Inspection of Chipping Campden School

Cider Mill Lane, Chipping Campden, Gloucestershire GL55 6HU

Inspection dates:	13 and 14 May 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Outstanding**
Leadership and management	**Good**
Sixth-form provision	**Outstanding**
Previous inspection grade	Outstanding

The principal of this school is Gareth Burton. This school is in a single-academy trust, called Chipping Campden School. The principal is also the accounting officer. The trust is overseen by a board of trustees, chaired by Andrew Sunderland.

What is it like to attend this school?

Pupils at this school are happy and feel a strong sense of belonging. The school has high expectations of pupils' behaviour and conduct and, most of the time, pupils meet these expectations. The school's values are widely understood by pupils and students in the sixth form. Sixth form students are extremely proud of their school and demonstrate exceptionally positive attitudes towards their learning.

Pupils benefit from a broad and ambitious curriculum. They value the range of subjects available to them in key stages 4 and 5. Each subject is well-planned and, most of the time, the curriculum is delivered effectively. The school expects pupils to achieve highly and many achieve well. In the sixth form, students develop strong independent learning skills.

The school provides an extensive range of enrichment opportunities, including in sports and performing arts. There are also many smaller clubs and activities, some of which are led by pupils and sixth form students. Student leaders take their responsibilities seriously. The school's four 'ministries' help to promote an understanding of important issues such as sustainability and inclusivity. The recently reinvigorated house system provides a myriad of opportunities for pupils to participate events and take pride in the school's long history and heritage.

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

In each subject, the school has carefully identified the most important knowledge pupils need to know. The curriculum builds sequentially on what pupils have learned before. A large number of pupils choose to study the full range of subjects in the English Baccalaureate (EBacc). The school actively promotes the study of modern foreign languages and provides additional GCSE courses, such as Latin, further mathematics and astronomy. The school promotes a love of learning through its 'Excel Super Curricular' programme.

The number of pupils who achieve strong passes in GCSE English and mathematics is above the national average. Many pupils achieve well in other subjects, too. In the sixth form, students achieve well, and the vast majority are successful in their applications to academically selective universities.

Staff deliver the curriculum with passion and subject expertise. Recent work to ensure that teaching approaches are consistently effective is having an impact in some areas. However, this is not consistently the case. Sometimes, staff do not use teaching approaches to check and deepen pupils' understanding of what has been taught. This means that some pupils do not learn or achieve as well as others, including those who are disadvantaged. The delivery of the curriculum in the sixth form is consistently strong. As a result, students develop a deep understanding of what they learned and are motivated to complete additional reading and work in their chosen subjects.

The school effectively promotes a love of reading. Pupils in key stage 3 read a range of books which develop their social and cultural awareness. Pupils who have fallen behind with reading are well-supported to catch up.

Pupils with special educational needs and/or disabilities have their needs accurately identified. They are effectively supported to learn alongside their peers. Recent work to improve the systems which support these pupils has had a positive impact. A significant number of parents and carers commented positively on this provision when completing the inspection survey.

The school has a clear behaviour policy, which is widely understood by staff and pupils. When the system is used as intended, it is effective. Low-level disruption is rare but causes frustration to younger pupils when it does happen. Serious breaches of the policy are very rare and, most of the time, pupils are calm and respectful. Students in the sixth form are excellent role models to younger pupils.

The school's 'Life Learning' curriculum is exceptionally well-designed and delivered. Pupils remember important information about how to stay mentally and physically safe and healthy. They understand about people's differences and how to treat everyone fairly. A large number of pupils and sixth form students take part in the Duke of Edinburgh's Award scheme. The school's careers programme ensures that pupils of all ages learn about a range of careers and develop skills which prepare them for life beyond school. This includes work experience opportunities in Years 10 and 12.

Leaders have introduced a number of changes to drive improvements in the quality of education and standards of behaviour at the school. They actively seek the views of staff and parents and are highly responsive to feedback. Trustees hold the school to account and provide appropriate support. They recognise the need to strengthen the level of this challenge in order for the school to achieve its ambitious plans, particularly in relation to the education it provides.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the curriculum is not consistently effective. Sometimes, staff do not utilise the most effective pedagogical tools to check and deepen pupils' understanding. This means that some pupils, including those who are disadvantaged, do not achieve as well as they could. The school should ensure that staff consistently use effective teaching approaches. In addition, they must monitor the implementation of the curriculum more closely, so that trustees also have a strong oversight of the curriculum, and more pupils achieve highly.

- Occasional instances of poor behaviour are sometimes not addressed quickly enough in lessons. While there is a clear system to manage low-level disruption, the system is not used consistently well. This means that, at times, a small minority of younger pupils continue to disrupt learning and this frustrates their peers. The school should provide more clarity to staff about how to manage low level disruption in lessons, so that learning is not disrupted.

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 special educational needs and/or disabilities (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	10378921
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	1484
Of which, number on roll in the sixth form	345
Appropriate authority	Board of trustees
Chair of trust	Andrew Sunderland
Principal	Gareth Burton
Website	www.campden.school
Dates of previous inspection	16 and 17 April 2024, under section 8 of the Education Act 2005

Information about this school

- The school is part of Chipping Campden School Trust, a single academy trust.
- 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.
- The school currently uses five unregistered alternative provisions, and three registered alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal and other senior leaders and a selection of staff during the inspection.
- The lead inspector met with the chair and other members of the board of trustees.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, modern foreign languages, art and drama. 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.
- Inspectors analysed responses to Ofsted's online survey, Ofsted Parent View, and the free-text comments.
- Inspectors considered the responses of staff and pupils to Ofsted's online surveys.
- An inspector evaluated how well the school identifies and supports pupils with SEND.
- To evaluate the effectiveness of safeguarding, the 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 spoke with groups of pupils during lessons and social times. They met with staff who oversee the personal development and behaviour of pupils, including reviewing relevant documents related to how behaviour incidents are reported and followed up.

Inspection team

Victoria Griffin, lead inspector	His Majesty's Inspector
Benjamin Houghton	Ofsted Inspector
Jo Butler	Ofsted Inspector
Steve Smith	Ofsted Inspector
Sukhbir Farar	Ofsted Inspector

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