



# Campion School

## Inspection Report

**Unique Reference Number** 125745  
**Local Authority** Warwickshire  
**Inspection number** 281991  
**Inspection dates** 5–6 December 2006  
**Reporting inspector** Philippa Francis HMI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Sydenham Drive
<b>School category</b>	Community		Leamington Spa
<b>Age range of pupils</b>	11–18		CV31 1QH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01926 743200
<b>Number on roll (school)</b>	488	<b>Fax number</b>	01926 336123
<b>Number on roll (6th form)</b>	84		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	C Heath
		<b>Headteacher</b>	A Chubb
<b>Date of previous school inspection</b>	10 January 2000		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–18	5–6 December 2006	281991

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

Campion is a small school with a sixth form that is growing in numbers. It holds specialist college status for business enterprise and creative arts. Most of its pupils live within two miles of the school. The majority have below average prior attainment and the number of pupils with learning difficulties and disabilities is above average. The number of pupils from minority ethnic groups is high and more pupils do not have English as their first language than average. Nearly half of the pupils come from families with little experience of higher education and about a third are from areas of high social deprivation.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Campion is a good and rapidly improving school. This judgement matches the school's view of itself. Over the last two years, from a very low base, behaviour and achievement have improved significantly because provision is now of a much higher quality. Teachers go to great lengths to 'fight for every child' in their quest to raise achievement. Staff, pupils and other stakeholders have much more confidence in the school. Its reputation, especially as an inclusive school, is improving. Leadership and management by a highly effective and inspirational headteacher and a strong, united management team have brought about many changes very skilfully and these aspects of the school are outstanding. Achievement is now good, and standards are rising quickly and are satisfactory. Behaviour has improved from unsatisfactory to outstanding. Good care, guidance and support have underpinned these improvements and ensure pupils' well-being. Attendance has improved and is currently satisfactory. Work with partners to develop the school's provision is good.

Teaching and learning are good with a strong focus on learning maximising every opportunity. Teachers are well supported to develop their skills, and assessment is effective. Some teaching is outstanding and the school has clearly focused priorities to bring the quality of all lessons up to that of the best. Specialist status has benefited many aspects of the school, including curriculum design and the development of enterprise skills and creative talent. The range of extra-curricular activities is good and helps support good personal development.

Resources are deployed effectively and careful financial control has resulted in an improved financial position. The school is now stabilised and, because achievement has improved so much, provides good value for money. Governance is very effective and has been very supportive of the relatively new leadership team and their high aspirations. Self-evaluation is rigorous and highly effective. The school's track record of bringing about significant improvement in a short time is remarkable. The school has outstanding capacity to improve further.

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

### **Grade: 2**

The school's sixth form was relaunched in 2005, following a period of some decline. In 2005/06 sixth form numbers increased considerably as nearly half of Year 11 stayed on and this is mirrored in 2006/07. Retention rates are good, which reflects pupils' good attitudes. Careful assessment of current performance compared to predicted grades based on prior attainment shows that pupils make good progress. Standards of work and results of external examinations are satisfactory.

Increasingly effective teaching ensures good learning, especially through the development of independent study and research skills. A carefully tailored curriculum to meet individual needs covers a good range of A-level subjects and a growing vocational curriculum at both Levels 2 and 3. An innovative feature is the creative technology course offered in partnership with an arts company which caters for pupils

of all levels of attainment and has clear progression from Level 2 to higher education. Through developing consortium arrangements, the very few pupils who wish to, can study a wider range of programmes through other providers. Personal and social education and enrichment activities have been further improved and provide a sound basis for the improving personal development of the sixth form pupils. Pupils are well guided and supported and value this highly. The sixth form is well managed and financially sound.

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

- Raise awareness and promote further the importance of regular attendance with pupils, parents and/or carers.
- Improve the quality of teaching and learning by ensuring a high level of challenge for all pupils and spreading further the good practice that exists in the school.

