

Campion School

Sydenham Drive, Leamington Spa, CV31 1QH

Inspection dates 8–9 October 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Sixth form provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders at all levels are passionate about ensuring that every student can achieve his or her best and are diligent in their pursuit of this aim.
- Students' achievement is good. Under-achievement is tackled swiftly because the headteacher, staff and governors accurately monitor learning and provide timely support.
- Students' behaviour is good and attitudes to learning are very positive. They take responsibility for the safety of themselves and each other.
- Teachers know their students well, and plan lessons that engage and interest them. Teachers' assessments are accurate. Marking helps students to improve their spelling, punctuation and grammar.
- The curriculum is carefully tailored to meet the needs of individual students and this supports their good achievement, particularly for those students eligible for the pupil premium and students arriving new to Britain who do not speak English.
- Students quickly gain a strong understanding of British values through well-thought-out opportunities for their spiritual, moral, social and cultural education.
- The sixth form provides rich experiences that prepare students effectively for their next stage of education, training or employment. Consequently, an increasing proportion of most-able students go on to study at the top universities, including Oxford and Cambridge.

It is not yet an outstanding school because

- Attainment in mathematics is not yet as high as in English. The improvement seen in students' progress in mathematics at the end of Key Stage 3 is not yet evident at the end of Key Stage 4.
- Not enough lower attaining students make better than expected progress.
- In groups set by attainment lower attaining students do not have the same opportunities to learn from the most able in all subjects as they do in English and in mathematics.

Information about this inspection

- Inspectors observed 42 lessons. Four observations were made jointly with members of the senior leadership team. Inspectors observed the behaviour of students during the school day, at break times and lunchtimes, and before and after school.
- Inspectors held meetings with senior leaders, teachers with additional responsibilities, groups of students, a parent and the Chair of the Governing Body.
- The views of the 33 parents who responded to the on line questionnaire (Parent View) were analysed. Inspectors took account of the views of three parents who spoke to the inspection team. The results of 49 staff questionnaires were analysed.
- Inspectors analysed the previous three years' examination results. They analysed the academy's data on the progress students have made from their starting points and their current progress.
- Inspectors reviewed a range of documents, including minutes of meetings, curriculum plans, records relating to safeguarding and behaviour, and data on attendance and exclusions. They looked at the academy's procedures for gaining an accurate view of its performance and its improvement plan.

Inspection team

Michelle Parker, Lead inspector	Her Majesty's Inspector
David Hughes	Additional Inspector
Charles Rice	Additional Inspector
Gwen Onyon	Additional Inspector

Full report

Information about this school

- Campion School converted to an academy on 1 January 2012. When its predecessor school, Campion School, was last inspected by Ofsted it was judged to be good.
- Campion is a much smaller than average secondary school. The academy has a small sixth form.
- The majority of students are White British; there are small numbers of students from diverse ethnic backgrounds. The proportion of students who speak English as an additional language is higher than the national average, many of whom are recent arrivals to Britain.
- The proportion of students who have significantly lower attainment on entry is much higher than the national average. The proportion of students known to be eligible for the pupil premium, extra funding for students known to be eligible for free school meals and looked after children, is well above the national average.
- The proportion of students who are supported on school action is well above the national average. The proportion of students supported through school action plus or with a statement of special educational needs is below the national average.
- The academy does not use any alternative provision.
- The academy has gained the Eco Schools Green Flag award. It also is the host school for the Central Warwickshire School Sports Partnership. The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Ensure that attainment in mathematics is at least as high as in English and that students' good progress in mathematics in Key stage 3 continues into Key Stage 4.
- Improve the progress of lower attaining students so that it is at least as good as their peers.
- Ensure the good practice in English and mathematics that enables students to support each other's learning is replicated in other subjects.

