

Campsmount Technology College

Inspection report

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| Unique Reference Number | 106791 |
| Local Authority | Doncaster |
| Inspection number | 309234 |
| Inspection dates | 7–8 November 2007 |
| Reporting inspector | Jan Bennett HMI |

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

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| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11–18 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 780 |
| 6th form | 90 |
| Appropriate authority | The governing body |
| Chair | Mr David McEwan |
| Headteacher | Mr Andrew Sprakes |
| Date of previous school inspection | 1 March 2004 |
| School address | Ryecroft Road Norton Doncaster South Yorkshire DN6 9AS |
| Telephone number | 01302 700474 |
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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

Campsmount Technology College is a smaller than average school with 70 students in the sixth form. The school is in an ex-mining area to the north of Doncaster and serves the villages of Campsall, Norton and Askern. The area has an unemployment rate that is well above the national average and the proportion of students eligible for free school meals is also higher than average. The vast majority of students are White British. A higher than average proportion of students has a statement of special educational need and the proportion of students with learning difficulties and/or disabilities is average. Campsmount has had specialist technology status since September 2003.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Campsmount is a good and improving school with some outstanding features. The headteacher is very energetic and effective and he has ambitious plans for the future. The senior leadership team and governors know the school extremely well and are constantly looking for ways to make it better. Staff and students are very enthusiastic and hard-working and they are very keen to play their part in making their school 'the best'. Parents' views of the school are very positive.

Specialist college status has enabled the school to make major improvements to the learning environment and resources. In 2003, when the school was awarded specialist college status, only 28% of students gained five GCSE passes at the higher grades. Results have improved considerably since then and in 2006, this proportion increased to 64%. Improving standards remains a priority for the school, especially in the sixth form.

The personal development and well-being of students is outstanding and behaviour around the school and in lessons is exemplary. The quality of the personal care and guidance that students receive is outstanding and academic guidance in the main school is good. Careers guidance is especially strong and the proportion of students leaving the school who do not either continue in education or training or find employment is exceptionally low. The curriculum is developing well, especially in the main school. The range of extra-curricular activities is outstanding and underpins the excellent personal development.

Since the last inspection, the headteacher and a deputy headteacher have retired and a new leadership team has been appointed which is working very well. The team has established a number of effective systems that are bringing about major improvements. For example, a robust lesson observation system, supported by effective staff development, is driving up the quality of teaching and learning which is consistently good across the school. Other procedures, such as the procedure for monitoring and reviewing the academic progress of individual students, have had less time to become established and are still being refined. Partnerships with other organisations are very effective. The school is making very good progress and its capacity to improve is outstanding.

Effectiveness of the sixth form

Grade: 3

Inspectors agree with the school that sixth form provision is satisfactory. The attainment of students entering the sixth form is below average and the standards attained in General Certificate of Education (GCE) AS and A level examinations are below average. Standards are higher on vocational courses. Achievement in the sixth form is satisfactory. Teaching is good, yet too many students struggle to cope with the academic demands of AS and A level courses. Managers have been slow to introduce a more appropriate sixth form curriculum but plans are developing. A wide range of enrichment and extra-curricular activities makes a major contribution to the excellent personal development of sixth formers. Care, guidance and support are outstanding in the sixth form and students value highly the individual academic and personal support they receive.

What the school should do to improve further

- Continue to raise standards.

- Improve the sixth form curriculum so that it meets the needs of more students.

Achievement and standards

Grade: 2

Grade for sixth form: 3

Achievement is good and improving. Students' attainment on entry to the school is slightly below average and they make good progress in the main school. The latest data show the achievement of students who completed Key Stage 4 in 2007 was significantly better than that of students in similar schools. Achievement in Key Stage 4 is better than in Key Stage 3, although students make very good progress in science in Key Stage 3.

