

Campsmount (A Co-Operative Academy)

Ryecroft Road, Norton, Doncaster DN6 9AS

Inspection dates

13–14 September 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The excellent leadership of the headteacher has led to significant improvements since the last inspection. Senior leaders work effectively as a team with other leaders.
- The governing body supports and challenges the school well so that it continues to improve. They share the headteacher's ambition to be the very best.
- The quality of teaching has improved considerably across the school since the last inspection. This has led to good progress for pupils currently in Years 7 to 11.
- Pupils make especially strong progress in English due to good teaching and assessment.
- The quality of relationships between pupils and adults in the school is impressive. A real sense of working together and purpose exists.
- Pupils' behaviour is excellent. The school has high expectations of both behaviour and learning.
- The quality of marking and feedback has improved significantly since the previous inspection. The approach to assessment is well understood by pupils and contributes effectively to their progress.
- The sixth form is good. The curriculum prepares students well for the next steps in their learning journey.

Full report

What does the school need to do to improve further?

- Further increase the impact of leadership and management by ensuring that:
 - all subject leaders are highly skilled in driving forward improvements in teaching and learning
 - pupils have access to a fully comprehensive programme of careers education so that they can make fully informed decisions about their future.

- Improve the quality of teaching and learning to consistently good by:
 - strengthening the setting of homework to enable pupils to develop skills of working independently and to provide opportunities for them to master topics and consolidate their learning
 - ensuring that teachers use questioning and feedback more consistently to deal with any pupil misconceptions
 - raising the profile of numeracy in relevant subjects, so that pupils have more opportunities to apply their mathematical skills across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher's ambition, skills and determination have been key drivers in the school's improvement. Staff share his high expectations of what pupils are capable of and all are committed to ensuring the best learning and outcomes for pupils. There is a clear shared commitment and an absolute focus on checking that actions taken are effective. It is this attention to detail that has led to rapid improvements in teaching, pupils' attitudes to learning and pupils' progress.
- The school has improved considerably since the previous inspection. Changes in the leadership team have increased the rate of improvement. The school has managed to recruit teachers and restructured teams to retain staff.
- Leaders' strategies to improve the quality of teaching are having a clear impact. Teachers actively review, reflect on and develop their teaching and this has improved pupils' outcomes. The leadership of continued professional development is a strength of the school and is valued by teachers. Newly qualified teachers are exceptionally positive about the support they receive in their 'NQT' programme.
- Subject and year leaders are increasingly effective. A number are highly experienced and others have only been recently appointed. A strong team ethos exists and leaders and teachers support each other well.
- The performance of teachers is well managed. Teachers' targets and professional development are linked effectively to the school's action plan and to expectations for progress. The school links teachers' pay progression closely to successful performance. Teachers are held to account, and underperformance is always challenged.
- The curriculum is broad and balanced. It is very well supported by a wide range of extra-curricular activities and clubs that are well attended. Pupils speak positively about what is on offer in the school and this contributes to their personal development.
- The promotion of spiritual, moral, social and cultural development is a strength of the school. Assemblies and form-time activities contribute well to pupils' personal development and are carefully planned. Pupils are responding positively to the high expectations of leaders and governors. Pupils have a secure understanding of British values through well-planned learning experiences across their curriculum.
- Leaders check carefully the use and impact of additional funding. As a result of leaders' actions, outcomes are good for the most able disadvantaged pupils. The attendance of those pupils in receipt of pupil premium funding (additional money to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority) is improving. The attendance of pupil premium pupils was as good as that of non-disadvantaged pupils at the school in 2015.
- Year 7 catch-up funding (additional government funding for those pupils who did not reach the expected levels in English and mathematics at the end of Year 6) is used effectively. It has improved pupils' progress in English more than in mathematics.
- The school communicates well with parents. Of the 40 responses on 'Parent View', Ofsted's online survey of parental opinion, 90% would recommend the school. The school's own parent survey in July 2016 had 232 responses with 96% recommending the school.

- Leaders take appropriate steps to safeguard pupils. There is a strong culture of vigilance across the school. Pupils say that they feel safe and have the confidence to approach any member of staff if they have any concerns or worries.

Governance of the school

- Governors make regular, well-focused visits to establish the quality of the school's work. As a result, they are well informed about what is working well and what requires further improvement.
- Governors check that additional funding, including that received for disadvantaged pupils, is spent effectively and is making a difference.

Safeguarding

- The arrangements for safeguarding are effective. Systems are clear and are regularly reviewed. Staff receive regular training to ensure that they understand their roles with regard to safeguarding children, including protecting them from the risk of radicalisation, extremism and child sexual exploitation.

