

Carterton Community College

Upavon Way, Carterton, Oxfordshire OX18 1BU

Inspection dates

2–3 May 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' actions to improve the quality of education have not been swift enough. Some pupils do not achieve the standards of which they are capable.
- The school's self-evaluation is not sufficiently accurate. It is too generous and underestimates the weaknesses in the quality of provision.
- Plans for improvement are not evaluated routinely. Consequently, actions linked to further improvement are too slow.
- Historically, the curriculum has not been monitored to ensure that the most able pupils follow a challenging suite of qualifications. The 16 to 19 curriculum has only recently been changed to meet the needs of students.
- Significant changes to staffing have had a negative impact on the progress of sixth-form students over time. As a result, some students underachieve.
- In 2017, pupils, including those who are disadvantaged, made below-average progress overall. Pupils' rates of progress are too variable because of differences in the quality of teaching that they experience.
- Some staff plan engaging lessons that challenge pupils of differing abilities to develop their knowledge and understanding. However, others have low expectations of pupils. In these classes, pupils do not develop their subject expertise.
- Teachers' assessments of pupils' and students' attainment are not consistently accurate enough.
- Leaders at all levels do not monitor and evaluate the progress of pupils and students regularly. Consequently, those who are falling behind are not identified and appropriately supported.
- The overall quality of teaching is too variable.

The school has the following strengths

- Safeguarding is effective and pupils feel safe at school.
- Personal, social, health and economic (PSHE) education is a strength. Pupils know how to manage their personal development and well-being.
- The school's improving culture and ethos ensure that pupils are polite and respectful to staff and one another.
- Most pupils attend school regularly.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders accelerate the pace of change to improve the quality of provision by implementing sharply focused plans and evaluating the impact of their actions
 - data collected by school leaders is analysed accurately to evaluate the progress of different groups
 - the curriculum is matched to the needs of pupils and sixth-form students
 - all subject leaders are fully accountable and develop the necessary skills to enable them to raise standards and improve the quality of teaching in their subjects
 - governors further develop the skills needed to evaluate the quality of provision
 - pupil premium funding is used effectively and has a positive impact on the progress and attainment of disadvantaged pupils.
- Improve the quality of teaching so that pupils in all year groups, especially those who are disadvantaged and the most able pupils, make good progress by ensuring that:
 - staff have high expectations of what pupils can achieve and plan activities that are better matched to pupils' abilities
 - all staff understand what effective teaching looks like and thus improve their practice
 - assessments of learning are accurate and used to target support where it is most needed.
- Improve the quality of provision in the sixth form by ensuring that:
 - the curriculum and quality of teaching enable students to make the progress of which they are capable
 - leaders check regularly the progress of students and quickly intervene where further support is required.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the last inspection, leaders have not done enough to prevent the decline in the quality of education across the school. As a consequence, the majority of pupils, including those pupils who are disadvantaged and those who have special educational needs (SEN) and/or disabilities, have not made the progress of which they are capable.
- Leaders' self-evaluation is too generous and, as a consequence, the school's development plan is not focused sharply enough on improving the quality of provision. This has limited the pace of change in a number of key areas, for example in improving the quality of teaching in science.
- Leaders, including subject leaders, accurately identify effective teaching and strong learning. They also recognise that there are inconsistencies in the quality of teaching. However, leaders have not routinely used professional training and development time effectively to improve the skills of teachers. Consequently, leaders are not clear about how this time positively impacts on the quality of teaching, learning and assessment in the classroom.
- Leaders' analysis and evaluation of the progress of different groups are developing but are not sharp enough. Currently, the identification of pupils who need further help and support is too slow to ensure that preventative actions can secure success.
- Leaders have issued all pupils subject targets linked to their prior attainment. Information about pupils' progress is collected regularly. However, the data collected in some subjects is not accurate and is often overinflated, for example in science, modern foreign languages and some technology subjects. As a result, the pupils who need support often do not receive it.
- Many changes have been made to senior roles and most leaders are very new in their positions. The turbulence caused by the extent of these staffing changes has negatively impacted on the progress of pupils and students. In particular, the focus on teaching and learning and the development of a new sixth form have not received the additional attention that they required, and improvements have been too slow.
- Leaders have recently introduced a new behaviour policy, 'Ready to learn' (RTL), to reduce low-level disruption in lessons and across the school. This behaviour policy is used well by the vast majority of staff to ensure that there is a purposeful learning environment in lessons and an inclusive, calm climate throughout the school day.
- Key stage 4 pupils and sixth-form students have not always been provided with a curriculum to match their abilities and needs. Consequently, some of the most able pupils are not currently following a programme of study that challenges them sufficiently. Leaders have very recently redesigned the curriculum to provide pupils with a broad and balanced suite of subjects to challenge the most able pupils and support the least able.
- Leaders have recently received additional support from the local authority to improve teaching in English. This has helped leaders identify how they can add further challenge to the English curriculum, especially for the most able pupils.

