



# The Champion School

## Inspection Report

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**Unique Reference Number** 102350  
**Local Authority** Havering  
**Inspection number** 286350  
**Inspection date** 6 February 2007  
**Reporting inspector** Bill Stoneham

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

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<b>Type of school</b>	Comprehensive	<b>School address</b>	Wingletye Lane
<b>School category</b>	Voluntary aided		Hornchurch
<b>Age range of pupils</b>	11–18		RM11 3BX
<b>Gender of pupils</b>	Boys	<b>Telephone number</b>	01708 452332
<b>Number on roll (school)</b>	996	<b>Fax number</b>	01708 456995
<b>Number on roll (6th form)</b>	226		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Colin Miles
		<b>Headteacher</b>	Mr John Johnson
<b>Date of previous school inspection</b>	25 February 2002		

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<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
11–18	6 February 2007	286350

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The Champion School is an average-sized, over-subscribed, voluntary aided Roman Catholic specialist science college, located in Hornchurch. Though a boys' school, an increasing number of girls enter the sixth form. The socio-economic circumstances of most students is at least average, with a below average entitlement to free school meals. The student population is largely of White British heritage. Very few students have a first language other than English with only two who are at an early stage of learning English. A well below average percentage of students has learning difficulties and disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The Champion School is a good school with many outstanding features. Outstanding leadership from the headteacher, ably supported by a strong leadership team and an effective governing body, offers a clear drive and direction to the school's work and underpins the significant progress being made. The senior staff and governors know their school very well. They are aware of its many strengths but, equally, they know where developments are needed and where further improvements can still be made. Self evaluation is used very well and has ensured a common sense of purpose and direction. As a result, all speak with enthusiasm and passion about their pride in the school and how it will continue to develop.

Students enter the school in Year 7 with levels of attainment that are above average. They build well on this firm base so that by the end of Year 11 standards are exceptionally high. Overall, most students achieve well but the small number with learning difficulties and disabilities achieve exceptionally well because of the outstanding support and encouragement provided. Students achieve very well in a number of subjects, but do especially well in mathematics. Standards and achievement are more modest in English and science. There have been some recent difficulties in the staffing in both subjects and these problems have lessened the improvements that have been possible. It is to the school's credit that these difficulties have not been used as an excuse; it is accepted that in these subjects there is room for improvement.

The students are rightly proud of their school. They feel safe and know that it places considerable emphasis on promoting healthy life-styles. Such efforts are appreciated by the students. Success and personal endeavour are encouraged, rewarded and celebrated. There is a strong ethos of not only wanting to do well but about being proud of doing so. There are many opportunities for the students to accept responsibility and their commitment to charitable causes is impressive. Students enjoy attending school and attendance is rising. Most parents hold the school in very high regard and are hugely supportive of the school's work in all its forms. As one parent commented, 'My sons have been offered wonderful opportunities from singing to the Pope to playing rugby in Australia and New Zealand'.

The students also benefit from the consistently good quality of teaching provided. The level of commitment from the teachers is high and the students benefit from their staff regularly 'going the extra mile' in offering support and guidance. Monitoring of teaching and learning is highly effective and the school sets itself challenging targets. The outstanding curriculum is enhanced and enlivened by an extensive range of very well supported extra-curricular activities. The school's specialist science status has resulted in some interesting curriculum changes. A number of higher attaining boys are now able to sit public examinations in mathematics early and in the single subject sciences in Year 11. The time they gain is then spent on higher level work. This approach enables students to reach higher standards, as well as stimulating their interest in the subjects concerned.

The quality of the care, guidance and support offered to the students is outstanding. Each student is valued as an individual and staff are exceptionally keen to see each student develop to their full potential in both academic and personal terms. Such outcomes are achieved because of the thorough and rigorous support systems that exist.

Good progress has been made by the school since its previous inspection and there is a strong desire to improve further. The school evaluates its own work well. All stakeholders are committed to moving the school on and there is a good capacity to improve further.

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

### **Grade: 1**

The school boasts an outstanding sixth form. It is superbly led and managed in a demanding, yet sensitive, way by an inspirational leader. Students enter the sixth form with above average levels of prior attainment but leave with results that are very high. Achievement is outstanding and the school's success in its A Level work is improving year-on-year. The curriculum is an excellent one that meets the needs of the students extremely well. One particularly strong aspect is the range of extra-curricular provision. It is also a credit to the school that it has made every effort to ensure that the small, but growing, number of girls have full access to what is on offer. There are also a plethora of opportunities for the students to take responsibility and assume leadership roles. Many do so and the range of charities supported, and the sheer volume of funds raised annually, is most impressive.

The students enjoy the sixth form hugely. They develop as superb role models for the rest of the school and are developing a range of relevant academic and work-related skills at a fast rate. The support and encouragement they enjoy cannot be faulted and new students new to the school are made most welcome and settle quickly. Standards are very high and the challenges are many and exacting, but the students respond most positively because they respect their teachers. They are keen to do well, in part, to repay their teaching staff for their support, encouragement and unstinting commitment.

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

- Raise standards and achievement in English and science to the level of the very best subjects in the school.

## **Achievement and standards**

### **Grade: 2**

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

Students enter the school with standards that are above the national average and they make good progress overall. Students make good progress because of the good teaching and support that they receive and because of their very positive attitudes and high

levels of commitment to their work. The comparatively small number of students with learning disabilities and difficulties make excellent progress because of the rigorous monitoring and support they receive. Achievement in mathematics is outstanding, as a result of high expectations and very good teaching from a stable team of highly qualified mathematicians. Achievement in mathematics is significantly stronger than in English and science.

