

## Written Report

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### CHALLENGE PARTNERS: Quality Assurance Review Written Report

<b>Name of School:</b>	<b>Carterton Community College</b>
<b>School Address:</b>	Upavon way Carterton Oxfordshire OX181BU
<b>Hub School:</b>	Bartley Green School

<b>Telephone Number:</b>	01993841611
<b>Email address:</b>	dbooth@cartertoncc.oxon.sch.uk
<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>	11-18
<b>Number on roll:</b>	565
<b>Head teacher/Principal:</b>	Damian Booth
<b>Date of last Ofsted inspection:</b>	January 2013
<b>Grade at last Ofsted inspection:</b>	Good

<b>Date of Quality Assurance Review:</b>	26-27 March 2015
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## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

<b>School Improvement Strategies:</b>	Outstanding
<b>Achievement is:</b>	Outstanding
<b>Quality of Teaching:</b>	Good
<b>Area of Excellent Practice:</b>	
<b>Teaching Alliance</b>	Developing

### Overall Review Evaluation

The Quality Assurance Review found indicators that Carterton Community College appears to be at the top of the Good grade as judged by Ofsted in the school's previous Ofsted report January 2013 and is working towards Outstanding.

## Information about the school

Carterton Community College is smaller than the average secondary school. The executive headteacher has been in post since September when the school became responsible for a local primary school and a head of school was appointed. At the end of June 2014 a very small sixth form was established. The proportion of students eligible for free school meals is well below national average. The proportion of students with special educational needs is double the national average. Most students are of White British heritage and the proportion who speaks English as an additional language is well below national average. A very small number of Key Stage 4 students receive part of their education off-site on work-related courses.

## School Improvement Strategies

The executive headteacher has undertaken a thorough review of structures and processes for identifying, evaluating and monitoring improvement priorities. This has been transformational in establishing clear direction for the school, the key issues and reflecting on which strategies are working well and making the difference to standards.

What went well:

- Throughout the school there is a positive learning culture and shared vision centred on driving up standards and achievement continues to improve. Staff at all levels are welcoming, professional and committed to improving the students' learning experience.
- There are strong self-evaluation structures and systems that evaluate progress towards improvement priorities and next steps. Structures involve senior and middle leaders, holding them to account through regular link meetings.
- Improvement priorities are clear and shared; middle leaders are able to articulate how these translate at the subject level. Teachers and leaders report that strategies for improving teaching and learning have been streamlined and there are concerted efforts to embed these.
- Leadership in science and the work on 'life without levels' is having a positive impact on whole school outcomes.
- Appropriate actions that will make the difference to standards are identified in the school development plan and informed by external review recommendations.
- Continual professional development supports improvement priorities, focused on developing teaching.

Even Better If...

...the school could demonstrate a more consistent understanding among leaders of what outstanding teaching looks like to ensure quality first feedback to teachers.

## **Pupil Achievement**

The ability of the students on entry is significantly below national levels. The school has invested in a well-designed programme of intervention for those students whose progress rates may be hampered by poor literacy skills. Morning registration is used well and is a key feature for closing the gap. The school continues to develop further and stronger links with their feeder primary schools.

Attainment in all areas has remained consistent across the last three years with the school matching or exceeding national outcomes. Progress levels for the best eight subjects and value added data for mathematics are significantly above national levels, indicating that achievement from low starting points is outstanding.

In 2014, value added scores were generally well above national average for students from ethnic minority backgrounds, but numbers were very small. Boys achieved at broadly in line with national average but girls did much better and the gap between boys' and girls' achievement was significant. This is a marked difference between the previous year, where boys were significantly above the national average. All ability groups achieved well above national average, low ability students achieve consistently high levels of achievement. School Action Plus students did not achieve as well as their peer group, but still achieved significantly above national standards.

