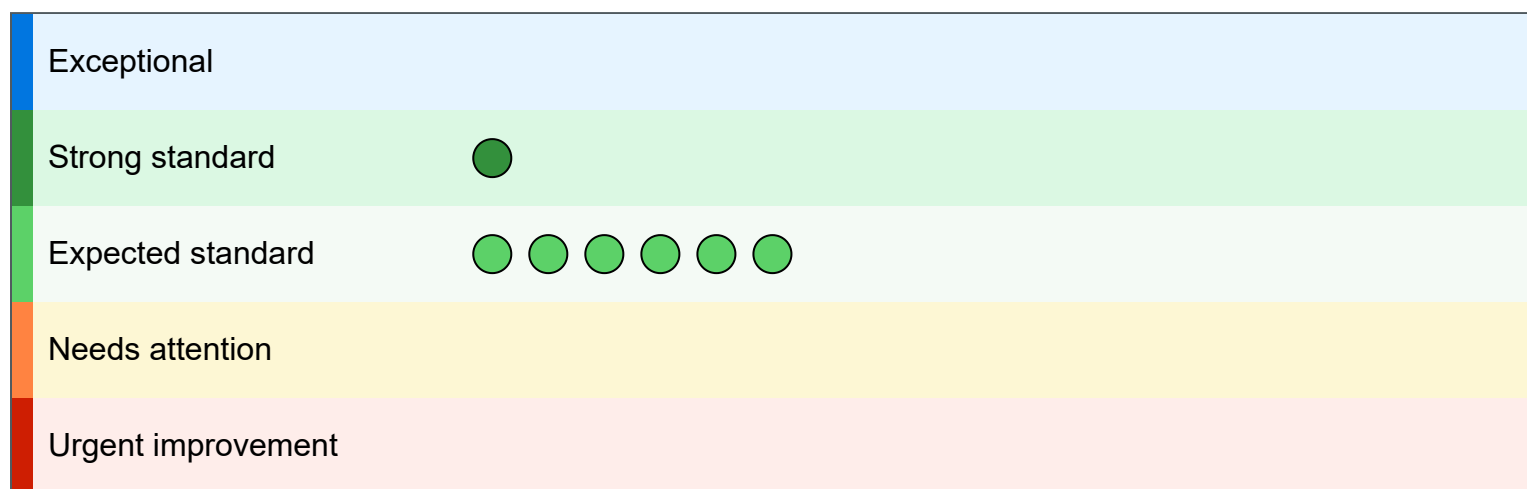


Campion School

Address: Bugbrooke, Northampton, Northamptonshire, NN7 3QG

Unique reference number (URN): 137087

Inspection report: 28 April 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Post 16 provision

Strong standard ●

Leaders hold ambitious expectations for all post-16 students. These high aspirations are supported through carefully designed study programmes that enable students to succeed. Leaders have a clear and accurate understanding of the quality of teaching and curriculum delivery in the post-16 provision and check carefully that it is implemented consistently well.

Teachers have strong subject expertise and know their students well. They take careful account of students' academic needs and starting points, when planning learning. This enables them to plan activities that build students' knowledge and understanding effectively. Students with special educational needs and/or disabilities make strong progress through the curriculum from their starting points. Students have particularly positive attitudes to their learning. They set a clear example to younger pupils. Students achieve above national averages in their examinations.

Staff provide students with extensive support and guidance to help them be successful, both during their time at school and in preparing them to move on. Students value the detailed information they receive about apprenticeships, higher education and employment, as well as 'life advice' that prepares them for adulthood. Students also make a positive contribution to the wider school community, for example, by volunteering as reading mentors or character ambassadors. Overall, students are very well prepared for their next steps in education, employment or training, with many progressing to ambitious university courses.

Expected standard ●

Achievement

Expected standard ●

As pupils move through the school, they develop the knowledge and skills needed to succeed across the curriculum. Pupils speak with confidence about their learning. In the post-16 provision, students hold considered debates about what they are learning and tenaciously grapple with new concepts in considered ways. Many students succeed well in their courses, achieving results above national averages.

Overall, pupils achieve in line with national averages in GCSE examinations. Although disadvantaged pupils remain behind their peers, they make secure progress across subjects. Pupils with special educational needs and/or disabilities also make progress from their starting points. Pupils who need extra support with essential knowledge, such as reading, receive effective help to close any gaps in their knowledge. Leaders monitor pupils' achievement closely and rapidly take action when necessary.

Most pupils are well prepared for their next steps, with many continuing into further education, training or employment. Post-16 students are very well equipped for future learning.

Attendance and behaviour

Expected standard 

The school has a clear strategy in place to tackle issues of poor attendance. Working with parents and carers to identify the barriers for pupils has been particularly effective. Careful analysis of attendance data ensures that the school can monitor the effectiveness of its actions for individual pupils or pupil groups. The school's work on attendance is showing some improvements in how regularly pupils attend. Disadvantaged pupils with the highest rates of absence are now attending school more.

