



# Stantonbury Campus

## Inspection Report

**Unique Reference Number** 110526  
**LEA** Milton Keynes LEA  
**Inspection number** 278453  
**Inspection dates** 11 January 2006 to 12 January 2006  
**Reporting inspector** Anne Taylor HMI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Purbeck
<b>School category</b>	Foundation		Stantonbury
<b>Age range of pupils</b>	12 to 18		Milton Keynes MK14 6BN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01908 324400
<b>Number on roll</b>	2496	<b>Fax number</b>	01908 324401
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	JanetHildreth MonicaElse
<b>Date of previous inspection</b>	15 November 1999	<b>Headteacher</b>	Mark Wasserberg

Age group	Inspection dates	Inspection number
12 to 18	11 January 2006 - 12 January 2006	278453

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by a team of five inspectors over two days.

## Description of the school

Stantonbury Campus is a much larger than average comprehensive school, with a very large sixth form. There are 2496 students on roll, approximately 500 of whom are sixth form students. Students currently join the school in Year 8 although from 2006 there will be a Year 7 intake after a re-organisation of secondary education in Milton Keynes. The school has a strong supportive ethos, valuing each student and member of staff equally. The school is organised into 5 halls, 4 for 12-16 and 1 for sixth form students. All pastoral support and much of a student's teaching takes place in their hall. There is a higher than average proportion of students with special educational needs. The proportion of students eligible for free school meals is below the average, as is the proportion of those with English as an additional language. There are significant numbers in the sixth form in receipt of the educational maintenance allowance. Approximately 10% of students are from minority ethnic backgrounds. The school has had specialist status in the arts since 1998 and has been invited by the Department for Education and Skills to pursue further opportunities as a high achieving specialist school. It expects to commence as both a maths and computing and a vocational specialist school in April 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Stantonbury Campus is an effective school, offering good value for money. It enables students to make good progress in a caring, supportive environment. Examination results are in line with national averages and students' achievements are well above those in schools with similar intakes. Students with learning difficulties and disabilities and those with low prior attainment make especially good progress. Effective leadership and management have enabled the school to continue to make good progress since the last inspection. The school Principal, who was appointed in September 2003 has embarked on an appropriate programme of change to raise standards and achievement further. Self evaluation and planning is strong and accurate and some standards have started to rise. The school needs to do more to raise standards in English and mathematics. Marking and target setting is inconsistent across the campus and this needs to improve. The school has developed a wide range of effective partnerships which enhance the experience of students. The school hall system provides students with a focal point for pastoral support and this is a strength. The environment of the school is inclusive and individuals are respected. Pupils enjoy their work and attend regularly but a small minority disrupt learning in some lessons. The specialist status in the arts has greatly enriched the curriculum and there are particular strengths in both performing arts and physical education.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The school judges the overall effectiveness and efficiency of the sixth form as good and the inspectors agree. The school has an extensive and inclusive sixth form that is based in its own hall. It offers a very wide range of academic AS and A levels and some vocational courses at both level 2 and 3, although the vocational choice at level 3 is limited. Sixth form provision appropriately reflects the school's specialist status, for example, there is a well established BTEC National Diploma in performing arts. Students make good progress on their courses and the vast majority complete their studies. Sixth form students speak highly of their experiences at the school and take advantage of a range of enrichment opportunities, including supporting younger students in the school. Students are well prepared for progression to higher education. They follow an appropriate tutorial programme with activities and themes designed for their needs.

## **What the school should do to improve further**

- \* ensure that the quality of marking is consistent across all subjects so that students know how to improve their work
- \* set all students challenging targets and regularly monitor achievement with them across all subjects
- \* further improve achievement and standards in mathematics and English
- \* ensure the consistent implementation of strategies to improve the behaviour of the small number of students who occasionally disrupt lessons.