Quality of teaching, learning and assessment

Good

- Improvements in teaching mean that pupils are now making good progress and, for examination, pupils' past underperformance is being tackled effectively. This is because teachers carefully plan their teaching to meet the individual needs of all learners. The school has a growing culture of promoting staff development through a range of professional development opportunities. The 'iCan' project allows teachers to take part in action research projects that further develop teaching across the school.
- Teachers' strong subject knowledge underpins good planning of work. Pupils respond well in lessons where teachers have taken account of their prior knowledge and understanding. For example, in a Year 11 physical education lesson, pupils working with a new teacher were able to use technical vocabulary from Year 10 and apply this to new learning and develop their examination skills.
- Teachers' consistent use of the marking and feedback policy has had a positive impact on pupils' achievement. Pupils are able to explain how the policy works and say that it helps them to further improve their learning.
- Teachers question pupils carefully to check their understanding. On occasion, they do not always give pupils enough time to consider what they are going to say in their answers. Teachers are careful to ensure that all pupils are able to contribute their ideas and answers in lessons.
- Teachers' and other adults' relationships with pupils in lessons are excellent and this allows learning to take place with little or no disruption.
- Additional adults in lessons make a very effective contribution to the improvement of pupils' progress. Teaching assistants know their pupils well and use their initiative to support individuals and groups.
- The most able pupils are challenged in lessons. This is because teachers plan interesting tasks and activities that engage the pupils well in their learning. In a Year 9 science lesson on stem cells, pupils demonstrated impressive and sophisticated language that was applied well to the topic.

- Pupils respond well to the high expectations of them as seen in the presentation of their work in exercise books. There is a sense of pride in what the pupils do.
- Pupils receive regular homework. Approaches to homework are still developing and the newly introduced system is still being understood by both pupils and parents. Pupils are not always clear about how much work is expected to be done at home.
- Opportunities are provided for pupils to develop their reading and research skills across many subjects. However, pupils' mathematical problem-solving skills are not being strengthened sufficiently in some subjects.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils and staff are very proud of the school and what it offers. Pupils are well supported and, as a result, they are confident and effective learners.
- Pupils across the school are very well known by teaching and support staff. A culture of high expectations and 'being the very best' is made explicit and communicated well across the school. This has had a positive impact on pupils' attitudes to learning and school life.
- The school's work to keep pupils safe and secure is good. Pupils told inspectors that they are well looked after and are aware of potential risks to their safety, including drugs and unhealthy lifestyles. Parents responding to the school's questionnaire also agree that pupils are well supported and cared for.
- Pupils can talk about and are aware of different types of bullying including cyber and homophobic bullying. Pupils believe that any bullying is always dealt with quickly and effectively.
- Careers advice and guidance supports pupils well in making informed and appropriate decisions about their future study and employment. However, not all pupils are fully aware of different pathways, for example apprenticeships. A 'Russell Group' project across the school is providing the most able pupils with useful activities to encourage more pupils to move on to university courses.
- Pupils speak very positively about the wide range of extra-curricular activities which develop their skills and interests, including sports trips abroad. They also talk confidently about their transition from primary school. They are well supported and this enables them to settle quickly into their new teaching groups.
- Pupils' spiritual, moral, social and cultural development is good and is promoted both within the broader curriculum and also in form tutor time. A good range of topics and current issues discussed in form tutor time further pupils' spiritual, moral, social and cultural development well. The school promotes and celebrates the success of its pupils with high-quality displays around the school.

Behaviour

- The behaviour of pupils is outstanding both in lessons and when moving around the building. Pupils are calm, sensible and polite. They engage in conversation well and

talk confidently about their school and their own learning. Pupils wear their uniform with pride and they look smart.

- Pupils arrive promptly to lessons ready to learn. This allows teachers to start teaching quickly. Pupils are keen to engage in lessons and learn. They support each other well in lessons which makes a positive contribution to their learning.
- The attendance of disadvantaged pupils has improved significantly and, in some cases, they have better attendance than some non-disadvantaged pupil groups. This is as a result of clear direction and high expectations from leaders who have closely monitored attendance. Leaders have also worked creatively to ensure exclusions are low and that no pupils are ever permanently excluded. There is little low-level disruption.
- A strong sense of purpose and organisation exists across the school. Pupils clearly know what is expected of them.

Outcomes for pupils

Good

- Achievement across the school has improved significantly as a result of good teaching. Leaders have made this a priority with the result that current pupils are making good progress overall. This is supported by work seen in pupils' books. The sharp rise in overall GCSE outcomes in 2016 looks set to continue.
- As a result of improved leadership and teaching, GCSE outcomes in science, modern foreign languages and humanities have improved. Across different subjects, pupils currently are making strong progress.
- Achievement in mathematics is improving but it is not as strong as in English. New subject leaders have been appointed in mathematics, science and design technology and these teaching teams are now being led more effectively. Pupils still require more challenge in science across key stage 3. The 2016 English results are impressive and show that the most able disadvantaged pupils have made similar progress to non-disadvantaged pupils nationally. This is as a result of highly effective teaching and pupil tracking. Assessment data shows clear signs of improvement in all year groups.
- Attainment is improving further as a result of improved teaching and higher teacher expectations. More is now expected of pupils in terms of the progress they are making. Scrutiny of pupils' work, from this year and last, shows that pupils' progress is improving across the year groups and that pupils are responding well to teachers' marking and feedback. A strong emphasis is placed on the quality and presentation of work produced by pupils, and the quality of their work is good.
- The progress of disadvantaged pupils in Year 11 improved significantly in 2016. Leaders and teachers have a clear focus on this group of pupils and this is communicated effectively across the school. Pupils entering the school with below-average standards in mathematics and English are supported well with the Year 7 catch-up funding. High-quality support from teachers and teaching assistants helps these pupils to catch up quickly.
- Pupils work hard and want to do well in their subjects. As a result, very little learning time is lost. It is clear that teachers have higher expectations of pupils now than at the time of the previous inspection report.
- Pupils who have special educational needs and/or disabilities are making progress that is as good as others nationally with the same starting points. These pupils are very well