Inspection judgements

The leadership and management are good

- All staff share the headteacher's determination and passion to make the academy the best it can be. Staff are proud to work at the academy; this was reflected in the overwhelmingly positive response to the staff questionnaires.
- Leaders at all levels, including heads of departments, have an accurate view of teaching because they regularly check on the quality of teaching. Evidence from these checks informs staff development and training. It enables leaders securely to improve teaching and effectively support staff who are new to the profession.
- Leaders' accurate analysis of a wide range of assessment information has enabled the academy to tackle systematically some students' low levels of literacy. The academy's broad and balanced curriculum provides additional opportunities for students to improve their skills and understanding of English and mathematics. It also ensures that students develop high levels of spiritual, moral, social and cultural understanding and of British values. Information from careers guidance has been used to develop the curriculum to improve students' opportunities to study science and prepare them better for their next stage of education. The academy prepares students well for life after school through its careers education programme.
- Leaders across the academy effectively and promptly tackle the underperformance of disadvantaged students and those recently arrived in Britain who do not speak English, through providing carefully-tailored support. Extra teachers in the English and mathematics departments meet the specific needs of students at risk of underachieving. These measures have ensured that gaps in the performance of student groups are closing fast.
- Discrimination is tackled swiftly and effectively and equality of opportunity is fostered. Students in the art department have produced powerful anti-racism and anti-bullying work that is displayed around the academy.
- Inspectors' views of students' behaviour chime with those of parents who responded to Parent View. The academy communicates effectively with parents. Parents' letters received by inspectors affirm their strong belief that staff contribute powerfully to the success and happiness of their children.
- Safeguarding arrangements meet the statutory requirements. All staff follow the academy's safeguarding procedures diligently. Any student at risk of harm is identified swiftly and appropriate action is taken.
- **The governance of the school:**
 - Governors are effective. They use their strategic committee to scrutinise the workings of the academy. They have an accurate view of the academy's strengths and weaknesses and form an integral part of the academy's monitoring system. They use their professional expertise well to tackle confidently any under performance and to challenge the headteacher.
 - The performance management of staff is closely aligned to the academy's aspirational targets. Systems are in place to address swiftly any weaknesses identified in teaching. The headteacher and governors take decisive action when improvements are not sustained and appropriately reward good teaching.
 - Governors' sound financial planning ensures resources are used well to improve all groups of students' progress and well-being, especially those eligible for the pupil premium, those who have English as an additional language and disabled pupils and those who have special educational needs. A student counsellor and an independent careers guidance officer have been employed to work with staff to ensure that students at risk of exclusion continue to engage with learning.
 - Governors maintain a keen interest in the progress of all groups of students and regularly check on their performance.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of students is good. A response from one student to the question, 'Where is there poor behaviour?' summed up the view of all, 'Not in this school'.
- Students are proud of their academy and keenly participate in a range of leadership roles, particularly in sport. In English and mathematics lessons students in table groups support each other's learning well. Sufficient opportunities are not provided to students to build on these cooperative approaches to learning in other subjects.
- Students move around the academy's site purposefully and are punctual to lessons. This is in spite of there not being any bells at the beginnings and the ends of sessions. Students are well prepared for lessons and attend with the correct equipment.
- New arrivals to Britain are quickly integrated and welcomed. The rich diversity of backgrounds both of staff and of students underpins the academy's harmonious ethos where cultural diversity is valued.
- Students are very proud of the Eco school programmes that they run which raise awareness of the need to be responsible environmentally. Students are active in Amnesty International campaigning against child trafficking and exploitation. These make strong contributions to students' good understanding of spiritual, moral and social issues. Sixth form students are good role models around the academy. They listen to younger students read and participate in their lessons in a range of ways to support learning.
- Students and staff respect each other. Students hold doors open and stand aside to allow others through first. The universal response from students when thanked is 'You're welcome' accompanied by a smile.
- Students stated bullying is rare and they are confident that there are staff they can talk to about any concerns they have. Older students stated that the academy has in recent years worked concertedly to prevent homophobic bullying. All students talked positively about tolerance and valuing others from different backgrounds.

Safety

- The academy's work to keep students safe and secure is good.
- Students understand how to keep themselves safe and are aware of situations where they may be groomed, or encouraged to take part in risky behaviours.
- Students' attendance has improved and persistent absences and exclusions have declined. Those at risk of exclusion are supported well by specialist support staff. The school works with a wide range of outside agencies to ensure that students receive the care and support they need.

The quality of teaching is good

- Teachers have high expectations of students. These inform the high quality of their planning and pacy sequencing of learning. They use their expert subject knowledge to question students to deepen their knowledge. In an art lesson, the teacher demonstrated the activity clearly, checked on students' progress, and used the ideas of some to improve the understanding of others. This enabled all groups of students, including disabled students and those who have special educational needs and students who speak English as an additional language to make good progress.
- Teachers make good use of assessment in lessons to help students learn. A self-assessment activity in a French lesson enabled students to compare their writing with a mark scheme and to make corrections to improve their use of the past tense.
- Teaching in the sixth form pays careful attention to improving students' literacy. In a geography A level

lesson, students first discussed their use of terms associated with globalisation in their answer to a past examination question to enable them to restructure their points and gain maximum marks.