Across the school there is a positive and respectful culture in which staff know, support and care about pupils. Staff set clear routines and expectations for pupils' behaviour, both inside and outside of the classroom. Pupils' behaviour is positive in lessons and at social times. There is an agreement of staff and pupils that the new behaviour policy, with its focus on celebrating positive behaviours, has had a significant impact. Many pupils value the 'green points' they can achieve and the opportunity to be rewarded, when they are 'caught' displaying the school's character traits. For pupils who do not meet the school's high expectations, an effective approach to understanding their behaviour, along with support to reflect and adapt this, is in place.

Curriculum and teaching

Expected standard 

Leaders have implemented an ambitious, broad and balanced curriculum. Knowledge and skills are sequenced logically so that pupils build their understanding over time. This prepares them well for their future learning and next steps.

Reading is a clear priority. The school's approaches help pupils to secure reading accuracy and fluency. This supports those who struggle with reading to catch up and keep up with the curriculum.

Teachers use their strong subject knowledge to deliver engaging lessons. They use the start of lessons effectively to check prior learning and help pupils remember what they have learned before. Teachers identify gaps in pupils' knowledge quickly and address them effectively. They regularly check pupils' understanding before moving on to new ideas, ensuring that pupils' learning builds securely.

Leaders understand the strengths of the curriculum and teaching across the school. They have introduced the 'Campion core 5' to help teachers with consistency in lessons. Leaders monitor the effectiveness of this approach and work closely with staff to refine and improve practice so that the curriculum meets the needs of all pupils. Staff mentoring support is provided for older pupils, which helps strengthen pupils' confidence and secure the knowledge they need for their exams.

Inclusion

Expected standard 

Staff identify the needs of disadvantaged pupils quickly and accurately. Leaders ensure that staff understand the range of barriers these pupils may face. Staff receive extensive and regular training to help them support pupils, particularly those with special educational needs and/or disabilities. Leaders have ensured that consideration of and support for

disadvantaged pupils is built into the school's 'FIRST' daily routines and teaching strategies. Teachers receive clear and helpful information through the 'pupil passport'. At times, teachers do not use this information well enough to fully meet all pupils' needs in lessons. However, many pupils feel well supported by teachers and value the help they receive.

The school works successfully with a range of local agencies to ensure that pupils receive appropriate care and support. Leaders involve pupils and parents when designing support packages and take their views into account. Leaders also make careful decisions about using high-quality alternative provision for a small number of pupils who require this.

Pupil premium funding is used effectively to reduce barriers to learning, attendance and wellbeing. Leaders ensure that these pupils have full access to relevant learning, wellbeing and enrichment activities. Many of these activities have improved pupils' engagement, boosted their confidence and raised their aspirations.

Leadership and governance

Expected standard 

The relatively new leadership team understands the school's context, strengths and areas for improvement. Leaders take appropriate actions to improve, for example, in relation to pupils' attendance. Their strategic focus on establishing a calm, purposeful culture has had a significant positive impact on pupils' experience. They are committed to providing an inclusive education for all pupils and students. Leaders are dedicated to serving their community well and make sure that decisions are made in the best interests of pupils.

Those with responsibility for governance meet their statutory requirements. For example, their oversight helps ensure that pupils are kept safe. They work well with the new school leadership. However, historically they have not always been able to challenge leaders' decisions appropriately. This has led to some weaker understanding and oversight of some areas related to equality and the progress of disadvantaged pupils. Trust-level quality assurance systems contribute well to ongoing improvement.

Leaders are mindful of staff's wellbeing and workload. Staff appreciate being consulted on decisions that affect their work and they feel valued. Many express pride in working at the school. Leaders have established a strong culture of professional development through high-quality, evidence-informed training. Staff, including those new to the profession, value the opportunities to work collaboratively across the trust to develop their expertise.

Personal development and wellbeing

Expected standard 

Leaders have designed a well-planned, age-appropriate personal development programme that provides pupils with meaningful life experiences. The personal, social and health education (PSHE) curriculum is well thought through, meets statutory requirements and prepares pupils effectively for life beyond school. Pupils understand online and offline risks and know how to keep themselves safe and healthy, including maintaining good mental health. They understand the importance of healthy relationships. There are some inconsistencies in the way tutor times are used to deliver the personal development programme. Some pupils lack knowledge of some parts of the PSHE curriculum. Pupils' understanding of the spiritual and cultural elements of the programme is limited. Many pupils

demonstrate a clear understanding of equality and discrimination and show respect for difference. They also have a secure understanding of the fundamental British values.

Careers education is effective and prepares pupils well for their next steps. Vulnerable pupils are prioritised for guidance and receive additional support. Year 10 pupils and Year 12 students participate in meaningful work-experience weeks. Pupils speak positively about the information they have had about local colleges and employers and the insight this gives them about different career pathways.