## **Achievement and standards**

### **Grade: 2**

Students' achievements from Key Stage 2 to 4 are well above those in schools with a similar intake. The prior attainment of students starting the school in Year 8 is lower than average. Most students achieve well, relative to their prior attainment and students with learning difficulties and disabilities and those with low prior attainment achieve especially well. Results of national tests and examinations are broadly in line with national averages. Samples of students' work seen by inspectors meet national standards, and some outstanding work has been seen, especially in the arts. Current workbooks indicate improved standards in a number of subject areas such as science, English and modern foreign languages. Whilst the proportion of students achieving 5 or more A\*-C is broadly average students make good progress relative to their prior attainment in most GCSE subjects. Progress in maths from Key Stage 3 to 4 is below average in 2005. Overall at GCSE girls do much better than boys, although the gap has narrowed in 2005. The proportion achieving A\*-C including maths and English is rising, although it is still low. More students than average achieve A\*-G and a very low proportion leave without qualifications. Students in the sixth form make good progress relative to their prior attainment. Very high proportions complete their studies. Standards on advanced academic courses are around the national average and on advanced vocational and on intermediate courses they are above average. Students on advanced vocational courses in performing arts and health and social care make very good progress. Students with below average GCSEs on advanced courses generally make better progress on these vocational courses than through academic A levels. Achievements in some A level subjects, such as biology and business studies are below those expected for the student group. Results in drama and sociology are consistently strong.

## **Personal development and well-being**

### **Grade: 2**

#### **Grade for sixth form: 1**

The school evaluates the quality of personal development and well-being as good and inspectors agree with this at Key Stages 3 and 4 and judge it to be outstanding in the sixth form. Students enjoy their education considerably. They attend regularly and take an active part in the school. They are punctual, considerate and polite. They feel safe and know that any concerns they have will be addressed. The needs of vulnerable students are very well addressed through multi-agency working. Behaviour around the campus is good, although a small minority of students disrupt some lessons. This is of concern to some parents. Parents do however generally recognise the actions taken by the school to resolve issues. The proportion of students who continue their education beyond Year 11 is high, and almost all those in the sixth form complete their courses. Students develop their spiritual and cultural awareness very well through good teaching in integrated humanities and many opportunities in the performing arts. Their social and moral awareness is very high as a result of the thorough pastoral programme and the inclusive ethos of the whole school. They are conscious of the

need for safety without feeling fearful. Many choose healthy eating options and there are sufficient opportunities for physical activities. They show a commitment to racial equality. They are articulate and confident in speaking. Students are prepared for the workplace through very good careers guidance and work experience: however their progress in literacy and numeracy is no better than satisfactory with below average numbers achieving both English and maths GCSE at the end of Key Stage 4. Students are fully involved in the school: many take on roles of responsibility, and they influence their lives in school well through the student councils. Older students advise younger ones as peer mentors. A number of sixth formers assist younger students with their reading. Many make outstanding contributions to the wider community, including performing plays to young children and working with prisoners.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Most lesson planning is effective with teachers ensuring that students know what they are expected to learn and taking account of their differing needs. They use a variety of teaching and learning strategies. Expectations are usually high and activities in most lessons provide challenge so that generally students are enthusiastic about their work and learn well. Relationships between teachers and students are generally good and contribute strongly to achievement and ensure that students enjoy learning; however inappropriate student behaviour in some lessons impedes progress. Teachers and teaching assistants meet the needs of students who have learning difficulties and disabilities and of those who use English as an additional language. The school rightly believes that particularly effective teaching is to be found in the visual and performing arts, physical education and design technology. These areas of the curriculum have become a focus for good practice. In most subjects students respond well to teachers' high expectations and in all year groups work is regularly marked, but teachers do not always make it clear to students how they can improve. Assessment for learning has now become a well established part of the planning process in the performing arts, physical education and design technology. In other subjects it is being introduced but still lacks rigour and consistency. Students are increasingly expected to evaluate their own and others' work. In Years 10 and 11 and in the sixth form students are set challenging targets in all of their examination subjects. However, there are insufficient opportunities for students to review their progress with teachers.

### **Curriculum and other activities**

#### **Grade: 2**

The school judges the curriculum provision to be satisfactory. However, inspectors found the quality and the range of provision to be good overall with extra-curricular activities being a particular strength. The school's specialist status as an arts college has recently been re-awarded and is seen as a key feature of curriculum development. Significant numbers of students take part in productions, music performances, dance

and drama activities and a flourishing on-site theatre supports the work of the whole school. A significant number of students also benefit from a wide range of other extra-curricular opportunities including trips, residential visits abroad and participation in sport, including activities in the on-site leisure centre. Homework and catch-up clubs provide students with extra help and students with special gifts or talents have many opportunities to develop outside the formal curriculum. There is very good provision for careers education, work related learning and community service. The school is committed to providing a broad and balanced curriculum appropriate to the needs of all learners, but recognises some limitations in the curriculum at Key Stage 4. At this stage there is limited choice for learners and a lack of opportunity for accreditation in ICT. The school is currently undertaking a major review which will address this. Whilst the school offers some vocational courses in Year 12 and 13, they are looking to broaden the choice of vocational courses for all students. The school has a very large sixth form and as a result a wide choice of subjects is available at AS and A level. Some vocational courses are offered at both level 2 and 3, including a BTEC National Diploma in performing arts which has a particularly rich curriculum. In addition the school offers the Certificate and Diploma in Financial Studies. However the vocational offer at level 3 is small relative to the numbers of students more likely to succeed with less academic courses.

