

Name of School:	Carterton Community College
Head teacher/Principal:	Damian Booth
Hub:	Wootton Bassett
School type:	Secondary
MAT (if applicable):	Not applicable

Estimate at this QA Review:	REQUIRES IMPROVEMENT
Date of this Review:	31/10/2018 – 02/11/2018
Estimate at last QA Review	GOOD
Date of last QA Review	22/11/2017 – 24/11/2017
Grade at last Ofsted inspection:	REQUIRES IMPROVEMENT
Date of last Ofsted inspection:	03/05/2018

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	REQUIRES IMPROVEMENT
Outcomes for Pupils	REQUIRES IMPROVEMENT
Quality of Teaching, Learning and Assessment	REQUIRES IMPROVEMENT
Area of Excellence	NOT SUBMITTED FOR THIS REVIEW
Previously accredited valid Areas of Excellence	NOT APPLICABLE
Overall Estimate	REQUIRES IMPROVEMENT

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.

1. Context and character of the school

Carterton Community College is a smaller than average-sized 11-18 mixed secondary school. It is located in a semi-rural Oxfordshire community near the Brize Norton RAF base. It serves a mixed community with a significant number of students from the armed services. It is the sole Oxfordshire maintained secondary school and has a close working relationship with the local authority.

The majority of students are of White British heritage. The proportion of students from ethnic minority backgrounds and the number who speak English as an additional language (EAL) are well below national averages. The percentage of students with special education needs and/or disabilities (SEND) is above the national average, as is the proportion who have a statement of special educational needs or an education, health and care plan (EHCP). The proportion of disadvantaged students is below the national average. Partly due to the impact of armed service-based students, there are high school mobility rates.

The headteacher was appointed as substantive head of the school in April 2017. He also retains the role of executive headteacher of the Carterton Community Schools Federation, a post held since 2014. The school belongs to the federation alongside two primary schools in the locality. Since 2014, the school has experienced four restructures and the present leadership team is relatively new.

The school has experienced some significant issues in recent years that have contributed to concerns about student outcomes. Financial constraints and difficulties with the recruitment and retention of staff being specific examples. In collaboration with the local authority, the school is now in the process of implementing an agreed improvement plan aimed at sustained progress. Future planning also involves the potential for a science and technology specialism in collaboration with the local RAF base.

2.1 School Improvement Strategies - Progress from previous EBIs

- A school council is in place to discuss matters relevant to their experience. Other examples of greater student involvement are reading buddies, anti-bullying ambassadors and opportunities for leadership, such as sports leaders.
- The self-evaluation process and documentation has been revised to focus on post-Ofsted targets which establish key priorities and strategies for improvement.
- Strategies are in place for 2018/19 that offer the potential to raise the achievement of the overall cohort and improve the performance of key sub-groups.

2.2 School Improvement Strategies - What went well

- The school responded to the 2018 Ofsted report and student outcome data with a thorough overhaul of the approach taken to self-evaluation. This resulted in a more detailed appreciation of the issues and bespoke improvement strategies.
- The approach implemented for the present academic year is one of greater rigour than in the past, with clearer patterns of accountability and outcomes. This includes checks every six weeks on the progress of areas for improvement.
- Specific strategies are in place to address key concerns. Examples of this include the continuing professional learning (CPL) programme to ensure staff understand what quality first teaching looks like and a revised process of senior leaders' line management of middle leaders. The latter has resulted in middle leaders taking greater responsibility for improving teaching and learning within their own subject areas.
- Individual teachers leading CPL sessions about their own areas of expertise facilitate improved sharing of good practice. This programme is linked to the 'My Learning' agenda of purpose, expectation, challenge and pace (PECP) that acts as a core vision for the school. The vision and training contribute to staff having an enhanced sense of direction for school improvement.
- A revised schedule for assessment was introduced this academic year; data collection points in the school year have risen from four to six. Assessment accuracy and rigour has been addressed through systematic moderation and increased staff engagement as awarding body examiners..
- Systems are in place to enable the data to impact on subsequent learning and intervention through a clear process of communication and expectations of staff action.
- A sustained programme of rewriting schemes of work offers a more informed foundation for the progression of learning and an effective structure for consistent high-quality teaching and learning.
- Specific attention has been given to the learning of disadvantaged students through bespoke CPL. This is led by the special education needs coordinator (SENCO) for all teaching staff and there is clear expectation of teaching provision to address students' needs. Effective strategies are in place through Accelerated Reader and student reading buddies to improve the literacy within Key Stage 3, with specific reference to the disadvantaged cohort.
- A standardised observation programme that involves senior and middle leaders evaluates the quality of teaching and learning. This is quality assured by external consultants and evidence suggests that this contributes to school improvement. The scheme also informs personal development plans to support underachieving staff which are having a positive impact.
- Student provision is supported through amendments to the curriculum and a more student appropriate 2018/19 curriculum offers the opportunity to facilitate improved learning and achievement.
- The school are conscious of the potential role for parents to support student

learning and are seeking to better inform them through parent focus meetings. Evidence indicates increased parental awareness.

- Since September 2018, the local authority (LA) has positively engaged with the school to assist with improvement strategies and subsequent evaluation. This includes specific assistance to help curriculum leader such as English and science.