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 2**

Pupils have below average starting points and make good progress to reach standards that are satisfactory. An unrelenting focus on raising achievement over the last two years has resulted in pupils' results and the progress they make improving significantly. Challenging targets are set and all were met and exceeded in 2005/06. The progress made is good and most pupils do better than expected, as shown by their value-added scores and the learning that takes place in lessons at all levels. Girls are now making good progress, having underperformed in 2004/05. Pupils are eager to learn and work hard. They have made particularly good improvement in the learning of core subjects, where there had been slower progress in past years. Pupils with learning difficulties and disabilities and those for whom English is not their first language all make good progress because they are well supported.

Results of tests at Key Stage 3 have steadily improved over the last two years, especially in 2004/05, at a better rate than nationally. In 2005/06 many more pupils achieved a higher national curriculum level in core subjects compared to 2004/05, and results in science improved from a low base in 2004/05. At Key Stage 4 results improved dramatically in 2005/06, especially in core subjects. The proportion of pupils who gained 5 or more A\* to C grades increased considerably as did the proportion gaining 5 or more A\* to G grades. Nearly all pupils gained at least one pass at GCSE. Specialist status has had a positive impact on results in creative arts and the strong development of business skills at all levels.

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

**Grade: 2**

**Grade for sixth form: 2**

Pupils respond very positively to the school's ethos of mutual respect and support. Their personal development is good. Spiritual, moral, social and cultural development is good, because these elements are covered well in lessons, through visits and in the wider life of the school. Moral and social understanding develops well through opportunities for pupils to take responsibility for representing their peers, participate in drawing up a code of conduct, and in supporting younger pupils within the newly established system of mixed age tutor groups. Cultural development is strong as a result of the dramatic performances and opportunities to explore other cultures across the subjects.

Behaviour has improved a great deal and is outstanding. This is because pupils enjoy school, and have very positive attitudes as a result of improvements to teaching and the knowledge that their views are taken seriously by teachers. Attendance has improved to a satisfactory level following successful new initiatives to check up on attendance, keep parents informed, and to make them aware of the importance of good attendance for their children's progress.

Pupils understand the importance of a healthy lifestyle from a range of subjects, and participate enthusiastically in the very wide range of extra-curricular sporting and fitness activities on offer. Take up of healthy eating options at lunchtime is good. Personal well-being is supported well by a qualified counsellor to whom referrals can be made by pupils, parents and staff. Pupils make a good contribution to the community through charitable work. In the school community, sixth formers help younger pupils in class, and undertake volunteer roles in local playgroups, primary schools and gardening projects. All pupils collaborate on income producing activities, learning how to manage time and money, impress potential customers and work together in teams. This is supported helpfully by other contributions from local business organisations and entrepreneurs.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Lessons are generally good and some are outstanding. Teachers make learning fun and most lessons move at a brisk and challenging pace. Teachers work hard to motivate pupils to give of their best, and are becoming very skilled at managing behaviour well. The majority ensure that all pupils make good progress. In a minority of lessons teachers miss opportunities to stretch more able pupils through extending their use of effective teaching strategies. The school seeks constantly to improve the quality of learning and has a very sound system for supporting teachers and helping them to develop

good and outstanding practice. The impact of specialist college status on lessons is very positive and teachers maximise opportunities to develop either enterprise or creative aspects of their lessons.

Assessment is good and becoming a much stronger feature of teaching. It is well structured and marking is of good quality. There is high emphasis on helping pupils to improve their work through constructive comment and involving them more and more in self-evaluation. Pupils receive regular homework and generally appreciate the importance of this aspect of assessment.

## **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 2**

The curriculum offers a rich environment to support learning. The full statutory range of subjects is offered and there is particular strength in the way that the school reflects its specialist status in business enterprise and the arts. During Years 7 to 9 significant time is provided for information and communication technology (ICT) and art and design. In Years 10 and 11 pupils have the opportunity to choose from many optional subjects and this maximises their engagement and examination success. Good guidance on subject choice is given to pupils and their parents at this stage. Enterprise activities are increasingly embedded in subjects and all Year 10 pupils undertake an enterprise project in addition to their work experience.

Throughout the school there is good provision of personal, social and health education together with citizenship. The curriculum supports pupils with learning difficulties and disabilities well. Pupils who have English as an additional language are quickly and successfully integrated into normal lessons where they then make good progress. Pupils benefit from a wide range of activities outside the classroom and the level of participation is high.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

Care, guidance and support are good and result in more and more pupils achieving success. Very good attention is paid to health and safety through risk assessments and ensuring that child protection procedures are understood well and fully in place. Procedures to prevent bullying are very effective, because pupils have been fully involved in drawing them up. When incidents do occur they are dealt with promptly and effectively by teachers. Likewise, pupils' involvement in choosing and wearing a new uniform design gives them a strong sense of pride and self-confidence both in their school and its image in the community.

