 - making sure teachers' questioning prompts students to think hard and helps them to move forward in their learning.

Inspection judgements

The achievement of pupils

requires improvement

- Students generally enter Year 7 with broadly average attainment in English and mathematics. By the time they leave, the proportion of students achieving five or more GCSE passes at grades A* to C, including English and mathematics, although improving, remains just below average. Achievement, therefore, requires improvement.
- In 2013, the proportion of students making and exceeding the expected progress in English and mathematics was below average but there has been a steadily upward trend. In English, for example, there has been an increase in the proportion of students making expected progress since the academy opened. The improvements have been slower in mathematics, but current students are now making the expected rate of progress as they move through the academy. The proportion of students exceeding expectations remains below average in English and mathematics, as well as in some other subjects such as languages and science.
- The proportion of students achieving GCSE grades A* and A in many subjects is below average and sometimes well-below average. The exception to this is in history, where a higher than average proportion of students achieve the top grades. In addition, in the separate English Language examination taken by the most able students, achievement is good. Students also perform well at grades A* to C in physical education. The lower-than-average proportion of students achieving A* and A grades overall, demonstrates that the achievement of the most able also requires improvement.
- In 2013, disabled students and those with special educational needs made better progress in English and mathematics than students with similar needs in other schools. However, over time, the progress made by these students has been similar to other students.
- Although achievement in the sixth form is improving, the progress of students in 2012 and 2013, as well as current progress, shows too much variation between subjects. Even allowing for the impact of the very small numbers of students studying each subject, this variation is too great. Achievement in the sixth form, therefore, requires improvement.
- Inspection evidence, including lesson observations, the scrutiny of students' work in class and the academy's own data, demonstrates that students in the current Years 10 and 11 are on course to reach higher attainment in GCSE English and mathematics and other subjects than those students who left the academy in 2012 and 2013.
- Students currently supported through the pupil premium, including those known to be eligible for free school meals, are progressing at broadly the same rate as others in the academy. The proportion achieving five or more A* to C grades, including English and mathematics, has been lower than that of their counterparts in recent years. In both these subjects, the attainment of these students was nearly a grade lower than their peers in the academy. However, a range of activities, full involvement in extra-curricular sessions and the work of the inclusion team are having a positive impact on the current performance of these students. While the achievement of these students is improving, it is not yet good.
- Some students are entered for examinations in Year 10 or the early part of Year 11. In these examinations, students' outcomes are in line with the outcomes made by all students by the end of Year 11. For students currently in the academy who have completed examinations, the outcomes strongly uphold an improving picture of the level of progress students make.
- The Year 7 'catch up' funding has been used to provide more resources and support to younger students who need a boost in English and mathematics. This is proving to be successful and these pupils are catching up with their learning.
- The academy is not yet providing all students with an equal opportunity to do well, although leaders are tackling the issues.

The quality of teaching requires improvement

- The focused work of academy leaders is bringing about improvements in teaching. For example, there is no inadequate teaching in the academy. However, the frequency of good teaching, while increasing, has not yet reached the point where it leads consistently to good progress and so teaching, including in the sixth form, remains in need of improvement.
- Teaching does not always set high enough expectations for the students. Often, work provided is the same for all students, regardless of their ability. This means that, at times, work is not challenging enough for the most able students. In these instances, they find work too easy, complete it quickly and do not have other work to do. In addition, the most able do not always have the opportunity to do the higher-level work needed to prepare them for higher-level external examinations.
- The quality of questioning is not consistent. When effective in promoting good learning, questions require students to think more deeply about the subject matter and also encourage them to develop their ideas and contribute to discussions and debates. For example, in English in Year 12, the questioning by a teacher elicited a lot of information from the students, showing them to be knowledgeable about the topic, which in turn increased their level of confidence and willingness to discuss a practise exam question. The skilful questioning supported the discussion but also meant the students were largely working very effectively as a group.
- However, questions do not always probe students' understanding and often require short or rather superficial answers from students, and this restricts the development of their thinking skills and does not help to push their learning on. It also means students can be over reliant on the teacher and so less resourceful in thinking for themselves.
- Teachers do not always check how well students understand. At times, checks are done but teachers do not use the information to adjust or adapt their teaching. For example, when students demonstrate a lack of understanding, teachers do not go over learning points again to make sure students do understand. Equally, when students have understood the work well and are ready to move on, teachers do not always plan or provide extra activities for these students and their learning time is less productive.
- The teaching for disabled students and those with special educational needs comprises effective small group work and individual support in lessons. These students do better than their peers as a result.
- The quality of marking is inconsistent across, and within, subjects. There is good marking: detailed, regular and giving students accurate advice on how they can improve their work. Indeed, inspectors observed students taking full account of the feedback received from teachers' written feedback and acting positively on it. However, some marking lacks this effectiveness and impact. It is cursory and there is little feedback to students on how they can aim for higher standards in their work. This marking, too, does not always emphasise neat presentation of work. As a result a small minority of students do not show enough pride in their work.

