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## CHALLENGE PARTNERS: Quality Assurance Review Written Report

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<b>Name of School:</b>	<b>CARTERTON COMMUNITY COLLEGE</b>
<b>School Address:</b>	Upavon Way, Carterton, Oxfordshire, OX18 1BU
<b>Hub School:</b>	Bartley Green Academy

<b>Telephone Number:</b>	0199 3841611
<b>Email address:</b>	office.4041@cartertoncc.ocnmail.net

<b>Unique Reference Number:</b>	123236
<b>Local Authority:</b>	Oxfordshire
<b>Type of School:</b>	Secondary
<b>School Category:</b>	Community
<b>Age range of pupils:</b>	11-16
<b>Number on roll:</b>	<b>550</b>
<b>Head teacher/Principal:</b>	Mr. Iain Bilton

<b>Date of last Ofsted inspection:</b>	10-11 January 2013
<b>Grade at last Ofsted inspection:</b>	Good

<b>Date of Quality Assurance Review:</b>	9-11 June 2014
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## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

<b>School Improvement Strategies:</b>	<b>GOOD</b>
<b>Achievement is:</b>	<b>GOOD</b>
<b>Quality of Teaching:</b>	<b>GOOD</b>
<b>Area of Excellent Practice:</b>	
<b>Teaching Alliance</b>	<b>DEVELOPING</b>

### 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 10 – 11 January 2013 and is working towards Outstanding.

The college, led by the inspirational acting headteacher and his loyal, hardworking senior leadership team, requested that the Review examined the progress made since the last Ofsted inspection. The work of the Review team revealed that much had been done to move the college forwards and the predicted improvement in achievement for this year’s Year 11 cohort should reward their considerable efforts. There are still steps required to make that final move into Outstanding but the staff is aware of these and is taking direct action to secure this outcome.

### Information about the school

Carterton Community College is smaller than the average secondary school. The proportion of students known to be eligible for free school meals is below average, as is the number of students in receipt of pupil premium funding. The proportion of students who are disabled or have special educational needs supported through

school action is average, while those supported at school action plus or with a statement of special educational needs is above average. Most students are of White British heritage. The proportions that are from minority ethnic backgrounds or who speak English as an additional language are well below national averages. A small number of students at Key Stage 4 receive part of their education via work-related courses at an off-site provision.

## **School Improvement Strategies**

The leadership team demonstrate a strong drive to improve the school at all levels in a collaborative manner. The extension of the leadership team has enabled the school to maintain high standards in areas of strength but allow a focus on those areas that need improvement.

### **What Went Well;**

- The school is led by a team that has a clear focus and an on-going determination towards the pursuit of excellence
- The school's self-evaluation processes are very thorough and accurate. The school is very aware of areas of best practice and understands how best to use them. They have a very clear understanding of the specifics required to improve. This is also true of how the unique dynamics of the local area impact on the school
- The school's monitoring processes and subsequent actions have secured improvement for those pupils supported by the pupil premium
- Literacy has been a key focus for the school due to the low levels of students on arrival at year 7. There have been many interventions put in place within the school, such as the SPAGGETTI challenge, and liaison with other Key stakeholders including feeder primary schools. The outcomes of which, including greater use of the school library, have seen excellent progress in students' literacy levels.

## Even Better If;

- ...the quality of teaching across the school became consistently good. Time is required to embed a well-planned personalised professional development plan, centred on both individual needs and whole school targets. This will need to be rigorously led at senior level, with a robust monitoring process needed to ensure its effectiveness.

## Pupil Achievement

Progress at Carterton Community College is outstanding and many of the headline measures show that over time, the school will continue to improve its achievement outcomes. Attainment at GCSE at 5 A\*-C, including English and mathematics has improved over the past three years, as has the value added and average capped score.

The staff is committed to ensuring that all student outcomes are as high as possible. The current tracking system, led by a very capable and committed deputy headteacher, is a notable feature because every issue that affects attainment is known about and addressed. The attainment of students in relation to national standards, including reading, writing and mathematics, is at risk because the students enter the school with some of the lowest literacy and numeracy levels in the country. To address this the school has invested heavily in its feeder primary schools, working in partnership to analyse the data available in order to identify the low achievers and the underachievers on entry. This information at an earlier stage, alongside subject baseline testing and CATs scores, puts the school in a strong position to create aspiration and ambition amongst its new intake as well as supporting its primary partners.

The school is relentless in its quest to improve attainment. This includes actions to quality assure accurate assessment data, reduce persistent absence (especially amongst girls which is running at 15% compared to the national figure of 6.9%), close the gap between pupil premium and non pupil premium students and continue with its strong ethos of inclusion.

The positive behaviour policy and pastoral care system is a key feature in keeping students engaged in school. The use of coloured zones indicates to students on a lesson-by-lesson basis what their levels of engagement are. As a result the exclusion rates are the lowest in the county, impacting positively on progress. Students with persistent absence are required to attend fortnightly meetings and their parents are given parenting contracts where necessary.

