

<b>Name of School:</b>	Carterton Community College
<b>Head teacher/Principal:</b>	Damian Booth (Executive Headteacher)
<b>Hub:</b>	Wootton Bassett Academy
<b>School type:</b>	Secondary
<b>MAT (if applicable):</b>	

<b>Estimate at this QA Review:</b>	Good
<b>Date of this Review:</b>	20 <sup>th</sup> -22 <sup>nd</sup> November, 2017
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	27 <sup>th</sup> -28 <sup>th</sup> September, 2016
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	10 <sup>th</sup> -11 <sup>th</sup> January, 2013

**Quality Assurance Review**

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

<b>School Improvement Strategies</b>	Good
<b>Outcomes for Pupils</b>	Good
<b>Quality of Teaching, Learning and Assessment</b>	Good
<b>Area of Excellence</b>	Not submitted for this review
<b>Previously accredited valid Areas of Excellence</b>	Not applicable
<b>Overall Estimate</b>	Good

*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. Information about the school**

- Carterton Community College is a smaller-than-average secondary school serving a diverse catchment area.
- The school is continually affected by high mobility rates, which reflect the school's proximity to Brize Norton.
- 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 (EAL) are well below national averages.
- The proportion of disadvantaged students is below the national average.
- The proportion of students who have special educational needs and/or disabilities 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.

### **2.1 School Improvement Strategies - Follow up from previous review**

- The college has established non-negotiables which include early work so that students are working right from the start of the lesson
- The CPL programme now enables all teaching staff to be part of a learning community through research and the development of best practice
- There is continued literacy work in tutor time to raise literacy levels of students
- There is an emphasis on continued marking for literacy by all teachers
- There are successful reading interventions for EAL students

### **2.2 School Improvement Strategies - What went well**

- The school has undergone an ambitious and holistic improvement agenda which has brought about radical improvements in teaching, learning, assessment, leadership and management.
- Leaders have a good understanding of the progress of current cohorts. Where there is a mismatch between the quality of learning seen in lesson observations and data, teachers are challenged and suitable actions are taken to address this. A whole-college focus on non-negotiable aspects of teaching and learning has had a significant impact on classroom practice and improved consistency across the school.
- Innovative approaches to improving teaching and learning, such as teach meets and mark meets as well as IRIS connect, have brought about improved learning experiences for students.
- The leadership team is very determined to secure the very best learning experience and outcomes for every pupil in school.

- High levels of commitment and energy have ensured that the improvement trajectory of the school is being maintained.
- Individual needs are being clearly met through new curricular and assessment expectations and initiatives. These are closely matched to students' needs and aspirations.
- The executive headteacher and senior leaders have had a measureable impact on improving the quality of education in the college. As a result, staff are able to commit themselves confidently to the school improvement agenda,
- Whole-school monitoring systems have evolved successfully and are now carefully calendared throughout the academic year. Comprehensive reports are written following monitoring activities. These are shared between senior and middle leaders to enable focused work in moving towards identified next stage targets.
- Staff are being developed as a team and demonstrate a keenness and freshness of approach. Staff morale has improved markedly and is a reflection of the positive and purposeful leadership now in place.
- Senior leaders engage well with the local community and, as a result, there is a thriving evening adult education programme and an emphasis on looking outwards.
- The college has a realistic and firm idea of its own strengths and areas for further development. Self-evaluation is accurate and very honest and the college's self-evaluation document is clear and transparent. There is a coherent link between the self-evaluation report and the school improvement plan. Issues arising from self-evaluation are pursued within the improvement plan.
- Rigorous and accurate assessments have been introduced. These take into account students' abilities so that an accurate picture of progress can be measured.
- Training for staff has been identified and targeted through monitoring activities. Where teaching has required improvement, improvement plans are devised and implemented through focused support and monitoring by senior leaders. This has a positive impact on improving the quality of teaching. Individual staff members with particular expertise have provided training to boost the knowledge and skills of others.
- Leaders give staff many opportunities to develop their leadership skills and ensure that the monitoring of teaching, learning and assessment is rigorous.
- College leaders have responded well to the needs of students by adapting the curriculum. Leaders intend to extend this provision even further.