- Leaders have invested heavily in pastoral support across the school to ensure that pupils develop positive attitudes and are mindful of their well-being. This is helping pupils to understand how they build and contribute to their school community. The vast majority of pupils are supportive of one another and know how to keep themselves safe. Many parents and carers commented positively on the care provided to their child by particular members of staff.
- Leaders' use of additional funding to support those who are disadvantaged and who have SEN and/or disabilities has had a limited impact on the progress they make at the end of their courses. However, it has helped to improve the attendance of some of these pupils and improved their welfare.

Governance of the school

- The well-established governing body has a clear understanding of the school's strengths and the actions that leaders are taking to resolve weaknesses. The governors are improving their skills so that they can challenge school leaders more readily on, for example, the progress of pupils and different groups of pupils.
- Leaders and governors are ambitious and want Carterton Community College to be the school of choice for local pupils. They also want pupils to leave with the highest standards in their academic and personal development. However, an insufficient focus on teaching and learning has affected how quickly improvements have been made. Governors recognise that further improvements are needed to improve the quality of provision.
- Governors are also aware that they need to monitor the impact of additional funding more closely.

Safeguarding

- The arrangements for safeguarding are effective.
- Governors and school leaders routinely check that appropriate actions are in place to keep pupils safe at school. Records are accurate and complete.
- Pupils feel safe at school and know how to keep themselves safe in the wider world. For example, they understand the dangers attached to taking drugs and alcohol and explained how to stay safe online. They know how to recognise extremism and how to avoid possible predators. They are very clear about the actions they would take if they had even the slightest concern. They are confident that there is always someone at school who will take time to listen and support them, if needed.
- Staff receive regular training to ensure that their knowledge and understanding of safeguarding are up to date. Staff understand their roles and responsibilities with respect to keeping pupils safe and know to whom to report incidents should a concern arise.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is too variable. Some teachers' expectations are too low and, therefore, some work lacks sufficient challenge, especially for the most able pupils.

- In some lessons, for example science, modern foreign languages and technology, some teachers' explanations are unclear and activities are not matched to the ability of pupils in their class. Consequently, pupils do not always develop their knowledge and understanding well enough.
- Some teaching and learning activities are well planned and teachers set challenging and interesting activities which deepen pupils' understanding. For example, in some English, art and geography lessons, teachers question pupils effectively and deepen their subject knowledge. They support pupils of all abilities to apply their learning successfully and make strong progress over time.
- The special educational needs coordinator (SENCo) has an accurate register of pupils who have SEN and/or disabilities. However, a few teachers are unsure as to who these pupils are or how best to support them in class. Some of these pupils are referred too quickly to the 'improvement room'.
- Years 7 and 8 pupils with poor literacy skills are improving their reading and comprehension as a result of the additional support from the SENCo. In addition, these pupils are gaining in confidence, and they are now using their newly acquired vocabulary to develop their writing well.
- Almost all teachers use the school's behaviour policy well to create a calm and orderly learning environment. Pupils' positive conduct in lessons ensures that they typically listen well to others, follow instructions when asked, and engage in their learning.
- Pupils are offered a range of extra-curricular activities, including a variety of sports, music and performing arts. These opportunities contribute positively towards pupils' social development.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school's assembly and tutor programmes, combined with dedicated development days, ensure that pupils know how to build healthy lifestyles. They are well informed of the dangers associated with social media. Pupils know not to befriend people that they do not know on the internet and they are very clear as to how to stay safe online. Pupils are encouraged to discuss any concerns with school counsellors and staff.
- Many staff include appropriate links to a range of religions, ethnicities and cultures in their lessons. Pupils recognise that there are differences in British society and understand that they need to treat everyone with dignity and respect.
- Pupils told inspectors that the tutor system had helped them to get to know pupils from different year groups. They also recognised the importance of school being a community, where everyone supports one another.
- Pastoral leaders and tutors know their pupils very well. Most pupils use their tutor time positively in a variety of ways. For example, some pupils use it to read, while others use it to improve their numeracy skills. Pupils routinely discuss local, national and world issues in their mixed-age tutor groups. Some pupils shared with inspectors their views about local and national issues. These pupils were very well informed.

- Pupils feel that staff provide a good level of support. One said: 'There are strong relationships between pupils and staff as most really care and want you to succeed.' Many parents also commented on the additional help provided by particular members of staff. A few pupils benefit from mentoring and support from members of the Royal Air Force based at Brize Norton.
- Careers education runs from Year 7 to Year 13. Pupils receive helpful, impartial careers advice and guidance. The effective careers programme supports pupils' next steps to post-16 and 18 provision, apprenticeships and employment.