supported by staff who are well trained and who focus on individual pupils' needs. Careful consideration is given to identify individual pupil needs, to allow tailored support. This then leads to further progress.

- The proportion of pupils achieving the English Baccalaureate (Ebacc) is below the national average. (The Ebacc requires pupils to achieve an A* to C grade in five subjects: English, mathematics, science, a humanity and a modern foreign language.) Pupils taking the Ebacc make good progress.
- There is a strong focus on improving pupils' reading skills and the school promotes reading well. However, not all pupils have developed positive reading habits or an interest in reading. Opportunities for speaking and listening are well established in form tutor time.
- As a result of improved outcomes in examinations, pupils are well prepared for the next stage of their education or future employment.

16 to 19 study programmes

Good

- Leadership and management of the sixth form are good. Leaders have a clear vision for the sixth form and improvements have been made to the range of courses offered, including more vocational courses. The enrichment programme has been improved to fully meet the needs of students. This has led to increased student enrolment.
- Outcomes in the sixth form are good overall. Students studying vocational courses make good progress over time. Students studying academic pathways in the past have not always made good enough progress, although this is now improving. Students currently in the sixth form are now making good progress. Disadvantaged students also make good progress.
- Students entering the sixth form without good passes in mathematics and English at GCSE are well supported and do well in resit examinations, ensuring that they catch up with these required qualifications.
- Post-16 students speak positively about the support and guidance they receive and value the opportunities that are in place within the school to be involved in supporting other pupils through fundraising activities and leadership roles. They are well prepared for life in modern Britain.
- High expectations for attendance and punctuality have resulted in improved attendance. Retention rates between and within Years 12 and 13 have also risen and, in 2016, all students progressing to university courses obtained places at their first-choice university, a number with unconditional offers.
- Overall, the school meets the requirements of the 16 to 19 study programme. Opportunities are in place to develop students' understanding about the world of work and how to move on to university courses. Students who follow vocational courses are well supported with work experience opportunities. However, further opportunities need to be provided for students studying academic pathways to allow them all to develop their experience of work.

School details

Unique reference number	138116
Local authority	Doncaster
Inspection number	10019763

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	720
Of which, number on roll in 16 to 19 study programmes	76
Appropriate authority	The governing body
Chair	David McEwan
Headteacher	Adam Dale
Telephone number	01302 700002
Website	www.campsmount.com
Email address	heads.pa@campsmount.com
Date of previous inspection	18–19 March 2014

Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- Campsmount is smaller than the average-sized secondary school with a sixth form.
- The current headteacher was appointed in April 2014. There have also been a number of new appointments and staff changes, including a senior leadership restructure.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding provided to give extra support to children looked after and those pupils known to be eligible for free school meals.

- Most pupils are White British.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The school meets the statutory requirements on the publication of specified information on its website.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress at the end of key stage 5 and the interim standards for the 16 to 19 study programmes.

Information about this inspection

- Inspectors observed pupils' learning in 32 lessons, including five jointly observed with the headteacher and other senior staff. In addition, inspectors also visited 11 part lessons and observed pupils in form tutor time and assemblies.
- During the inspection, meetings were held with the headteacher, senior leaders, subject leaders, newly qualified teachers, the special educational needs coordinator and the leader of the 16 to 19 provision, as well as six members of the governing body.
- Inspectors spoke with groups of pupils about their learning in lessons and their experiences in the school. They also listened to pupils in Year 7 and Year 11 reading.
- The inspectors reviewed the school's information about pupils' progress and the standards achieved. In addition, work scrutiny of pupils' work was undertaken alongside senior leaders.
- Evaluations were made of the school's documentation, including self-evaluation records, improvement planning, assessment information, governors' minutes and safeguarding systems and records.
- Inspectors reviewed the 24 responses to the staff questionnaire and 40 responses to Parent View, Ofsted's online questionnaire, including 21 free text responses.

Inspection team

Tudor Griffiths, lead inspector	Ofsted Inspector
Wendy Bradford	Ofsted Inspector
Steve Rogers	Ofsted Inspector
Melanie Williams	Ofsted Inspector

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