2.3 School Improvement Strategies - Even better if...

- ... the evaluation of school improvement strategies was triangulated through the formal inclusion of all stakeholders via a structured process. This is to include parents, students and staff in addition to school leaders and local authority consultants.
- ... leaders built upon students' positive attitudes within lessons to develop a more effective culture for learning through clear strategies for quality first teaching which are unfailingly applied..
- ... the leadership of teaching and learning consistently communicated and monitored the vision and practice of quality first teaching to staff and students to ensure the school has a clear culture of high expectations of learning.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Best practice links learning objectives to students' target grades and utilises past outcomes in subsequent planning. This is reinforced through identifying misconceptions and checking learning before progressing with the lesson.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Positive student / teacher relationships are evident across all key stages and curriculum areas. This facilitates a positive attitude to lessons within the full cohort of learners.
- The best quality teaching and learning reflect appropriate subject knowledge, clarity of explanation, differentiation and explicit feedback to promote progress. Mathematics is an example of embedded practice.
- Students enthusiastically discuss their work and progress. They positively engage with peers and adults alike. The verbal ability of the students illustrates an understanding and thinking about their learning that often exceeds their target grades and assessment outcomes.
- Teachers consistently work effectively one to one with learners to eradicate learning blocks and facilitate thinking. Technology and music demonstrate this sustained practice.

- Examples of quality first teaching illustrate appropriate pace and challenge In Year 13 religious education, for example, creative learning tasks generated challenge and Year 10 biology was characterised by questions that promoted deeper learning.
- Effective closed questions to check and develop basic understanding are routine practice; for example in Key Stage 3 French the knowledge of vocabulary and grammar was reinforced through the sustained use of whole class question and answer techniques. .
- New assessment strategies are being implemented that offer the potential for more accurate data to inform subsequent learning. The tracking of student progress across Key Stage 3 is systematic, with a clear model to measure progress against a well-defined target setting model.
- Students' participation and enjoyment are consistently demonstrated in lessons with practical tasks. Learning is supported by the allocation of resources and students not only make progress but demonstrate leadership and independent study. Information technology, art and physical education were good examples.
- Intervention strategies across individual subjects seek to build on the revised assessment procedures. Science, for example, has 'Active Learn' additional homework and humanities deliver a compulsory Friday study session for underachievers.
- Students appreciate the small class sizes in the sixth form as it enables one to one support and thorough teacher feedback to written work.
- Best quality sixth form teaching and learning anticipates learning difficulties and incorporates challenge and pace. Engineering mathematics, for example, consistently directs questions and explanations toward blocks in students' understanding. Challenge and pace occur in English through the open-ended questions that enable students to reflect and deepen existing understanding.
- Students appreciate the support offered by the library facilities and staff. The latter are effective in promoting the literacy agenda and appreciated by students.
- The leadership team facilitates a process for teachers to discuss and share good practice both within the school and in collaboration with neighbouring schools.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...leaders established a format of non-negotiable teaching and learning characteristics so that all teachers and students rigorously apply them to facilitate consistency of practice.
- ...learning allowed greater student thinking time and the opportunity to discuss their ideas and knowledge in order to promote reflection, deeper understanding and improved quality written work.
- ...all lessons had effective strategies to ensure that students were challenged according to their potential through either written or verbal questions to stretch their existing understanding.

4. Outcomes for Pupils

- The 2018 Progress 8 (P8) outcomes were well below national and local authority (LA) figures for the overall cohort. The Attainment 8 (A8) performance was similar.
- EBacc outcomes, plus English and mathematics at grade 5 or above, were again below national and LA levels.
- Sixth form outcomes illustrated a comparable pattern with 2018 Advanced level results significantly below the national average for progress and average points score. Applied general courses were well below local and national levels although technical level courses were more in line with comparable outcomes.
- Key Stage 4 sub-groups figures were poorer than the wider cohort and reflected a significant gap.
- Key Stage 3 outcomes showed the significant majority of students achieved their expected progress against the four-level school assessment model. However, the most able did not progress to their targeted level of performance.
- Leaders are confident of upgraded outcomes for 2019 across the school. Improved curriculum provision, re-written schemes of work, robust and accurate data fed back into subsequent practice, alongside the CPS programme, all contribute to this.
- Initial assessment data indicates progress for Key Stage 4. Specific sub-group data also indicates improvement. The school predicts that girls will achieve a positive P8 score, with the overall results showing an improvement.
- The most able are predicted to be almost at the national average, with boys and disadvantaged students significantly improving but still with a negative residual. The gap between the disadvantaged students and others will remain.
- Teaching and learning for the most able is appropriate to their needs and there is a clear link between their learning and assessment data.
- Students' exercise books across all key stages reflect pride in their work and sustained progress over this term. Teacher assessment and target setting are prominent in the best quality lessons and demonstrate progress.
- The moderation of assessment indicates more accurate data this academic year. However, having completed only one data collection the predictions are speculative. Improvement appears secure whilst the degree of progress is uncertain as yet.
- Key Stage 3 progress shows improvement within individual subjects such as English. The majority of Key Stage 3 lessons are focused on learning objectives with students able to explain their understanding and their learning over time.
- In Key Stage 5, the revised provision and focus on improved learning offer a foundation for progress. The curriculum is more realistic with evidence of actions to address under performance such as poor attendance.
- Best quality Key Stage 5 lessons are personalised to students' needs with extensive feedback to promote learning.

5. Area of Excellence

Not submitted for this review.

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

- Involvement with the hub or the national Challenge Partner network of schools to support strategies for generating sustained, successful outcomes for boys.
- Ideas and good practice around the agenda of 'student talk' within lessons that has a positive impact on subsequent writing and assessment outcomes.
- Support to improve the performance of middle curriculum leaders with specific reference to technology.

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.