

Inspection of Champion School

Bugbrooke, Northampton, Northamptonshire NN7 3QG

Inspection dates: 9 and 10 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Staff at Campion have high expectations of all pupils at the school, including those in the sixth form. There is an ambition that all pupils can achieve academically. As suggested by the school's hashtag, pupils and staff are proud to be Campion.

Pupils behave well in lessons. They show courtesy and respect in the corridors by opening doors for others. Bullying is rare at this school, but when it does occur, teachers take it very seriously.

Leaders have revised the curriculum so that all pupils can study a broad range of academic subjects, including at least one modern foreign language. There are opportunities in all year groups to take on leadership roles, such as being an anti-bullying ambassador or head student. The aim of this is to create brilliant futures for Campion pupils.

There are good relationships between staff and pupils. Pupils can talk to staff with ease, and pupils say that they feel safe at school.

Older pupils and staff agree that this school has improved significantly in the last few years. They value the culture and environment leaders have created. This is helping pupils learn.

What does the school do well and what does it need to do better?

Leaders have redesigned the curriculum so that all pupils can study a core set of academic subjects. In most subjects, including modern foreign languages (MFL) and mathematics, leaders have identified the important knowledge pupils must learn, and the order in which they should be taught it. This ensures that pupils have the opportunity to know and remember more. This is not the case in all subjects. For example, in history it is not routinely clear what pupils should have learned at the end of each key stage. In English, teachers do not always explicitly teach the most important knowledge. When this is the case, pupils do not consistently build up their knowledge over time.

The 'Campion Teaching and Learning Rubric' makes clear what each lesson should include. As a result, in most lessons, teachers present subject matter clearly and check understanding before moving on. In these lessons, pupils know and remember more. In some lessons, teachers do not check that all pupils understand concepts securely before they introduce new ideas. In these lessons, pupils are left remembering knowledge that is not correct.

Leaders have improved the provision for pupils with special educational needs and/or disabilities (SEND). All staff have been trained on how to make the curriculum more accessible for pupils with SEND. Most teachers know the needs of individual pupils and how these can be met differently. Pupils with SEND can access

the full curriculum and achieve as well as their peers. A new leader has been appointed to further strengthen SEND provision.

Reading has been prioritised. Pupils read selected texts in 'drop everything and read' (DEAR) lessons. Pupils also have time to read books they choose. This is developing a love of reading for many pupils. Those at the early stages of reading gain phonics knowledge and comprehension skills to give them the foundation for future learning.

Sixth-form students show high levels of maturity and independence. They play an active part in the school. For example, they buddy read with younger pupils. A high proportion of students complete their study programme successfully. A very high proportion of these students go to their first-choice university.

There is a consistent approach to managing pupils' behaviour. Pupils understand the 'Warn, Move, Remove' system. There is very little disruption in lessons as a result. Pupils know that poor behaviour will result in a consequence.

For pupils who struggle with being at school, the Bridge provides a safe space, where these pupils can continue to learn. Staff support pupils with their learning. In most cases, this support enables pupils to return to the classroom.

The personal development programme helps pupils to prepare to become great global citizens. Pupils are taught about staying safe and healthy relationships. From year 7, pupils receive effective careers advice and guidance. Pupils can attend a range of activities to develop their wider interests, including theatre critique club and kick boxing. Staff encourage pupils to contribute to the life of the school, including through being mental health ambassadors or as reading mentors.

Trustees know the strengths of the school. They work in partnership with senior leaders to identify accurately where improvements are needed. Leaders are receptive to the challenge that trustees provide. Leaders sharply focus on areas of improvement and bring about rapid change when needed.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and trustees understand their safeguarding responsibilities. They have made sure that there are staff at many levels with the highest level of safeguarding training. This allows pupils to report concerns to staff who they feel most comfortable with. These members of staff are well equipped to help pupils.

Staff are trained and reminded regularly on how to recognise and report concerns about pupils. As a result, staff know what to look out for and how to report a concern.

Pupils are also taught about local and national safeguarding issues. This helps them recognise what is safe and what is not.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not ensured that important knowledge is clearly identified and how this knowledge builds to an end point. In some lessons in these subjects, teachers do not teach this knowledge explicitly enough. As a result, some pupils do not remember this knowledge well enough. Leaders should ensure that all teachers know how to identify and teach the most important knowledge in a way that students can reach clearly defined end points.
- Leaders have not ensured that all teachers check that pupils' understanding is secure before they move learning on in lessons. On occasions, teachers introduce new ideas without having first corrected any misconceptions pupils may have developed. As a result, these pupils do not develop secure understanding of concepts that are taught before encountering new learning. Leaders must ensure that all teachers know how to check pupils' understanding and address misconceptions.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137087
Local authority	West Northamptonshire
Inspection number	10200165
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1192
Of which, number on roll in the sixth form	163
Appropriate authority	Board of trustees
Chair of trust	Pamela Hutchison
Headteacher	Patricia Hammond
Website	www.campion.northants.sch.uk
Date of previous inspection	25 March 2021, under section 8 of the Education Act 2005

Information about this school

- A new headteacher was appointed in September 2019.
- The school provides alternative education provision for a small number of pupils at Northampton Schools Tutorial Centre and Northampton Saints Hitz.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors carried out deep dives in science, mathematics, English, history, religious education and modern foreign languages. For each deep dive, they met with curriculum leaders, visited lessons, looked at pupils' workbooks, spoke with pupils and met with teachers of the lessons they visited.
- Inspectors visited lessons and reviewed curriculum plans from a wider range of subjects.
- Inspectors met with groups of pupils from key stages 3 and 4. They spoke with pupils informally and observed the behaviour of pupils during social times.
- Inspectors met with groups of sixth-form students and the leader of the sixth form.
- Inspectors met with the leader for whole-school literacy and those responsible for SEND.
- To consider the school's safeguarding procedures, the lead inspector met with the designated safeguarding lead. The lead inspector also looked at documentation relating to safeguarding and the school's single central register. All inspectors spoke with staff and pupils about safeguarding.
- The lead inspector met with a group of trustees including the chair.
- Inspectors spoke on the telephone to representatives of the alternative provider the school uses.
- Inspectors took into account the 201 responses to Ofsted's online questionnaire. They also considered the 111 responses to the survey for staff.
- Inspectors reviewed a range of documentation, including the school's self-evaluation, improvement plan, minutes from trustee board meetings and information concerning pupils' attendance, behaviour and exclusions.

Inspection team

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