

Inspection of a good school: The Campion School

Wingletye Lane, Hornchurch, Essex RM11 3BX

Inspection dates:

24 and 25 November 2021

Outcome

The Champion School continues to be a good school.

What is it like to attend this school?

Pupils at the Champion School are proud to attend their school. They are enthusiastic about the opportunities staff give them. Leaders have embedded an ethos of kindness and service to others. Pupils are considerate of one another, and polite and helpful to adults. Students joining in Year 12 reported that they were very quickly made to feel welcome.

Pupils enjoy their learning. They appreciate the range of subjects on offer and value the help teachers provide. Pupils are keen to take part in the wide range of extra-curricular activities. They take on responsible roles within the school and work effectively with others.

Pupils feel safe. On the rare occasions when bullying occurs, staff handle it effectively. Pupils are confident that adults will help them if they have any problems or concerns.

Leaders and staff know their pupils well and are highly visible in the school. In making decisions, they consider the individual well-being and needs of every pupil carefully. They work hard to make sure that pupils are happy and successful. Pupils are taught to be tolerant and accepting of others. This helps makes the school a strong community.

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

Since the last inspection, leaders have reviewed their curriculum in depth. They have made sure that it is broad and ambitious for their pupils. This includes those with special educational needs and/or disabilities (SEND). Leaders have expanded the subjects on offer from Year 12 to include vocational subjects as well as A levels. The number of students choosing to study in the sixth form has increased as a result.

Teachers are knowledgeable about their subjects. Subject leaders have sequenced lessons thoughtfully to ensure that pupils build up knowledge. Pupils in Years 7 to 9 study a broad

range of subjects before choosing their GCSE options. The pastoral programme is equally well planned. Staff work hard to help pupils in and out of lessons.

Teachers think carefully about how best to support their pupils. They identify gaps in pupils' knowledge and adjust their curriculum plans accordingly. For example, in physical education, teachers prioritised pupils' fitness levels and motor skills when pupils returned to school following the national lockdowns.

In many subjects, teachers use effective ways to help pupils know more and remember more. In subjects such as French, teachers question skilfully to help pupils remember and apply prior knowledge. In music, pupils use the musical terms they have learned to analyse music in depth. In a few subjects, teachers do not always check that pupils have fully understood what they have been taught before moving on. This means that, at times, pupils struggle to use their previous learning to help them understand new concepts.

Reading is a key focus, particularly in Years 7 and 8. Staff identify weaker readers and give additional help to help them catch up quickly. Teachers use carefully chosen tasks in lessons. For example, in history, pupils in Year 8 wrote comparisons of historical interpretations. This prepares them well for GCSE study. Pupils with SEND are well supported in general. Leaders are working to ensure that all staff consider the needs of pupils with SEND in their planning.

Pupils appreciate the chance to choose GCSE options freely. For example, all pupils who wish to study all three sciences may do so, regardless of ability. Most pupils choose to study a humanities subject and language at GCSE. Students in the sixth form benefit from a wide range of courses. Teachers encourage students to become independent learners. Students receive helpful guidance about next steps and life after school. Nearly all pupils progress into higher education.

Pupils are keen to achieve. They behave very well in and out of lessons. Pupils are positive, cheerful and supportive to one another. Form tutors help pupils to reflect on their learning and encourage pupils to take up wider opportunities. Leaders have set up a thoughtful programme of personal, social, health and economic education. They aim to ensure that pupils develop into resilient and well-informed individuals.

Staff prioritise pupil development and opportunity for all. Many pupils take part in sport at the school, especially rugby. Choir is another popular choice. Pupils also have numerous opportunities to lead, for example, as school counsellors, safeguarding ambassadors and trained peer mentors. The girls who arrive in the sixth form are fully included in school activities and quickly integrate.

Leaders celebrate achievement and aspiration. Staff are proud to work at the school. They described governors and leaders at the school as supportive and considerate of staff workload.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are well educated about how to keep themselves safe. They understand a range of issues, including online and community safety. Leaders and staff have arranged an effective series of lessons and events to ensure this.

Pupils trust staff and know how to report concerns. New pupils reported that safeguarding procedures were explained on the first day. Leaders have set up online systems to encourage a culture of reporting.

Leaders support pupils effectively with the help of a strong pastoral team. They make referrals to external agencies and work with them closely. Staff are well trained and alert to risk.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers check carefully to ensure that pupils are ready for the next step in their learning. In a few cases, this assessment is not as rigorous as in other areas. At times, some pupils do not understand previously taught subject content and cannot move on confidently in their learning. Leaders should ensure that effective systems for assessment are consistently embedded across all subject areas.
- Occasionally, staff do not focus sharply on adapting the curriculum to meet the needs of pupils with SEND. At times, learning is not suitably tailored to individual needs. Leaders should ensure that all staff adapt the curriculum consistently well to meet the needs of pupils with SEND.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

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	137040
Local authority	Havering
Inspection number	10204469
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1208
Of which, number on roll in the sixth form	464
Appropriate authority	The governing body
Chair of governing body	Patrick Davis
Headteacher	Keith Williams
Website	www.thecampionschool.org.uk
Date of previous inspection	15 November 2016, under section 8 of the Education Act 2005

Information about this school

- The Champion School is a Roman Catholic school for boys in Years 7 to 11. It has a co-educational sixth form. The school's most recent section 48 inspection to evaluate its distinctiveness and effectiveness as a Catholic school was in April 2018.
- The school currently makes use of one alternative provider on a part-time basis.

Information about this inspection

- This was the first routine inspection the school had 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 met with the headteacher and senior leaders. They also met with the chair of governors.
- Inspectors carried out deep dives in these subjects: mathematics, science, English, history and physical education. Inspectors visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers. Other subjects were also considered through visiting lessons with leaders.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of checks carried out before staff are appointed.
- Inspectors met with pupils from different year groups and spoke to pupils during lesson visits. Inspectors observed pupils' behaviour in school and at breaktimes. The inspection team spoke to staff about behaviour and their workload in the school. The responses to Ofsted's surveys for pupils, staff and parents were also considered.

Inspection team

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