

Campion School

Inspection report

Unique Reference Number	125745
Local Authority	Warwickshire
Inspection number	340833
Inspection dates	22–23 October 2009
Reporting inspector	Carolyn Carnaghan

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	533
Of which, number on roll in the sixth form	61
Appropriate authority	The governing body
Chair	Mr R Crowther
Headteacher	Mark Feldman
Date of previous school inspection	5 December 2006
School address	Sydenham Drive Leamington Spa Warwickshire
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Introduction

This inspection was carried out by four additional inspectors. They visited 20 lessons, and held meetings with governors, staff and students. They observed the school's work and looked at 142 parental, 100 student and 38 staff questionnaires. They scrutinised school documents, such as assessment information and school planning documents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The rate of progress and level of attainment in mathematics
- The reasons for the disparities in attainment across the curriculum
- The effectiveness of the provision across subjects in providing challenge for all students.

Information about the school

Champion School is a smaller than average secondary school that caters primarily for students who live close by. It holds specialist status in business and enterprise and the visual arts. There is a smaller than average sixth form. The school has a higher than expected proportion of students with special educational needs and/or disabilities and an above average percentage of students who speak English is an additional language. There are higher than average numbers of students from minority ethnic groups and the school experiences a higher than average proportion of students joining and leaving the school other than at expected times.

Champion has the Artsmark Silver Award and the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Campion is a good school. Students arrive with lower than average attainment and make good progress towards their GCSE examinations. They leave with broadly average attainment. All students, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress. Above average numbers of students come from abroad, some under very difficult circumstances and these students also make good progress, both academically and socially, because of the outstanding care and support they receive.

Campion students develop a caring attitude to others, good behaviour and good work habits. The curriculum ensures good choices can be made at the end of Key Stage 3, whether they be for GCSE, vocational courses or a mixture of both. This has helped improve progress at Key Stage 4. Students are well advised about their exam choices.

Whilst Campion students develop their personal and social skills very effectively and make good progress across many subjects, they do not yet achieve well enough at the higher GCSE grades, including in English. In mathematics, poor performance has been the norm for several years.

Students enjoy good lessons, but the most able are not always fully challenged or given enough chances to work independently. The school has managed the individual support of pupils who might be struggling as a broadly effective way of raising achievement, but has not fully tackled weaker teaching within lessons. In the sixth form there is a wide choice of courses but these do not fit the academic capabilities of all students.

The school is well led and managed and is supported by governors who have a good understanding of where its strengths and areas for development lie. There are good links with outside agencies and outstanding procedures for safeguarding all students. This is a happy and positive community, one student said, 'I think the staff do a great job of teaching and running the school. There are great lessons'. It is clear that both parents and students alike appreciate Campion School.

What does the school need to do to improve further?

- By September 2010, raise attainment by:
 - improving teaching and learning in mathematics
 - matching work more accurately across all subjects to the needs and capabilities of all students, particularly the most able
- improve outcomes in the sixth form by:
 - providing courses that fully meet the needs and ambitions of all students.

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Outcomes for individuals and groups of pupils

2

Students arrive at Campion with below average levels of attainment and they make good progress. Students make outstanding progress in some subjects, such as science, where many have success in two science qualifications. By the time students finish Year 11, their GCSE results overall are well above average. However, GCSE results including English and mathematics are well below average. This is because progress and attainment in mathematics lags far behind that of other subjects. Over the last three years attainment has risen but there are still too few students achieving the top grades at GCSE. Students with special educational needs and/or disabilities make equivalent progress to their peers, often from very low starting points, and those speaking English as an additional language make good progress. These factors mean that students' achievement is good.

Students are well behaved in lessons and have very good attitudes to their work. Where students are taken out of lessons to receive individual and small group support, they tend to make very good progress. These support sessions are a feature of learning at Campion and they have boosted the progress of students, particularly in English. For example, targeted support for students speaking English as an additional language has been exceptionally effective and these learners are keen to report their individual successes.

Students report that they feel safe in school and that they eat healthily, take part in sports and understand the importance of these things. Student attitudes are highly positive towards their school community. Their attendance is broadly average and is improving, in response to the school's efforts to reduce persistent absence.

Students make friends across year groups through the house system and there is a thriving school council that has been involved in designing and marketing the new school uniform. Students' spiritual moral, social and cultural development is good and those from varied backgrounds, such as different cultures and countries, get on well together. Relationships are friendly and harmonious and students are considerate to one another and to staff. Students report few concerns about bullying and their parents concur with this. The majority of parents are pleased with the high quality of care provided by the school. Those students who are most vulnerable receive excellent care and support in building their self-confidence.

Whilst students are generally well prepared for their future economic well-being, for some, weaknesses in basic mathematical skills are a significant barrier to their future educational and employment opportunities.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most lessons are calm and orderly because of the positive and constructive relationships between students and their teachers. The best lessons provide opportunities to learn independently, at a brisk pace, and good planning meets the needs of all students. Less successful lessons tend to be too teacher-led, pitched towards the majority of students and do not provide enough challenge for the most able. Most teachers provide sufficient individual attention for students and ensure that teaching assistants give the targeted support necessary for those with individual needs. The assessment policy ensures students are aware of their targets and current levels of attainment and allows teachers to plan effective intervention when help is needed.

The good curriculum has some distinctive strengths, particularly in Key Stage 4. Here there are opportunities for students to follow a range of personalised pathways with a high degree of success. Applied learning adds breadth to the curriculum and a comprehensive career planning programme helps meet the needs of all students.