The most able students did not achieve the highest grades at GCSE or exceed expected levels of progress. The percentage of disadvantaged students making expected progress was below national average. The school is aware of this and tracks progress of these students at half termly intervals. Current tracking data, for 2014/15, demonstrates significant closing of the gap across the school towards national levels for more than expected progress, in both English and mathematics which are now at or above national. The school has been successful in closing gaps across this year to the point where disadvantaged students now make better progress rates than their peer group and achieve as well as their peers in English and mathematics. Progress in science has lagged behind other subjects but due to the school's efforts to remedy this situation students' progress is now accelerating. This is indicative of the outstanding focus from the school to close previous gaps.

Students enjoy their learning and attendance is well above national average, while persistent absence is below and exclusion levels well below national. The engagement of students is a positive aspect of the school's provision. Student's social skills are very well developed; their communication skills and maturity are very strong. They are confident in their relationship with the school and the care the adults provide.

The school could consider how best to ensure and measure if intervention strategies are having maximum impact as key groups of students progress through KS2 to KS4.

## **Quality of teaching**

The school's rationale for their selection of lesson observations was to ensure a cross-section of classes was seen.

#### What Went Well:

- The school has improved the quality of teaching and learning through rigorous use of monitoring, evaluation and review. Quality assurance is in place and tracked using Blue Sky system.
- In all lessons, excellent relationships between staff and students has built confidence in learning and ensures positive attitudes to learning across the school.
- There is evidence of well-planned activities and resources, which promote an appropriate pace to lessons and stimulate students' engagement and involvement with their learning.
- There has been a consistent use of seating plans as context sheets for each class, these detail the students eligible for pupil premium and those with special educational needs, together with current and target grades. This has enabled teachers to plan more appropriately to meet the individual needs of students and ensure all are catered for.
- In the best lessons observed questioning was used well to promote learning and there was evidence of targeted differentiation. Good examples of differentiation were demonstrated in the learning walk, where the geography teacher gave students different examination papers to be working on and they could choose their own questions to fit their level of ability.
- Teachers know their students really well, in a maths lesson the teacher was able to use a no 'hands-up' questioning technique to target and challenge individual students appropriately.
- Pace was evident in many exercise books which showed a high rate of completed work.
- Students know their current grades and expected grades and in the best lessons they can articulate what they need to do next with the help of the feedback and progress sheets.

#### Even Better If...

...there was greater consistency in marking and feedback and higher expectations around the presentation of work in students' books and folders. Feedback in some cases is not developmental, with feedback such as 'more revision' being offered to some students.

...differentiation could be developed in order to challenge all learners to achieve their highest potential; their Carterton targets. For example, students need to be challenged on the work they are completing rather than just being given the opportunity to complete extension tasks .

...there was a shift away from teacher led lessons and more independent and cooperative learning for the students.

...there was a better balance between literacy and the development of technical terms in some practical subject areas.

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

Teaching Alliance: this area is still developing.

The school has carried out a range of developments involving well focused continuing professional development in the areas for improvement from the previous Ofsted report. This area is ongoing and led by a team of senior teachers. The impact of the programme is

yet to be fully evaluated and sufficient data to enable that evaluation, is yet to be collated. Without clear evidence of impact, as an area of excellence, the Teaching Alliance is not yet at that level.

## **Partnerships**

The school has established strong partnerships within the local community and beyond which benefit staff and students at Carterton. Membership of West Oxfordshire Learning Partnership (WOLP) provides opportunities for curriculum development, cross school observations, termly professional development days and school reviews. WOLP operate a Fair Access Protocol system and co-ordinated alternative provision for students not accessing the curriculum. There are strong primary partnerships, including Explore and Gifted and Talented programmes, involving targeted Year 5 and 6 pupils from five local primary schools.

Membership of the PiXL network provides resources and support for Year 11 intervention and the journey towards excellence. Leaders attend conferences for core subjects and a PiXL Associate visits the school to discuss the progress of Year 11. A summer school provision working with the local RAF base supports transition and develops leadership in student volunteers. Plans are placed to develop Level 3 Btec Engineering using RAF business links.

**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.**

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

Specific training for senior leaders in observing lessons and giving clear feedback to improve the quality of teaching and learning

Opportunities to visit outstanding schools particularly to prepare for “life without levels”