

Inspection of an outstanding school: Chipping Campden School

Cidermill Lane, Chipping Campden, Gloucestershire GL55 6HU

Inspection dates:

16 and 17 April 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The principal of this school is Gareth Burton. This school is part of the Chipping Campden School Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Andrew Sunderland.

What is it like to attend this school?

Chipping Campden School seeks to 'inspire' and 'empower' pupils to 'excel' academically, while developing their own character and talents. Pupils are proud to be part of a school community that builds on a long heritage dating back to around 1440.

The school has high expectations for pupils' behaviour. The vast majority of pupils rise to meet these expectations. However, occasionally, some pupils do not show a positive attitude towards their own learning. When this is not addressed, these pupils do not learn as well as they might. Bullying is never tolerated. Pupils know how to report concerns so that adults can resolve issues. Anti-bullying ambassadors help other pupils to understand the importance of tolerance and respect.

The school is passionate about providing pupils with extra-curricular opportunities. Pupils are enthusiastic members of their school houses. They are keen to earn points towards the success of Fereby, Hicks and Townsend houses. Pupils contribute to the leadership of the school. For example, they act as subject ambassadors, prefects and house captains. Pupils enjoy taking part in clubs, such as debating, music and competitive sport. Students in the sixth form act as positive role models for younger pupils. They provide study support and act as mentors and buddy readers. As a result, the school has a strong sense of community.

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

The Chipping Campden curriculum is broad and ambitious for all learners. Leaders have considered what is important for pupils to know and be able to do in each subject area. This is continually reviewed to support pupils to achieve the highest possible academic outcomes. For example, recent changes to the modern foreign languages curriculum mean that pupils are now better prepared for continuing to study languages at GCSE and beyond. In turn, this will further raise the number of pupils completing the English baccalaureate.

Teachers have excellent subject knowledge. They use this to plan the curriculum, present ideas clearly and model examples. Subject leaders have considered the best methods for teaching their subject. These help pupils to quickly grasp concepts and confidently recall their learning. Assessments quickly identify gaps in pupils' knowledge or areas of misunderstanding. These are then addressed before introducing more challenging content. However, at times, the curriculum is not as well implemented and assessment does not accurately identify gaps in what all pupils know or can do. On these occasions, pupils are less confident in their learning and find it difficult to understand concepts and ideas.

The school values the importance of literacy and reading. Pupils learn the specific vocabulary used within each subject. They become increasingly confident to use it in their own work. Pupils in Years 7 to 9 regularly read fiction and non-fiction texts. Pupils who would benefit from additional support with reading fluency or comprehension are quickly identified and helped. Students within the sixth form read widely around their subjects. This prepares them well for higher education.

The school has clear systems for identifying the needs of pupils with special educational needs and/or disabilities (SEND). These pupils receive the help that they need to attend school and learn the curriculum. 'The Hive' centre provides a wide range of personalised support for pupils and sixth-form students. This includes supporting pupils with their mental health, social-skills and learning English as an additional language.

Pupils study a Life Skills curriculum that prepares them well for adult life in modern Britain. They learn about relationships in an age-appropriate way. There are regular workshops and guest speakers on a range of topics that are of local importance. For example, pupils learn about the impact of vaping, road safety and preparing to live at university. Assemblies and tutor activities revisit these topics. This provides pupils with the opportunity to reflect, question and debate.

The school has a comprehensive careers programme. Pupils regularly meet and visit employers. Guest speakers, including previous students, provide an insight into their careers in order to inspire the next generation. Annual enterprise competitions develop pupils' teamwork and business skills. The school provides impartial advice about apprenticeships and vocational qualifications. Students in the sixth form are also well supported with university applications.

The trust is considerate of the workload and well-being of staff, particularly those early in their career. Recent changes to the structure of the senior leadership team have enabled leaders to continue to improve the school. Staff appreciate the opportunity to share their views and ideas with leaders. They particularly value the professional development provided to support them in their roles.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the curriculum is not as well implemented as intended. On these occasions, pupils do not receive the same high-quality education and, as a result, do not learn the curriculum as well as they might. The trust should ensure that the curriculum is implemented as intended in all areas of the school.
- On occasion, some pupils do not show a positive attitude towards their learning. This means that they do not learn as well as their peers. The trust should ensure that its high expectations for pupils' attitudes towards their learning are consistently upheld and that pupils are challenged and supported to meet them.

Background

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

This is the first ungraded inspection since we judged the school to be outstanding in March 2017.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136960
Local authority	Gloucestershire
Inspection number	10256719
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	1,477
Of which, number on roll in the sixth form	350
Appropriate authority	Board of trustees
Chair of trust	Andrew Sunderland
Principal	Gareth Burton
Website	www.campden.school
Dates of previous inspection	8 and 9 March 2017, under section 5 of the Education Action 2005

Information about this school

- The school is part of Chipping Campden School Trust, a single academy trust.
- The principal of this school took up post in September 2023.
- This school uses three registered alternative providers and one unregistered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with school leaders at all levels. Inspectors also spoke with teaching and support staff, as well as trustees.
- Inspectors met with groups of pupils, including representatives from the student leadership team.
- Inspectors carried out deep dives in these subjects: mathematics, English, history and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Sixth-form lessons were visited as part of the deep dives.
- Inspectors also visited additional lessons to consider the effectiveness of the wider curriculum.
- Inspectors met with leaders responsible for pupils with SEND and considered the support provided to meet their needs.
- Inspectors viewed a range of school documentation, including minutes of the trustee meetings and the school's improvement plan.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey for parents, Ofsted Parent View, as well as responses to the staff survey and pupil survey.

Inspection team

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His Majesty's Inspector

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