The Key Stage 3 curriculum provides an appropriate balance of subjects allowing time for physical education and the creative arts, as well as ensuring enough opportunity for developing basic skills. Flexible learning days help to develop a broader range of skills for students and the school's specialisms, in business and enterprise and visual arts, have contributed to raising achievement in those subject areas and to encouraging enterprise. The school works successfully with a number of other partners to extend the range of the curriculum. There is a broad and popular enrichment programme, including sport, music and the Duke of Edinburgh Award which contributes to the personal development and enjoyment of students.

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The care, guidance and support given to students are outstanding, witnessed by the considerable programme of targeted support to help raise achievement and the very good arrangements for transferring from previous schools. Students speaking English as an additional language receive very well planned support to allow them to succeed academically and thrive socially.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders at the school are highly motivated and their ambition is communicated well with other managers and teachers. High expectations have led to a rise in student progress and to the gradual improvement in attainment. The monitoring of teaching is extensive though does not always focus clearly enough on weaker teaching in lessons, preferring to build individual support, out of lessons. Much work has been done to improve long-term planning. The school tracks the progress of its students very thoroughly and ensures weaker ones receive support and extra help. For example, through a catch-up programme and where English skills are limiting progress.

The senior team have built on the strength of improvements made in personal development, through consistent targeted help for the high numbers of vulnerable students. The school shows outstanding understanding of the needs of most learners and promotes equality of opportunity. They have been less successful, however, in ensuring teachers allow students to fully develop independence in their learning, work creatively and are fully stretched.

Governors are well informed about how well students are doing at school and where improvements need to come. They are closely involved with the school's activities, though less confident in areas of teaching and learning. They support the school in tackling weaknesses and are in close communication with parents and carers.

Safeguarding procedures are exemplary, ensuring a safe and secure environment where well-being is a priority. The school works closely with other agencies to meet the needs of vulnerable students, some of whom may be in difficult circumstances, to ensure they can get the most out of school.

The school promotes its community from within and the high level of care means students love their school and appreciate what it offers them. The school reaches out beyond its gates to the local area and makes a difference for its neighbours. There has been a rise in numbers wanting to come to Campion. There has also been some

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commitment to widening the horizons of students through links with other parts of the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The sixth form provides a satisfactory standard of post-16 education. Results for A-level examinations vary considerably between subjects and were below average in 2009, having improved since the previous year. Overall, results in all examinations are similar to the national average. A quarter of those students who took their A2-level examinations achieved higher grades, enabling them to gain access to higher education. The school offers a range of both academic and vocational courses and entry requirements are flexible. Some join the sixth form with relatively modest attainment at GCSE and there are lower than average course completion rates because students leave to go to other institutions to pursue courses not on offer at Campion.

The sixth form is satisfactorily led and managed. The teaching is satisfactory and most students are very positive, working hard to succeed. Progress and attendance are regularly checked and teachers' support is appreciated. There is a sixth form council and students often help younger ones with their learning. Students are pleased with the advice they receive about higher education and training choices and they feel strongly that they are an integral part of the whole school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

There was a very high degree of satisfaction expressed by parents and carers in questionnaires. The vast majority were very happy with Campion and many of them expressed gratitude for the support and understanding shown to their children, as well as for the good teaching they receive. Several parents were particularly grateful for the care taken in their children's first days at school and inspectors agree that care is outstanding. Some parents expressed concerns about behaviour but the inspection found no evidence to support this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Campion School and Community College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The Inspection team received 142 completed questionnaires by the end of the on-site inspection. In total, there are 533 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	50	65	45	6	4	1	1
The school keeps my child safe	75	52	63	44	4	3	0	0
The school informs me about my child's progress	68	48	67	47	5	3	3	2
My child is making enough progress at this school	64	45	68	48	5	3	2	2
The teaching is good at this school	72	50	68	48	2	1	1	1
The school helps me to support my child's learning	55	38	74	52	8	6	2	2
The school helps my child to have a healthy lifestyle	47	33	63	58	10	7	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	43	67	47	6	3	1	1
The school meets my child's particular needs	66	46	68	48	8	6	1	1
The school deals effectively with unacceptable behaviour	69	48	62	43	8	6	3	2
The school takes account of my suggestions and concerns	52	36	80	56	6	4	2	2
The school is led and managed effectively	79	55	54	38	2	1	4	4
Overall, I am happy with my child's experience at this school	68	48	68	48	5	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 October 2009

Dear Students,

Inspection of Campion School and Community College, Leamington Spa, CV31 1QH

Dear Students,

Thank you for making the inspection team so welcome when we came to visit your school. You were polite and courteous and very kind in helping us find our way into lessons and during our conversations with you individually.

We think that your school provides you with a good education and we particularly think that you are well looked after. Your teachers make sure you are very safe at school and that you have equal opportunities to do well.

We have asked the leaders and managers of your school to improve things in the following ways:

By September 2010 to:

Raise attainment by:

- improving teaching and learning in mathematics
- matching work in all subjects much more closely to the needs and capabilities of all students, particularly the most able.

Improve outcomes in the sixth form by:

- providing courses that fully meet the needs and ambitions of all students

If you feel you are not being stretched in lessons, then you should tell your teacher.

We wish you the best in your future education.

Yours sincerely,

Carolyn Carnaghan

Lead inspector

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