Pupils are given very good tailor-made advice on what they need to do in different subjects in order to improve. Teachers take prompt and effective action when pupils are in danger of underperforming. Information is shared well with parents in regular,

informative update sessions throughout the school year. Improved standards of behaviour have led to reduced levels of exclusion from school, which were too high and are now more average. Vulnerable children and pupils experiencing difficulty benefit from carefully worked out procedures and personal guidance to help them attend school, learn good behaviour and learn alongside their peers. The school offers useful impartial briefings to parents and pupils on future options both within school and about progression to the sixth form and beyond.

## **Leadership and management**

**Grade: 1**

**Grade for sixth form: 2**

Outstanding leadership and management have successfully brought about a much needed programme of radical change to many aspects of the school's work over the last two years. The result is a significant improvement in pupils' behaviour and their achievement and a stabilised school. The headteacher's inspirational leadership, clear vision and high aspirations for all pupils have been key factors in this successful transformation.

Senior managers are united in purpose, have strong management skills and provide very good support. Together with the headteacher they provide excellent role models for staff and pupils, who appreciate their open and communicative style. In particular, the headteacher and deputy headteacher maintain a high profile around the school during lessons and at break and lunchtime, which keeps them well in touch with the school at work. Middle managers combine skill with enthusiasm for their developing roles and are very capable.

Monitoring and evaluation of the quality of provision are very effective. The well planned lesson observation scheme and the thorough and frequent scrutiny of pupils' work have ensured considerable improvement in teaching and learning. Assessment data is well managed and thoroughly analysed so that the progress of all pupils is carefully monitored, and support provided where necessary.

Professional development of staff is a notable strength of leadership and management. Middle managers are held accountable for the performance in their areas of responsibility and rise to the challenge well. They are fully involved in self-evaluation and the formation of school improvement priorities. Governors are knowledgeable about the school's work, prepared to ask challenging questions and diligent in holding managers to account. Resources are efficiently and effectively deployed. Two years ago the school had a substantial budget deficit, but, due to careful financial management, this has reduced considerably. The school has a clear strategy for further developments, provides very good value for money, and its capacity for improvement is outstanding.





## 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>
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### 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?	2	2
The effectiveness of the school's self-evaluation	1	2
The capacity to make any necessary improvements	1	1
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	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	1	
The attendance of learners	3	
How well learners enjoy their education	2	
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	2	
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 to below average; Grade 4 - Exceptionally low.

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

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

As you know, your school was recently inspected and this letter is to tell you about the outcome of the inspection. However, first, I would like to thank you all, on behalf of the inspection team, for your courteousness, co-operation and assistance during our visit. We valued your comments and opinions, and enjoyed meeting you. We judged that the overall effectiveness of your school is good and that its leadership and management are outstanding. You told us that you enjoy school and how well your teachers support you. We agree, and judge that teaching and learning and the care, guidance and support you receive are good. Mr Chubb and his team of staff have introduced many very successful improvements to the school and it is now a much more productive place. The much improved results you all gained last year are good evidence of this. Well done. However these results can improve much more and the school is working hard to do this. Your behaviour is very good and we were extremely pleased to see this demonstrated in all lessons as well as around the school. You made us all feel welcome and we noted examples of good behaviour such as opening doors for us and helping us find our way around the school site.

You are making good strides in your personal development through the work done in lessons and the extra activities the school provides such as drama productions and visits. Despite much effort by your teachers and good attendance by many of you, the level of attendance at school is only satisfactory. This needs to improve and every one of you must realise the importance of attending school regularly and help to raise this level to good. Your teachers make lessons enjoyable and motivate you well. We have asked them to make sure that in all lessons you are really pushed to achieve the best you can by using the skills that they possess as effectively as they can.

We heard about the charitable work that you do and some of the community projects you are involved with. These are impressive and we hope you keep up this good work.