

The Champion School

Address: Wingletye Lane, Hornchurch, Essex, RM11 3BX

Unique reference number (URN): 137040

Inspection report: 28 April 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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 ●

Achievement

Strong standard ●

This is a school where pupils consistently achieve highly across the curriculum. Pupils, including disadvantaged pupils, achieve very well in their examinations at the end of Year 11. For example, over time, disadvantaged pupils' overall progress and attainment have been consistently above the national average for this group of pupils.

Pupils benefit from targeted teaching that helps them to secure the basics in areas such as number skills and handwriting if these are lacking. Any gaps quickly narrow. Pupils with special educational needs and/or disabilities successfully access the curriculum. This includes pupils with education, health and care plans who achieve the ambitious targets that are set for them.

Pupils are articulate about their learning. They recall prior knowledge successfully and apply it to new contexts. Pupils produce work that is of a consistently high quality. The school prepares pupils well for the next steps in their education, employment or training.

Attendance and behaviour

Strong standard ●

Attendance is consistently above the national average. Pupils enjoy coming to school. Leaders promote the importance of attendance. They have a thorough understanding of pupils' individual needs and circumstances and work closely with families and external partners to support all pupils to attend regularly. This includes those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Leaders provide timely, highly effective adaptations and reasonable adjustments for the few pupils who find attending school more difficult. This approach has significantly reduced persistent absence. As a result, rates of attendance are stronger than those found nationally. This means pupils benefit from strong continuity in their learning and wider school experience.

There is one fundamental rule for the school: 'Everyone should conduct themselves in a manner that is appropriate in a Christian community'. This is reflected in the calm, respectful way pupils behave. Pupils' behaviour across the school is highly positive and low-level disruption is rare. In lessons, pupils show respect for others and respond thoughtfully to the contributions and views their peers express. Staff, parents and pupils gave shining feedback about how behaviour is managed well at the school. Bullying is very rare. Pupils are confident to report any concerns they may have and trust they will be dealt with effectively. Pupils know that any form of discrimination is not accepted.

Expected standard ●

Curriculum and teaching

Expected standard ●

The school has a broad and ambitious curriculum. Leaders have carefully considered what pupils will learn across different subjects and phases. The content is ordered logically so

that pupils build their knowledge and skills over time. For example, in design and technology, younger pupils develop their understanding of sustainability by designing simple casings from paper and card. This foundational knowledge enables older pupils to carry out detailed analysis of existing products, with a clear focus on sustainability.

Leaders monitor the quality of teaching, identifying where variance occurs. They use this information to shape professional development to strengthen teachers' practice. This approach has improved teaching across the school.

Typically, teachers demonstrate secure subject knowledge and deliver the curriculum as intended. As a result, pupils tackle new learning confidently. Typically, pupils use subject-specific vocabulary to explain their ideas. On occasion, expectations around 'pupil talk' are not applied consistently. As a result, some pupils do not develop the precision or depth of explanation that teachers intend.

Pupils with special educational needs and/or disabilities (SEND) have learning support plans, but a small number of plans require clearer advice for teachers. Staff generally adapt teaching to meet these pupils' needs. Staff identify less confident readers early and provide targeted support so that pupils can catch up. However, staff expertise in phonics teaching is not as secure as it needs to be, given the increasing numbers of pupils entering the school with gaps in their phonics knowledge.

Inclusion

Expected standard 

The school fosters an inclusive culture in which pupils feel known, understood and well supported. Staff identify needs promptly. They follow a clear, staged process to put the right help in place. This careful approach ensures that disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known to social care receive support that meets their needs.

Staff receive regular training, including from external agencies, so that they know how to adapt teaching for pupils who need it. Consequently, most pupils access the curriculum effectively. However, occasionally, some pupils experience inconsistent adaptations that can slow their progress. Leaders monitor pupils' progress and are taking steps to secure greater consistency. The school uses a wide range of strategies to support pupils. For example, some pupils receive social- and life-skills instruction. Others benefit from pre-teaching of key content. Pupils grow in confidence and engage well with their education as a result.

Alternative provision is used appropriately and careful consideration is given to matching this to pupils' interests. Leaders review these arrangements, working closely with families and external agencies. Additional funding is used effectively to reduce barriers for disadvantaged pupils, for example through financial support for enrichment and trips. This coordinated work is improving engagement and progress for pupils facing the greatest challenges.