The school is currently on track to secure good outcomes for the current cohort and has forecast an improvement to a minimum of 63% for 5 or more GCSEs at A+-C, including English and mathematics. The outcomes are consistently higher than FFT data suggests. The current year 8 cohort outcomes are predicted to be especially good. Students are given ambitious targets and some are given the Carterton Target, which aims for more than 4 levels of progress.

The achievement of other vulnerable groups remains a concern to the school, particularly male school action plus students and those that join the school during Key Stage 4. The school is addressing this through the employment of an assertive mentor whose personality works well with these boys and provides effective opportunities for them to engage.

The school is doing everything possible to raise attainment. The key to securing further improvement is around securing consistency in teaching and learning.

## **Quality of Teaching**

Teaching in most subjects is usually good and the majority of staff have high expectations of their students. The majority of lessons observed were good or better. However there are inconsistencies in terms of teaching, engagement and learning across the school. The following strengths and areas for development were identified as outlined below;

### **What Went Well;**

- Some teachers deliver lessons that include many opportunities to develop the skills to learn independently. This was particularly evident in Art and Technology
- In some areas questioning is of a good standard and can challenge students to explain and give reasons, therefore deepening their understanding

- The majority of lessons adhere closely to the key principles outlined in the Carterton Code and, as a result, the language of learning is generally consistent across the school
- Effective relationships facilitate a positive learning culture and, as a result, behaviour in lessons, although passive at times, is good
- Lessons are effectively resourced and targeted planning ensures students have the opportunity to experience a range of learning styles and activities
- The learning environment, in lessons and around school, effectively supports and facilitates good learning opportunities for students
- The introduction of standardised whole school assessment procedures ensure teachers assess students' learning and progress more regularly and systematically. It has encouraged students to confidently reflect on their own learning and use feedback from teachers to understand how to improve their work further
- Learning support assistants are directed well to target specific learners. They have a positive impact on the learning of individuals

#### Even Better If;

- ...teachers consistently planned and delivered challenging lessons appropriate to the ability and learning needs of different groups of students
- ...students were more actively engaged in their learning in all lessons through increased pace, structured peer learning and student-led questioning
- ...the learning outcomes of lessons were made explicit to students in every lesson and progress reviewed against the learning outcomes at different stages of the lesson
- ...teachers planned activities to allow them to more accurately measure learning, and for students to demonstrate and review their own progress at different stages of the lesson
- ...teachers applied the whole school marking policy more consistently to ensure all forms of marking provided clear 'next steps' guidance that is appropriate to the ability of the students. Marking tends to be generic and not always targeted at individual students or specific ability groupings, notably higher-ability students

- ...teachers ensured that questioning is more closely targeted to specific students in order to check, challenge and develop student understanding at a level appropriate to their ability and needs

### **Quality of Area of Excellent Practice**

The school identified the Teaching Alliance between Carterton Community College and Carterton Primary School, with a view to include other feeder primary schools at a later date, as their area of excellence.

Evidence gathered during the review indicates that this is an area that is developing. This estimate has been reached because the Teaching Alliance is very much in its infancy.

All of the colleagues involved in the Alliance share the same vision and are working very hard to ensure that it will be a success. Currently, there are two key foci, one is on raising the standards of teaching and learning across the Alliance and the other is on the primary school that is in 'Special Measures'. Coaching and mentoring has been put in place to address areas of underperformance. A three-year plan has been introduced to indicate the strategies to be employed and the measures of success.

The Alliance has stated that the aim is to:

- Deliver training that will secure improvement in teaching and learning
- Support all staff
- Raise standards in teaching to at least 'Good' or better
- Deliver in-house bespoke training for all schools in the alliance

For the Alliance to be a success, the strict time frames set in the plan will need to be adhered to so that progress can be monitored and success measured on a regular basis. This can then be reported back to key stake holders.

Accountability measures of the lead teacher and colleagues involved in the Alliance need to be robust to ensure that the resources invested are utilised effectively. Thus, ultimately, the Alliance will achieve a rise in standards of teaching and learning which will impact on the progress and attainment made by students and including a rise in the level 5 students achieving the A-A\* measures at the end of Year 11.

## Partnerships

The college is new to Challenge Partners so the impact of collaborative work within the Bartley Green hub has so far had limited impact. The college does, however, pride itself in its links within the local community, particularly the Ministry of Defence. With its close proximity to RAF Brize Norton, the college takes many students from forces families. In that way, the MoD has been particularly supportive in providing funding that enables staffing to be maintained while housing developments for those families are completed. The college also retains close business links in the area and strong community support that enhances the education of students at Carterton. The college provides a much-valued Adult Education programme at its on-site William Carter Centre.

The main partnership involving the college is that forged with local primary schools. Several of these have been placed in the Ofsted Special Measures category but the college has a newly-established Teaching Alliance, where specialist teachers and senior leaders from the college will work directly in the schools to raise the quality of teaching and learning so that they will be removed from those categories as soon as possible. This scheme is in its infancy but the plans for the future, when added to the work that has already taken place, make the future look rosy indeed.

**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.**