Standards are satisfactory. Standards attained at the end of Key Stage 4 have risen considerably over recent years and are now around the national average. In 2006, the proportion of Year 11 students attaining at least five GCSEs at grades A* to C was just above the national average and early statistics indicate a further increase in 2007. The proportion of students attaining at least five GCSEs at A* to C, including mathematics and English, is improving but is just below the national average. Boys' achievement and standards have improved and they are performing significantly better than boys nationally. No specific group of students underperforms.

The school sets challenging and realistic targets for students based on prior attainment and nationally recognised systems. Targets set for the school's specialist subjects are being met or exceeded except in a few technology subjects at GCSE where, although pass rates are improving, they are still below the national average.

Personal development and well-being

Grade: 1

Grade for sixth form: 1

The personal development and well-being of students are outstanding. Students are very well informed about healthy lifestyles, drug and alcohol misuse, sexual health issues and the safe use of the internet. They have good understanding of other religions, a growing appreciation of other cultures and there are many opportunities to explore spiritual and ethical issues. Students make a very positive contribution to the community and are active fund-raisers. Behaviour in the school is exemplary and the very effective peer mentoring scheme plays a major part in making younger students feel very safe and secure. Work experience and high quality careers guidance prepare students well for the world of work. The school council is very active and students say that it makes a genuine difference in school. The school council has played a major role in planning and building an 'alcohol free pub', due to open soon for students to use in the evenings. Students also cite the Duke of Edinburgh and Junior Sports Leaders Awards as making a valuable contribution to preparing them for adult life.

Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 2

Teaching and learning are good. A thorough and robust lesson observation system, introduced last year, provides the school with an accurate view of teaching and learning. Lesson planning

is sound and lessons are well structured. Teachers plan a good range of activities to engage and stimulate students, but not all teachers plan extension activities that fully stretch the most able students. Teachers have good behaviour management and classroom management skills ensuring that lessons run smoothly and good learning takes place. Students enjoy lessons, make good progress and the vast majority are keen to participate. The quality of questioning varies. Many teachers are very skilled at using questioning to check understanding, tease out any misunderstandings and involve everyone in the lesson. Other teachers let a few vociferous students answer all the questions, allowing the rest to remain inactive. Most teachers make very good use of assessment to assist learning. They develop students' critical skills and help them to identify ways to improve their work for themselves. Marking is generally good and students receive useful written comments on their work outlining ways to improve.

Curriculum and other activities

Grade: 2

Grade for sixth form: 3

The curriculum in the main school is good with outstanding features. It is personalised, kept constantly under review and has developed well since the last inspection, especially in the areas of vocational education and information and communication technology (ICT). The very close match to students' needs enables all of them, including those with learning difficulties and/or disabilities, to make good progress. 'Alternative curriculum days' and 'immersion days' are outstanding features of the curriculum. They enable students to work on extended cross-curricular tasks and are enjoyed greatly.

Specialist status has enabled the school to develop the application of new technologies in many subjects and share its practice within regional and national networks. The school has provided valuable learning opportunities for members of the local community through 'Robot Family Learning Days', whilst partnerships with local employers support work experience and prepare students well for the future once they leave school.

The very wide range of extra-curricular and enrichment activities is outstanding and makes a major contribution to the personal development of students. There is an extensive programme of trips and many students take advantage of opportunities to make visits abroad. The AimHigher initiative has been successful in raising students' aspirations by providing visits to universities, taster days and mentoring activities.

Care, guidance and support

Grade: 2

Grade for sixth form: 1

Care, guidance and support are good, with several outstanding features. Personal care and support are outstanding. The quality of careers advice and guidance is excellent and is enhanced through good links with external agencies. The school has very close links with its partner primary schools which ease students' transition into the school. Students with learning difficulties and/or disabilities are identified promptly when arriving at the school and they receive excellent support. The school provides a very positive place for students to learn and they feel valued as individuals, listened to and looked after well. Child protection procedures are in place and the school meets current government requirements for safeguarding students. Academic support is good in the main school and excellent in the sixth form. Students are set challenging targets that are monitored regularly by teaching teams. If a student is underperforming, support and

advice are given promptly. However, there are insufficient opportunities for the majority of the students in the main school to review their progress on a one-to-one basis with a teacher, although the system is being strengthened this year.

