

Tribal
Kings Orchard, One Queen
Street, Bristol
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5323
Direct email: suzy.smith@tribalgroup.com



15 May 2015

Mr K Williams
The Headteacher
The Champion School
Wingletye Lane
Hornchurch
RM11 3BX

Dear Mr Williams

No formal designation monitoring inspection of The Champion School

Following my visit to your academy on 14 May, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the achievement of disadvantaged pupils. The inspection also focused on relevant aspects of the quality of leadership and management, including governance at the academy.

Evidence

I met with the headteacher, other senior and middle leaders and the Chair of the Governing Body. The purpose of these meetings was to evaluate the school's work to improve the achievement of disadvantaged students. I also spoke with groups of students and a small number of parents to gather their views. I made visits to a number of lessons and scrutinised a range of students' books. I also considered a wide range of documents including the school's records, relating to the current achievement of students.

Context

The governing body has recently appointed a member of staff to coordinate and oversee provision for disadvantaged students. The school has a stable intake. The proportion of students eligible for free school meals is low. The proportion of students with English as an additional language is increasing, but remains below the national average.

Main findings

Leaders and managers are taking swift, focused action to restore the higher levels of achievement of disadvantaged students following a decline in 2014. The overall progress score for this group was significantly below the national average.

Governors and senior leaders keep an increasingly sharp eye on the progress of disadvantaged students in each year group. The gap between the achievement of disadvantaged students and others in the school is closing quickly. The school recognises that more work is needed to close the achievement gap fully with other students nationally. Teachers are not all consistent in making the best use of all the assessment information available to them, including feedback, to plan learning with precision. Disadvantaged students have positive attitudes to learning. They are keen to do well, apply themselves and are ambitious for their futures. They respond well to interventions and additional support. They appreciate that teachers 'go the extra mile' for them. Parents are very positive about the quality of care the school provides for their sons and are confident that they are 'pushed' to achieve as well as they can.

Leaders accurately identified the decline in disadvantaged students' achievement in 2014, compared to others in the school. Their evaluation of achievement against that of other students nationally was not as precise. They ensure that they use the systems for checking progress far more sharply to address any underachievement as early as possible. They monitor these students' progress in each year group and make use of information on their starting points. Leaders are seeking to enhance the school's understanding of the needs of disadvantaged students. As a consequence, the school has plans to use progress information from key Stage 1 to 2. This complements the school's current use of attainment information and informs the school's provision planning for these students. Leaders accurately analyse the achievement of disadvantaged students against that of other students nationally at Key Stage 4 and in the sixth form to plan intervention and support. This is leading to improving rates of progress for disadvantaged students.

The school has put in place an action plan to drive up the achievement of disadvantaged students. This has galvanised subject leaders to focus on this group's progress. Subject leaders have set up a range of support and interventions with their teaching teams to address any underachievement. The school ensures that it provides a highly personalised package of care and support for any student who is looked after. This includes, for example, providing one-to-one tuition or access to leisure facilities to help develop social skills and militate against other risks outside of school. Checks on students' progress show that an increasingly large proportion of students is now on track to meet their end of year and key stage targets.

Governors have increased the focus of their attention on this group's achievement. They receive good quality information about progress. This is helping them to challenge school leaders and hold them to account. As a result, governors are

sharper in ensuring that funding is being used to good effect. They have recently appointed a Pupil Premium Officer to oversee provision for this group.

As students leave, the school tracks their destinations individually. All students in this group in 2014 secured places in further education and training at the end of Key Stage 4. The school supports more able students in this group to aspire to win places at top universities. This includes visits, for example, to Cambridge University. This provides high levels of motivation.

External support

Although the school is an academy, the school has benefited from the effective challenge and support of the local authority. School leaders recognise the value of the challenging questions raised by the local authority's linked offer. The training provided on analysis of data has sharpened the school's thinking.

The strengths in the school's approaches to supporting its disadvantaged pupils effectively to achieve their potential are:

- Leaders at all levels, including governors, have increased their focus on monitoring the progress of disadvantaged students.
- The range of interventions and support for disadvantaged students is increasingly effective. A greater proportion of disadvantaged students are on track to meet their targets.
- School leaders ensure that high levels of care for students' well-being underpin support for effective learning.

The weaknesses in the school's approaches to supporting its disadvantaged pupils effectively to achieve their potential are:

- Not all teachers use all the information available to plan learning with precision. This is leading to a reliance on additional interventions.
- The school does not yet analyse the differences between disadvantaged students' progress during Key Stage 2 and that of others nationally.

Priorities for further improvement

- Ensure that all teachers follow the best examples of how all assessment information, including feedback, is used to plan teaching and learning.
- Develop the school's transition arrangements further to gather progress information as soon as possible in the academic year to refine the school's provision for disadvantaged students.

I am copying this letter to the Director of Children's Services for Havering, to the Secretary of State for Education, the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Chris Campbell
Her Majesty's Inspector