Leadership and governance

Expected standard 

Leaders have a clear and ambitious vision. They act with purpose to move the school forward. Leaders know the school well and understand both its strengths and the areas that

need developing. They have sensibly prioritised actions for improvement. Thoughtful plans are in place to address these priorities and to check progress, including through external challenge.

Staff describe leaders as visible, supportive and mindful of workload. They give examples of protected planning time and thoughtful adjustments when new initiatives are introduced. This helps staff to feel valued. Leaders ensure that staff have access to a research-based professional learning programme. They use regular reviews and targeted coaching to ensure that this programme meets the needs of teachers, including those in the early stages of their career.

Governance is active, engaged and meets all statutory duties. For example, governors oversee leaders' safeguarding systems and spending of additional funding. They have a clear understanding of leaders' vision and use agreed systems effectively to hold them to account. They scrutinise information carefully to understand the school's strengths and priorities. Leaders and governors make decisions that place pupils' interests first, including pupils who are disadvantaged or have special educational needs and/or disabilities. Leaders have developed constructive partnerships with external agencies and parents and carers to support all pupils, particularly those who face barriers to success.

Personal development and wellbeing

Expected standard 

There is a well-designed personal, social and health education programme. Overall, this develops pupils' knowledge effectively. For instance, pupils learn about personal safety, road safety and being 'street wise'. Sixth-form students learn important messages about alcohol awareness and the importance of making safe choices in social situations. Pupils develop a secure understanding of how to take care of their mental health and wellbeing, including age-appropriate learning about relationships and consent. Pupils treat one another with respect, value individual differences and listen to each other's views. However, pupils' recall of key learning from the personal, social and health education (PSHE) curriculum is uneven. This is particularly true of pupils' knowledge of fundamental British values and the ten characteristics that are protected against discrimination.

Pupils benefit from well-thought-out educational visits, including opportunities ranging from local experiences to international visits. These enhance pupils' cultural capital. For example, all Year 7 pupils have the chance to visit France, where they can practise their language skills and experience French customs, food and daily life. Leaders consider the individual needs of disadvantaged pupils and those with special educational needs and/or disabilities. They break down any barriers to participation in these activities.

Many pupils take on leadership responsibilities. For example, they can be school captains, school council representatives and student librarians. These roles enable pupils to develop confidence. Peer mentoring, including Childline training for sixth-form students, promotes leadership and safeguarding awareness while supporting younger pupils.

Leaders are conscious of the different pathways for pupils leaving the school. They prepare them for these effectively through appropriate careers guidance. Leaders engage well with

local employers. They consider the changing landscape of the world of work to ensure that pupils understand emerging opportunities and are well informed about their next steps.

Post 16 provision

Expected standard 

The school operates an inclusive sixth form that offers a broad range of A-level subjects alongside Level 3 vocational qualifications. Students can choose from a well-balanced mix of courses that offer a clear route towards their future ambitions. They receive sound careers guidance, including visits to local employers and universities, as well as opportunities for work experience. As a result, students are well informed and speak confidently about their next steps in education, employment or training. Students with special educational needs and/or disabilities (SEND) receive tailored support that helps them prepare for adulthood.

Teachers are ambitious for students. They have the subject-specific knowledge needed to deliver the intended curriculum. Leaders have a clear understanding of how well students achieve on post-16 courses. Historically, outcomes did not meet their high expectations, so leaders introduced a 'raising achievement' strategy. The impact of this work is evident in lessons and is beginning to be reflected in published results. This is particularly notable in Level 3 applied general courses, where attainment and progress are significantly above national averages. Pupils show maturity and dedication during independent study sessions. These are used effectively to deepen students' knowledge. However, the impact of leaders' work is not yet consistent across all post-16 provision.

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

Pupils feel extremely happy and safe. Behaviour across the school is exemplary. Pupils uphold the high expectations of the 'Campion Character' consistently well. These are rooted in the 7 core virtues of humility, courage, honesty, gratitude, charity, resilience and forgiveness. They contribute positively to a calm and purposeful learning environment. Leaders deal swiftly with the rare incidents of bullying. Attendance is consistently high because pupils enjoy coming to school. Pupils are confident to talk to staff about any worries they have.