Leadership and management

Grade: 2

Grade for sixth form: 3

The relatively new leadership and management teams are clearly focused and effective. The headteacher is very capable and he is supported well by enthusiastic and talented managers. Systems of self-evaluation and quality assurance have been effective in promoting significant improvements since the last inspection. These systems are being refined further to ensure that improvements continue. Realistic and challenging targets are set for individual students, teachers and subject teams. Targets are increasingly used to monitor and support improvement in performance. Specialist status has been at the heart of many of the developments in recent years. The school has a genuinely inclusive philosophy, actively promotes equality and holds the Inclusion Charter Mark.

Governance is very good. Governors draw on their wide range of professional experience, they are committed and they are fully aware of and understand the school's strengths and weaknesses. Their active involvement in the self-evaluation process enables them to provide appropriate support and to challenge the headteacher and other senior leaders if necessary. The budget is managed well. Resources are used effectively to provide a high-quality learning environment that supports good achievement. Value for money is good.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | | |
|---|----------------|-------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall | 16-19 |
|---|----------------|-------|

Overall effectiveness

| | | |
|---|-----|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | 1 |
| The capacity to make any necessary improvements | 1 | 2 |

Achievement and standards

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

Personal development and well-being

| | | |
|---|---|---|
| How good is the overall personal development and well-being of the learners? | 1 | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 | |
| The extent to which learners adopt healthy lifestyles | 1 | |
| The extent to which learners adopt safe practices | 1 | |
| How well learners enjoy their education | 1 | |
| The attendance of learners | 2 | |
| The behaviour of learners | 1 | |
| 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

| | | |
|--|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | 3 |
| How well are learners cared for, guided and supported? | 2 | 1 |

¹ 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.

Annex A

Leadership and management

| | | |
|--|-----|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | 3 |
| 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 leaders and managers use challenging targets to raise standards | 2 | |
| The effectiveness of the school's self-evaluation | 2 | 3 |
| 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 | 2 | |
| 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 | |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for contributing to the recent inspection of the school. We enjoyed meeting you, seeing you at work and hearing your views. Campsmount Technology College is a good school that is improving and already has a number of outstanding features.

Here is a summary of our findings which we hope will be of interest to you.

You make good overall progress from entering to leaving the main school and boys do especially well. GCSE results have improved significantly in the four years since you became a specialist college, but there is room for further improvement and standards in the sixth form are not rising quickly enough. We have asked the school to continue to work hard to improve examinations results especially in the sixth form.

Teaching and learning are consistently good. Teachers plan lessons well and they include a wide range of tasks to keep you interested and make you think. Lessons are managed well and they run very smoothly. You clearly enjoy your learning and most of you are keen to participate in lessons.

The curriculum is developing well and you have an excellent choice of extra-curricular activities. We were amazed at the wide number of visits that are on offer. We were also very impressed by the exciting activities and good learning that we saw during the 'immersion day'. We are concerned, however, that a number of sixth form students are struggling with the academic content of A levels and have asked the school to review the sixth form curriculum.

You are prepared well for life when you leave school and almost everyone leaving the school continues with their education/training or finds employment. Your behaviour in and out of lessons is exemplary. You are polite and friendly around school and there is very little bullying. You are actively involved in fund-raising and we were very impressed with the work of the peer mentors. The care, guidance and support that you receive are good in the main school and outstanding in the sixth form. We have asked the school to strengthen the systems for reviewing and reporting on your progress in the main school.

Mr Sprakes is a very dynamic and effective headteacher and he has plans to improve the school even further. He has a very strong team of managers supporting him and they know exactly what needs doing to make the school even better.

We would like to thank you for contributing to the inspection and for being so polite and helpful. We would also like to congratulate you on being part of such a good school and wish you well for the future.