The behaviour and safety of pupils are good

- The behaviour of students is good. The large majority of students behave well at all times in lessons and at break times. They are respectful of each other and of their teachers. They are polite, courteous and well mannered.
- Bullying is rare and, as a result, students feel safe at the academy. On the occasions when bullying incidents do occur, students are confident that staff deal with matters quickly and effectively. Students have a good awareness of the various forms of bullying, including cyber bullying.
- The academy's work to keep students safe and secure is good. Students have a good understanding of safety matters, including e-safety. They are appropriately equipped with the skills to manage risk in a range of potentially unsafe situations.
- Attendance has significantly and consistently improved recently and it is now broadly average.

Students attend regularly and arrive on time to lessons.

- Teachers provide students with a good level of support for their personal development and well-being. This effectively ensures that students feel safe and happy at the academy. Students appreciate this support when it is needed. Parents also agree that their children feel safe and happy in the academy.
- When students are taught well they demonstrate good attitudes to learning by trying their best and working hard. When teaching is not as good as it should be, some students lose concentration and their attitudes to learning slip. However, the majority of students always try hard to do their best and never disrupt lessons. The significant improvements seen in the students' progress owes much to their positive attitudes.

The leadership and management are good

- The headteachers, senior leaders, middle leaders and governors, communicate high expectations to all staff and students. There is very strong teamwork between all leaders and the staff in the academy.
- The leadership structure, including effective middle leaders, means plans and policies are well considered and that, from a very low base, there have been significant improvements in the progress students make in English and mathematics, as well as in some other subjects. Robust performance management and regular opportunities for staff to attend training mean that students' achievement has significantly improved. There are regular checks on the quality of teaching and this is mostly accurate. The outcomes of the checks have contributed to leaders making tough decisions where weak teaching was apparent and in ensuring there is no longer any inadequate teaching. The checks also inform leaders what the focus areas are for training for all staff and as such the quality of teaching, which currently requires improvement, is getting better.
- Leaders are accurate in their view of the academy's performance in terms of correctly identifying its strengths and areas for further development.
- The curriculum suits the needs and interest of students well and it provides opportunities for them to develop their literacy skills in many areas of the curriculum, where students' knowledge of key terms is a strength. In this way, the curriculum promotes students' positive attitudes to learning. In addition, the academy shows it is mindful of students and the families it serves by providing enriching and meaningful experiences in the classroom and through a variety of events and activities outside lessons, which promote the students' spiritual, moral, social and cultural development. For example, the academy holds an annual dance competition, which is well attended by parents and students as well as by pupils from the feeder primary schools and other members of the community.
- The academy's leaders use the pupil premium and Year 7 'catch up' funding to ensure that the most vulnerable students have extra support in the classroom and beyond, where necessary. Leaders have a clear plan of how the funding is used and what the impact of this is on the students' progress and attainment. While for the last two years the attainment of students eligible for free school meals has lagged behind that of other students by almost a grade in both English and mathematics, academy data show that attainment gaps in current year groups are narrowing.
- The academy calls on the local authority at times to verify its findings when evaluating provision. The local authority recognises a significant improvement in students' current learning and progress across the academy.
- Safeguarding meets the statutory requirements.
- **The governance of the school:**
 - Governors challenge senior leaders and understand how the academy judges itself and the reason for these judgments. They are well versed on the academy's strengths and areas for development, especially with regard to students' achievement and the behaviour and safety of students. There is effective management of the academy's financial resources by the

governing body. Governors know how pupil premium funding is spent and can demonstrate how this funding is making a difference to the students supported. They are also aware of where improvements are needed in this area. Governors are aware of the performance-management procedures in the academy and have had occasion, with leaders, to make tough decisions where weak teaching was apparent.

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	138116
Local authority	Doncaster
Inspection number	440915

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	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	716
Of which, number on roll in sixth form	55
Appropriate authority	The governing body
Chair	David McEwan
Headteacher	Tom Blair and Joanne McCready
Date of previous school inspection	Not previously inspected
Telephone number	01302 700002
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