- Teachers pay particular attention to ensuring that students' literacy, numeracy and understanding of technical vocabulary develop systematically. Marking improves students' literacy skills well. It identifies incorrect spellings in a consistent fashion in all subjects. Students make corrections and respond to teachers' comments. They are rightly proud of the well-presented work in their books.
- Teaching assistants are deployed well. They help students understand the work in lessons because they are clear about the aims of the lesson. Specialist support, including targeted reading and language development, for students new to Britain begins as soon as they enter the academy. In class, teachers make good use of a range of technology for example, tablet computers to improve the writing skills of students new to Britain. Carefully targeted support for students with a range of special learning needs ensures they engage with work well and develop good study skills.
- In English and mathematics ability sets, students are grouped so that the most-able students can challenge and encourage weaker students. This works well.
- Extension activities promote further study and ensure the most-able students are stimulated well and make good progress.

The achievement of pupils is good

- The academy's own data on attainment indicate it has maintained students' attainment of 58% five A*-C grades at GCSE including English and mathematics at the end of Key Stage 4 in 2014. This is in spite of the significantly lower attainment of students on entry to the academy and the high proportion of new arrivals to Britain, some of whom have had very interrupted schooling.
- The majority of students who completed Key Stage 4 in 2014, including, those who have a disability and those with special educational needs, made better than expected progress in nearly all subjects.
- Most able students make good progress in all subjects. Their writing makes good use of subject specific vocabulary and explains complex ideas well.
- Progress in English has been stronger than in mathematics, but progress in mathematics is fast improving. The academy has taken effective steps to address this through its approach to mathematics, which tailors support to individuals' weaker areas. This has already rapidly improved the progress of younger students. The academy's assessments indicate that at the end of Key Stage 3, 90% of students made expected progress in English and mathematics and 60% made better than expected progress in both subjects. A smaller proportion of students who enter the academy with low attainment at Key Stage 2 in English and mathematics make good progress compared with other students. Inspectors' observations of learning and scrutiny of work in English, mathematics and science confirmed that the majority of older students in Key Stage 4 are now making at least good progress.
- Pupil premium funding supports initiatives that make a good contribution to improving the progress of the eligible students. The difference in average point scores between disadvantaged students and others in the school in English is -2.1, equivalent to a third of a GCSE grade and in mathematics is -3.7, equivalent to nearly two thirds of a grade. The attainment gap is rapidly closing between students eligible for pupil premium funding and others. Nearly half the students eligible for the pupil premium achieved five A*-C grades in both English and mathematics at GCSE. Students who speak English as a second language also make better progress than their peers. Current progress information indicates that students in Year 11 overall are making better progress than in the previous year.
- Students are reading more widely and frequently. This is because information from testing students' reading skills has informed interventions. Students receive specifically targeted reading programmes. The accelerated reading programme has improved the reading of the most able. The majority of weaker readers make at least expected progress by the end of Key Stage 3. This prepares them well for study at

GCSE.

- The academy did not enter any students early for GCSEs.

The sixth form provision is good

- The good leadership of the sixth form has promoted strong improvements.
- Achievement in the sixth form is improving. The standard of academic qualifications is in line with the national average. It is better than the national average for vocational subjects. The proportion of students gaining B grades and above at the end of Year 13 is increasing.
- Teaching is good. In spite of the small numbers who stay on in the sixth form, the curriculum is broad and responsive to the individual needs of students. It meets the needs of the 16-19 programmes of study and prepares students well for work or future learning. Retention rates are high and attendance and punctuality are good. Students value the extra study support they receive outside timetabled lessons. Careful attention given to those students who enter the sixth form below grade C at GCSE for English and mathematics enable them to do well in their GCSE re-take examinations. Opportunities for physical education and personal and social development are provided but they are not timetabled. Consequently, not all students participate fully in these activities.
- Students' attitudes to learning and their behaviour around the academy are exemplary. They understand how to keep themselves safe.
- Students receive high quality guidance and support from the careers guidance advisor and the head of sixth form. This broadens students' horizons and encourages them to aim high.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137766
Local authority	Warwickshire
Inspection number	448626

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

Type of school	Secondary
School category	Academy converter
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	602
Of which, number on roll in sixth form	91
Appropriate authority	The governing body
Chair	Robert Crowther
Headteacher	Mark Feldman
Date of previous school inspection	22 October 2009
Telephone number	01926 743200
Email address	head@campion.warwickshire.sch.uk

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