All pupils have access to a range of extra-curricular activities. There is an increasing uptake by pupils of these opportunities. Leaders remove barriers so that disadvantaged pupils can take part fully. Pupils' interests and talents are identified and developed through sporting, creative and artistic clubs offered at lunchtime and after school.

The pastoral support on offer contributes strongly to the positive culture across the school. Several parents commented on how the pastoral support from individual teachers has made a significant impact on pupil's self confidence and how this has enabled them to flourish.

What it's like to be a pupil at this school

Pupils experience a calm, welcoming and purposeful school environment. Staff know pupils well and care for them appropriately, which helps pupils feel understood, valued and included. The pastoral support on offer contributes strongly to pupils' wellbeing and to the positive culture across the school.

Staff consistently model the character values they expect pupils to show. As a result, pupils are polite, considerate and respectful of one another. Bullying is rare, and pupils are confident that staff will deal with any concerns swiftly and effectively. Pupils' conduct around the school is generally mature and orderly, including during social times. Pupils are engaged in their lessons and make secure progress in their learning. Those facing additional barriers to learning are typically well supported to make progress through the curriculum. Pupils generally enjoy being at school and, as a result, most attend well.

Staff apply the new behaviour policy consistently. Clear routines and procedures provide pupils with the structure they need. Pupils value the positive approach staff take, when they celebrate individuals who meet the school's high expectations for behaviour. Rare incidents of discrimination or bullying are addressed quickly and effectively. There are strong, positive relationships between staff and pupils, which underpin good attitudes to learning. Post-16 students also benefit from positive relationships with both staff and peers, reflecting the school's inclusive and respectful culture.

The personal development programme helps pupils' understanding of difference and gives them the confidence to be themselves. The character education programme is having a growing impact. For example, pupils are demonstrating more resilience and becoming more ambitious as they progress through the school. An increasing number of pupils and post-16 students are keen to take on leaderships roles within the school. Pupils have access to

opportunities, experiences and clubs that develop their talents and interests. They value these and make use of what is available.

Next steps

- Leaders should ensure that the programme that delivers spiritual and cultural understanding is embedded effectively so that pupils can apply what they are taught and are, therefore, well equipped for life in modern Britain.
 - Leaders should ensure that staff use the information they receive about pupils' individual needs and barriers to learning so that all pupils' needs are met effectively.
 - Those responsible for governance should ensure that their checking and monitoring processes give them a clear and accurate understanding of whether the school's systems are having the best impact on all pupils' outcomes and experiences.
-

About this inspection

This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sir Jon Coles, and overseen by a board of trustees, chaired by Dame Reena Keeble.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the chair of the board of trustees, the CEO's representative from the trust, the principal, members of the school's senior leadership team, subject leaders, teachers, support staff and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 4 alternative provisions, including 2 that are unregistered.

Principal: Kim Bradley-Smith

Lead inspector:

Dave Gilkerson, His Majesty's Inspector

Team inspectors:

Alison Davies, Ofsted Inspector


Stephen Long, Ofsted Inspector

Mohamed Patel, Ofsted Inspector

Emma Mason, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context**Total pupils**

1,318

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,455

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

20.97%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.50%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

17.45%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	52.2%	45.4%	Close to average
2023/24 (final)	45.6%	45.9%	Close to average
2022/23 (final)	39.1%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.2	46.1	Close to average
2023/24 (final)	47.7	45.9	Close to average
2022/23 (final)	46.4	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.17	-0.03	Close to average
2022/23 (final)	-0.04	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	37.9%	25.8%	Above
2023/24 (final)	27.3%	25.8%	Close to average
2022/23 (final)	25.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	36.2	34.9	Close to average
2023/24 (final)	39.4	34.6	Close to average
2022/23 (final)	37.5	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.46	-0.57	Close to average
2022/23 (final)	-0.76	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	37.9%	53.1%	-15.2 pp
2023/24 (final)	27.3%	53.1%	-25.9 pp
2022/23 (final)	25.0%	52.4%	-27.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	36.2	50.4	-14.2
2023/24 (final)	39.4	50.0	-10.6
2022/23 (final)	37.5	50.3	-12.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.46	0.16	-0.62
2022/23 (final)	-0.76	0.17	-0.92

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	94%	92%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	36.48	35.00	Close to average
2023/24 (final)	31.24	34.38	Close to average
2022/23 (final)	32.24	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.5	0.0	Above
2023/24 (revised)	0.1	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.5%	8.4%	Close to average
2023/24 (3 term)	8.7%	8.9%	Close to average
2022/23 (3 term)	8.4%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	25.2%	23.4%	Close to average
2023/24 (3 term)	27.6%	25.6%	Close to average
2022/23 (3 term)	27.8%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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