## **Care, guidance and support**

### **Grade: 2**

Staff provide very good care for students through their high level of commitment and expert guidance. They are both encouraging and supportive. The organisation of the large campus into different halls enables students to develop a sense of belonging to their hall with pastoral arrangements being centred on the hall. An appropriate tutorial programme has been developed for sixth form students giving especially good guidance on progression into higher education. Consistency of approach in pastoral care and support is maintained well across the school, whilst opportunities are taken for piloting new developments such as individual behaviour plans in one hall. Very good pastoral support is given through the Heads of Hall, Team Co-ordinators, Pastoral Managers and Connexions advisers. They effectively identify students' needs, refer students if necessary and develop individual behaviour plans as appropriate. The school recognises the existence of unsatisfactory behaviour in a small percentage of lessons and has a range of strategies to deal with individual behaviour issues. The use of Restorative Justice methods to resolve disagreements and difficulties is effective. Attendance and punctuality are maintained at high levels through careful procedures. The guidance to students on how to improve their work is satisfactory; however challenging targets are not always set and monitored with students throughout the school. The wide range of students with learning difficulties and disabilities receive outstanding provision and achieve well as a result, as do those for whom English is an additional language. Healthy eating options are available, and the many physical activities that are offered enable students to experience healthy lifestyles.

## Leadership and management

### Grade: 2

The Principal is an outstanding leader who provides a clear sense of direction focusing on raising achievement and valuing each student and member of staff as equal partners. He is well supported by a leadership team with a strong and collective sense of purpose. The school's highly self-critical and reflective self-evaluation provides a most accurate analysis of strengths and weaknesses. The key areas for improvement identified are reflected in a very well focused campus development plan. The pace of implementation varies and for some subjects, such as mathematics, action has not yet raised standards sufficiently. Monitoring and evaluation of the quality of teaching is very good and strong support is offered to teachers who need it. Despite the high turnover of staff, the priority given to the professional development of all teachers contributes successfully to the consistency of approach across the school. The school's leaders most effectively promote equality of opportunity and the personal development and well-being of all students. Structures are effective. The hall system provides a sense of security and identity within a huge campus. The school is inclusive and managers have developed partnerships which enhance provision and the experience of learners. The significant and increasing role of the school as the hub of local community activity adds to its popularity with parents and students and contributes very well to their achievements in performing arts and sport. Resources are deployed well to achieve good value for money. Budget management and monitoring processes are most effective. Governors make a significant contribution to the success of the school, supporting and challenging senior managers. Whilst the great majority of parents are supportive of the school, a few have concerns on the behaviour of some students in class. A range of strategies have been developed, but the school needs to do more to ensure they are implemented consistently. The high quality of leadership and management ensure the school is well placed to make further progress.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	1	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

### **Text from letter to pupils explaining the findings of the inspection**

I am writing to thank you for the warm welcome you gave to me and my colleagues when we visited Stantonbury Campus recently. We very much enjoyed meeting you and hearing your views about your work and the school. We were very impressed at how confidently you spoke about your school and how much enthusiasm you showed in your studies.

What we liked most about your school: We judge that Stantonbury Campus is a good school and deserves its good reputation. You all make a very important contribution to the success of the school. Most of you are highly motivated learners who behave well and get on very well with adults and each other. You are taught well and enjoy your lessons and the wide range of activities and clubs on offer at the school. Most of you make very good progress in your work and do as well as you can in national tests and examinations. You told us that you feel safe and secure in your school and that you knew who to ask if you needed help or guidance. Your school provides a good education for you all and is continuing to improve.

We have made a few recommendations on how you can work with teachers to make your school even better: We agree with your school that you need more information on how well you are doing in all subjects and we have also suggested that the school provides more opportunities for you to discuss your targets and progress with teachers. Finally, we would ask all students to play their part, with teachers, in maintaining a very positive working environment so that no lessons are disrupted by bad behaviour. We wish you every success in your future careers at the school.