Throughout the school, pupils achieve consistently well. This is reflected in above-average outcomes in many national examinations over time. Pupils with additional needs receive support that enables them to be successful learners and to participate fully in school life.

Pupils embrace opportunities beyond school life. Long-established charity events, such as 'Hit the road', see pupils walk 10 to 20 miles across London to raise money for a cancer charity with particular significance to the school community. Many pupils take part in the wider enrichment offer, including singing in the choir, representing the school in sporting activities or joining the 'Formula 1 club'. Pupils are proud to participate in the school's culture day, when they share aspects of their heritage with others. This helps to prepare pupils for life in modern Britain as they learn new languages and learn about different cultures.

All pupils, including in the post-16 provision, describe the school as welcoming. They value the positive relationships they have with staff and with each other. Older pupils regularly mentor younger pupils for pastoral reasons. The pupil safeguarding council promotes the message, 'see something, say something' to encourage pupils to report concerns promptly.

Together, these features reflect a strong sense of belonging, underpinned by the school's core virtues, which permeate the whole community.

Next steps

- Leaders should continue to develop and fully embed high-quality teaching strategies in the sixth form to continue to raise achievement across all post-16 study programmes.
 - Leaders should ensure that staff are fully equipped to adapt their teaching to meet the needs of all pupils effectively.
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About this inspection

The Champion School is a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by the governing body.

The chair of governors is Brenda Underwood.

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 His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The school is registered as having a Catholic religious character. It is the Diocese of Brentwood. Its last section 48 inspection was November 2024.

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 school currently makes use of three alternative provisions, including two that are unregistered.

During the inspection, inspectors spoke with the headteacher and other senior leaders, including the special educational needs and/or disabilities coordinator. The lead inspector also spoke with a representative of the local authority and the diocese. She also spoke with a group of governors that included the acting chair of the governing body.

Inspectors visited lessons, spoke with pupils, looked at curriculum information and samples of pupils' work. They reviewed a range of school documentation.

Lead inspector:

Lisa Smith, His Majesty's Inspector

Team inspectors:

Penny Barratt, Ofsted Inspector

Sarah Fowler, Ofsted Inspector

Debbie Lebrecht, Ofsted Inspector

Richard Micek, 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

1,244

Close to 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

1,050

Close to 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)

10.16%

Well 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

2.09%

Below 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

4.02%

Well below average

What does this mean?

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

National average: 13.4%

Location deprivation

Below 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)	62.3%	45.4%	Above
2023/24 (final)	64.4%	45.9%	Above
2022/23 (final)	69.1%	45.3%	Above

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)	52.8	46.1	Above
2023/24 (final)	55.3	45.9	Above
2022/23 (final)	55.1	46.3	Above

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)	0.60	-0.03	Above
2022/23 (final)	0.38	-0.03	Above

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)	33.3%	25.8%	Close to average
2023/24 (final)	55.6%	25.8%	Above
2022/23 (final)	52.6%	25.2%	Above

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)	44.0	34.9	Above
2023/24 (final)	45.4	34.6	Above
2022/23 (final)	52.7	35.0	Above

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)	0.67	-0.57	Above
2022/23 (final)	0.25	-0.57	Above

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)	33.3%	53.1%	-19.8 pp
2023/24 (final)	55.6%	53.1%	2.4 pp
2022/23 (final)	52.6%	52.4%	0.2 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)	44.0	50.4	-6.4
2023/24 (final)	45.4	50.0	-4.6
2022/23 (final)	52.7	50.3	2.4

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)	0.67	0.16	0.50
2022/23 (final)	0.25	0.17	0.08

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)	96%	92%	Above
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	100%	94%	Above

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)	32.06	35.00	Close to average
2023/24 (final)	32.32	34.38	Close to average
2022/23 (final)	35.93	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)	-0.3	0.0	Below
2023/24 (revised)	-0.2	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)	4.4%	8.4%	Below
2023/24 (3 term)	4.6%	8.9%	Below
2022/23 (3 term)	5.7%	9.0%	Below

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)	7.4%	23.4%	Below
2023/24 (3 term)	8.0%	25.6%	Below
2022/23 (3 term)	11.7%	26.5%	Below

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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