### **2.3 School Improvement Strategies - Even better if...**

- ...there were more opportunities for the student voice to be heard so that the talent and goodwill of the student body can be harnessed to its best advantage.
- ...leaders at all levels continued to raise achievement and further reduce the differences in learning for groups of students.
- ...self-evaluation provided a summary of key priorities and strategies.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- There is a much sharper focus during book scrutiny on progress in books rather than just on marking. A CPL group is focusing on feedback not marking
- Dialogue marking has provided students with feedback to improve their extended writing quality
- Two core CPL groups are focusing on lesson design and assessing progress in lessons
- There is continued use of IRIS Connect to enable teachers to reflect on the learning process
- The feedback policy has been trimmed to enable staff to be more consistent
- Differentiation is a non-negotiable allied to challenge for all students

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

- Teaching is characterised by positive relationships with staff and highly effective support for behaviour and personal development. This helps students engage in learning.
- In most lessons, students' behaviour and cooperation is good. Effective teaching encourages students to listen well to each other's contributions. Students are pleased and proud of how well they are doing.
- The school has many strategies and interventions to improve students' literacy and numeracy skills. For example, the focused work on literacy in tutor times is helping to enhance students' literacy levels.
- Most teachers use questioning techniques effectively to assess students' understanding and tackle misconceptions.
- Teachers use a wide variety of high quality resources to engage and support students in their learning. This was clearly demonstrated in a stimulating Year 10 lesson on Shakespeare and in a challenging, high quality German lesson for more able students.
- Good organisation of lessons ensures that students make good progress.
- Students' books and other learning records show good progress throughout the year and demonstrate the wide range of work that students have undertaken.
- The subject knowledge of teachers is good and they generally have high expectations of learning and pitch lessons accurately to ensure that students meet these.
- Continuing professional development (CPD) in the school is wide-reaching and

affords teachers the opportunity to reflect upon their practice and to consider how they can develop further their skills. Teachers are part of a research and development learning community which focuses on best practice in key areas of teaching and learning. This is helping to raise the standard of teaching across the college.

- A robust quality assurance procedure enables middle leaders to develop their leadership of teaching and learning within their departments.
- The school has implemented a rigorous marking and assessment policy to bring consistency to the quality of student feedback. Evidence of the policy being implemented can be found in students' workbooks and on classroom displays. This is helping to accelerate progress in the current Year 11 classes.
- Members of staff are dedicated, focused and ambitious for success. There is a strong sense of collective responsibility for improvement and this ensures that everyone is invested in the success and progress of all learners.

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

...teachers linked learning objectives to students' target grades.

...teachers directed students more overtly to the correct starting points for their ability.

...mid-task checkpoints were used to address misconceptions and maintain progress.

...students were given more opportunities to demonstrate and apply their learning in lessons

## 4. Outcomes for Pupils

- Pupils enter Carterton Community College with attainment that is below the national average. The percentage of low and middle ability pupils is above the national average in most year groups.
- Last year's GCSE results show that the attainment and progress of learners was below that of the national average. The Progress 8 score was -0.43 while Attainment 8 was 40.2, and this was only slightly below the national average. However, the college leaders explained that the curriculum map in 2016/17 was created specifically to meet the needs of the students. As a result, not all students filled 10 entries and this affected results in both the ebacc and open elements. Overall, 16% of last year's cohort did not sit 10 entries in the Progress 8 framework. If these students were disaggregated from the total, the Progress 8 score would have been higher.
- In 2017, 51% of the students achieved A\*-C grades, including a grade 4+ in English and mathematics. This was lower than the national average. Progress in English and Maths was -0.53 and -0.14 respectively.
- BTEC Engineering and Photography continued to be amongst the college's highest performing subjects. Media performed significantly higher in 2016/17, as result of intervention within the subject area.

- Following last year's results, the SLT held meetings with heads of faculty to discuss areas of exam underperformance 2016/17. Detailed action plans were put in place, linked to the SIP.
- Students with special educational needs and/or disabilities and EHCP did not progress as well as others in 2016/17. However, these students had low starting points, with an average KS2 APS of 23.9.
- Disadvantaged students did not progress as well as other students in 2016/17.
- EAL students continued to make amongst the strongest progress, with a Progress 8 score of +0.30.
- A 'Target 25' GCSE 2018 cohort has been identified as an intervention group for mentoring by the SLT.
- 2016/17 saw the college's first set of significant post-16 results. Higher-performing subjects identified were art, media and English literature. The Head of 6<sup>th</sup> form swiftly addressed areas of concern regarding exam performance and ensured that intervention programmes were implemented for the year ahead.
- The college is developing the use of ALPs to set targets and monitor performance across subjects.
- The college uses FFT data to establish aspirational targets and track the performance of students. Progress projections for 2017/18 are more positive in almost all subject areas.
- The current assessment data is very positive and shows that most students in Key Stage 3 and Year 11 are making expected or better progress. Evidence from data, lessons and books confirms an improvement in the development of skills, knowledge and understanding across the curriculum. In lessons and books, there was no difference between the progress of disadvantaged and non-disadvantaged pupils or other groups. The school has worked relentlessly to establish a culture for learning and to build resilience in students. These qualities are leading to growing levels of achievement in current cohorts.

**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?**

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.**



**QUALITY ASSURANCE REVIEW**

**REVIEW REPORT FOR  
Carterton Community College**