
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Carterton Community College
School Address:	Upavon Way, Carterton, Oxfordshire. OX18 1BU
Hub:	Wootton Bassett Academy

Telephone Number:	01993 841611
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Unique Reference Number:	123236
Local Authority:	Oxfordshire
Type of School:	Secondary
School Category:	Community
Age range of pupils:	11-18
Number on roll:	650
Head teacher/Principal:	Damian Booth (Executive Headteacher) Iain Bilton (Head of School)

Date of last Ofsted inspection:	10 th – 11 th January 2013
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	27 th - 28 th September 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Good
Outcomes for Pupils is:	Good
Quality of Teaching, Learning and Assessment:	Good
Area of Excellence:	Not submitted for this review

Previously accredited Areas of Excellence:

Overall Review Evaluation

The Quality Assurance Review found indicators that Carterton Community College appears to be firmly within the Good grade as judged by Ofsted in the school's previous Ofsted report.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- Carterton Community College is a smaller-than-average secondary school.
- Most students are of White British heritage. The proportion of students who are from minority ethnic backgrounds and the proportion who speak English as an additional language are well below national averages.
- The proportion of disadvantaged students eligible for the Pupil Premium is below the national average.
- The proportion of students who have special educational needs is broadly average.
- The executive headteacher has been in post since September 2014 when a head of school was appointed.
- The school opened a sixth form in September 2014.
- The school is part of a federation of schools within the Carterton area.

School Improvement Strategies

What Went Well

- There is an ambitious and explicit vision for the school. The school is on a journey of cultural change. The school is moving from a culture focused on teaching to one that places students' learning at the heart of everything it does.
- School improvement strategies are based on honest self-evaluation procedures. After a disappointing set of examination results in 2016, the school has been quick to identify a number of key areas that contributed to the slip in results.
- Leaders have an accurate understanding of the school's effectiveness informed by students, staff and parents. There are robust systems for monitoring the work of the school and for tracking the progress of different groups of students. There is now a more rigorous analysis of student progress information, with improvement strategies closely aligned with the outcomes of this analysis.
- In 2016, a number of predictions of how well students would perform in their GCSE examinations were wide of the mark, with some subjects doing much better than predicted while others under-performing. Senior leaders have already taken action and have introduced strategies linked to CPL to ensure a greater degree of accuracy this year.
- The targeted monitoring and improvement programmes for individual subjects and individual teachers are rigorous and ensure that all teachers receive appropriate support and professional development (CPL.) The professional development programme reflects the SDP priorities.
- The leadership of teaching and learning is good. Best practice both within the school and within the federation is shared. A culture in which staff are confident and eager to improve is developing.

- The leadership of the sixth form has undergone change during the last 12 months. There is a sharply focused strategy for improving the sixth form that is clearly articulated to all staff.

Even Better If...

...leaders at all levels continue to focus on the nuances and differences between a teacher-led culture and a learning community.

...leaders place a greater emphasis on raising students' literacy skills.

Pupil Outcomes

- Students generally enter the school with attainment which is significantly below average. However, the current cohort of Year 11 students is closer to the national average, with a greater proportion of more-able students than in previous year groups.
- From 2013 to 2015, students made outstanding progress overall with value-added being consistently in the top 20th percentile.
- In 2016, students made progress that was closer to requiring improvement. The school identified a small group of students that under-performed. Scrutiny of students' work and current in-school predictions would suggest that students are on track to make good progress this year from their low starting points.
- In 2015, the proportion of students achieving 5+A* to C GCSE grades, including English and mathematics, was broadly average at 55 per cent. In 2016, this headline figure declined to 48 per cent.
- In 2015, lower attaining students made significantly better progress than similar students nationally. Higher attaining students made better progress than similar students nationally but not as much progress as other ability groups in the school. Senior leaders recognise that in 2016, higher attaining students did not make as much progress as other students at Carterton.
- In 2015, disadvantaged students entitled to pupil premium, made slightly better progress than similar students nationally but not as much progress as non-pupil premium students.
- There were only a small number of students taking Level 3 courses in the sixth form and care must be taken when evaluating their progress. During observations, students were seen to be making good progress.

Quality of teaching, learning and assessment

What Went Well

- Routines are established quickly and students are keen to learn when inspired by good teaching.
- Students are well behaved, courteous and polite. They show positive attitudes to the teacher, their learning and each other. This makes a strong contribution to the friendly and welcoming atmosphere that pervades the school.
- The quality of teacher feedback both orally and written is normally good. Peer assessment techniques are used well and students comment on how well it helps them to reflect on and improve their work.
- Teachers' good subject knowledge builds students' knowledge, understanding and skills successfully. A characteristic of the strongest teaching is the way those teachers adapt activities as they unfold, to maintain challenge for all students. This helps to ensure that students are continually thinking deeply and learning quickly.
- Praise is used frequently and effectively to encourage and support learning.
- Teachers work hard and create extensive and well prepared resources.

Even Better If...

...all teachers focus on students' learning and progress rather than just moving through a sequence of teacher-led activities.

...the most-able students were always challenged to do their very best.

...the quality of questioning consistently equalled the best to ensure that students think about and reflect on their learning.

...students were encouraged to be more independent and take more risks in lessons.

...teachers gave quality, developmental feedback, to students, especially for more-able students.

...students were provided with more opportunities to produce pieces of extended writing.

Quality of Area of Excellence

Not submitted for this review.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.