Students attain exceptionally high standards in national tests and examinations, which are well above national averages. The school has identified the need to raise standards in science and English, in order to bring the results in line with the very best. This supports the views of a minority of parents who identified the need for some improvement in English.

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

### **Grade: 1**

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

Students demonstrate excellent levels of personal development and this has a positive impact on their achievement. They are developing into confident, well informed young citizens who enjoy their learning. Relationships among students are excellent and there is an atmosphere of mutual respect throughout the school. This is one of the school's significant strengths.

Students are proud of their school and they are actively involved in decision-making and in organising a wide range of activities including charity fundraising. They are particularly appreciative of the wide range of sporting, music and other extra-curricular activities that are available to them, and levels of participation in these activities are high.

Students have a very good understanding all the elements of a safe and healthy lifestyle. They are confident that any incidents of bullying will be dealt with quickly and effectively. Students speak confidently in the knowledge that their views will be heard and acted on. As one student said, 'teachers really listen to us and show understanding'.

Students' spiritual, moral, social and cultural development is very good. This is enhanced by the broad range of educational visits, which enable students to develop team-building skills and cultural understanding. The students value the Catholic ethos of the school and are clear about their own beliefs and values.

## Quality of provision

### Teaching and learning

**Grade: 2**

**Grade for sixth form: 1**

Teaching and learning are good. In all lessons seen teaching was of a consistently good quality, with teachers working well with the students. Teachers plan their lessons well, making it clear what will be learnt and using questions well to reinforce and extend the students' knowledge and understanding. Students are offered many suitable opportunities to work independently and collaboratively and they take much pride in their work. Learning is further enhanced by the support and encouragement offered by their teachers.

In the sixth form teaching and learning are outstanding. This leads to the very high standards of work and the excellent achievements of the students.

### Curriculum and other activities

**Grade: 1**

**Grade for sixth form: 1**

The quality of the curriculum offered to all students, including those in the sixth form, is outstanding. The curriculum meets the needs of all students very well and in Years 9, 10 and 11 it has been enhanced to offer more choice and variety. In Year 9 the introduction of classics has been a popular innovation and the option to study Italian is much appreciated by the students. In Years 10 and 11 the curriculum is wide ranging with sensitive provision for vocational options. Accelerated classes in mathematics and sciences, which reflect the school's specialist status, offer excellent opportunities for higher attaining students to reach very high standards in their work. The sixth form curriculum is also varied and offers students enhanced employment prospects at the age of 18 as well as excellent opportunities for progression to higher education.

A particularly strong feature in all years is the outstanding provision for extra-curricular activities. Opportunities for sport and music, for example, are excellent and in the sixth form the opportunities for girls match those made available for boys.

### Care, guidance and support

**Grade: 1**

**Grade for sixth form: 1**

The quality of care, guidance and support is excellent, with the result that students feel safe and valued. Staff know their students exceptionally well and the personal support provided is another of the outstanding features of the school. This makes a significant contribution to students' positive attitudes to all aspects of school life. The school has raised students' self-esteem and given them the confidence to succeed. Support for academic work is also excellent. Students know how well they are doing

and how to improve. They are also given helpful guidance to choose courses and careers that best match their needs.

Child protection procedures are all in place and are managed very well. There is strong support for vulnerable students, enhanced by effective collaboration with external agencies.

## **Leadership and management**

### **Grade: 2**

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

The school is very well led and managed. Leadership by the headteacher is excellent. He is supported by a very effective senior team and is passionate about challenging this high performing school to improve still further. He provides inspiration to his colleagues and there is a very strong spirit of teamwork and collaboration. The school knows itself well and is rightly proud of what it does well. Weaknesses are identified and tackled rigorously.

Middle leaders are good and, in some cases, outstanding. The school is committed to ensuring that all of them become effective in monitoring and evaluating the work of their teams and raising achievement still further, but some lack experience and are still developing their roles. The science specialism is well managed and has resulted in a number of initiatives, including an annual science week and closer co-operation with a number of local primary schools, which is leading to an improved understanding of science.

Governors are effective in their role as critical friends, recognising the importance of both supporting the school and challenging it through incisive questioning. They have evaluated their own effectiveness very well and rightly identified the need to improve the induction procedures for new governors.

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## 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	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The effectiveness of the school's self-evaluation	2	1
The capacity to make any necessary improvements	2	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	1
The standards <sup>1</sup> reached by learners	1	1
How well learners make progress, taking account of any significant variations between groups of learners	2	1
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>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	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

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

<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>	2	1
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	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	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	

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

My colleague Linda Powell and I would like to thank you for the help you gave us during our recent inspection visit. We were both very impressed with your school; it is a good school with many outstanding features. One point that struck us is the teamwork and dedication of your teachers. As many of you told us they give willingly of their time to help you and this explains why you do so well in your studies.

We were impressed by many other things during our visit. We thought that all the students we met were excellent ambassadors for the school and we were touched by the pride you have for your school. In part, this is reflected in the very high participation rates in sport and music, for example. We were impressed by the very high standards you reach in so many sports and it was pleasing to learn that though the girls may be few in number, they too are reaching national standards in their sporting activities.

Academic standards in your school are high, especially in mathematics, but many other subjects do well. We would now like to see students make the same levels of improvements across all subjects, so I list below the one development point we wish your staff to address.

- Raise achievement and standards in English and science to the level of the very best subjects in the school.

Thank you again for being so welcoming and best wishes to you all in your future endeavours.

Bill Stoneham

Lead inspector