Behaviour

- The behaviour of pupils is good. Attendance is in line with the national average for secondary schools and pupils enjoy coming to school. Leaders' work to address the attendance of disadvantaged pupils and those who have SEN and/or disabilities is beginning to have an impact. They are attending more frequently as a result.
- Pupils have responded very well to the new behaviour system. Overall, the school is orderly and purposeful. Most pupils are well behaved and respectful to one another.
- Typically, pupils arrive on time, and behave well in lessons and around the school site. Those who misbehave or fail to follow instructions are swiftly removed to prevent disruption to the learning of others. The school's internal exclusion room, the 'improvement room', is used effectively to accommodate these pupils. Staff ensure that follow-on conversations take place so that pupils return to normal lessons quickly following an incident.
- Pupils told inspectors that bullying is very rare. However, when it does occur, it is dealt with effectively if reported. The school's records show a significant reduction in low-level disruption since the RTL policy was introduced. A few parents expressed concern that some incidents were not always dealt with quickly enough. However, inspectors found no evidence to substantiate this.

Outcomes for pupils

Requires improvement

- In 2017, most key stage 4 pupils made slow progress from their starting points across a range of subjects, including English and science. This meant that too many pupils underachieved. Consequently, pupils' overall progress declined from that in 2016. Leaders are focused on improving outcomes, especially for disadvantaged pupils, in 2018.
- In 2017, disadvantaged pupils made less progress than other pupils nationally in their GCSE courses. Typically, these pupils attained a grade below other pupils with similar starting points in English, science and a number of their optional subjects.
- Recent changes have been made to the current Year 11 curriculum so that it meets pupils' needs. Additional support is helping pupils to reach their targets in the majority of their subjects. Year 11 pupils are responding well to the additional challenge and making fast progress in some subjects, for example English. Progression is less secure in pupils' written work in science, modern foreign languages and technology.
- A few pupils who have SEN and/or disabilities are supported by the SENCo in the 'green room'. This additional resource is ensuring that these pupils engage in their

education and, as a result, they are attending school more regularly than previously.

- Pupils make the fastest progress in art, geography music and sometimes mathematics and English. This is because learning activities are appropriately pitched and there are opportunities for pupils to apply their knowledge. However, pupils, including the most able, are not making the progress of which they are capable in other areas of the curriculum.
- A number of pupils join the school with weak literacy and numeracy skills. Additional support to help improve reading and writing through Years 7 and 8 is beginning to have a positive effect.
- A few pupils regularly attend courses at Abingdon and Witney College. These pupils engage better in school as a result of this alternative curriculum provision.

16 to 19 study programmes

Requires improvement

- Sixth-form outcomes require improvement. Students studying A-level courses in 2017 did not make the progress of which they were capable given their starting points. The few students who followed vocational qualifications made stronger progress than their peers following academic courses.
- There have been many changes in the leadership of the sixth form. This has adversely impacted on the continuity of teaching and leaders' monitoring of progress. Current school data indicates that outcomes are likely to be stronger in 2018. However, some students still have a lot to do between now and their examinations.
- Leaders have recently introduced a new curriculum which provides a wide range of options that meet students' needs. This provides support for students' well-being as well as their academic learning, for example support for their mental health.
- The quality of teaching is too variable. Some teachers do not have good enough subject knowledge to be able to adapt learning activities to the needs of students. Students make most progress where teachers plan effectively, know the content of the course well and the staffing is stable, for example in art, biology and mathematics.
- Leaders have not routinely monitored the quality of teaching and so professional development has not typically been matched to the needs of staff.
- Students resitting GCSE English and mathematics examinations make positive progress. Many secure a standard pass due to the support they are given.
- The sixth form is small, and most students stay on into the sixth form because of strong relationships between staff and students. The students provide good role models for the rest of the school community. Some contribute to the school community. However, some students told inspectors that they often feel marginalised and not part of the wider school community.
- Students appreciate the ongoing independent careers advice that they receive and the guidance on their next steps. However, leaders' communication about work-related learning is sometimes too late for students to fully benefit from available opportunities, for example when arranging work experience.

School details

Unique reference number	123236
Local authority	Oxfordshire
Inspection number	10049023

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	607
Of which, number on roll in 16 to 19 study programmes	56
Appropriate authority	The governing body
Chair	Nadine Vaillant Hill
Headteacher	Damian Booth
Telephone number	01993 841611
Website	www.cartertoncc.oxon.sch.uk/
Email address	office@cartertoncc.oxon.sch.uk
Date of previous inspection	10–11 January 2013

Information about this school

- The school is smaller than the average-sized secondary school. The vast majority of the pupils are of White British heritage.
- The previous head of school left in April 2017. The executive headteacher of Carterton Community Schools Federation took over as the substantive headteacher in April 2017.
- The proportion of pupils who have support for SEN and/or disabilities is above the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is also above the national average.
- The proportion of disadvantaged pupils supported through the pupil premium is below

the national average.

- A few pupils attend part-time courses at Abingdon and Witney College.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress by the end of Year 11.

Information about this inspection

- Inspectors visited 47 lessons to observe learning across a range of subjects and year groups. Some of these lessons were visited jointly with members of the school's leadership team. Inspectors also visited tutor groups.
- Inspectors met with pupils in meetings, in lessons and informally around the school. Inspectors looked at samples of pupils' written work across a range of abilities, subjects and year groups.
- Inspectors met with the headteacher, senior leaders and middle leaders, as well as representatives of the governing body. The lead inspector also met with the link adviser from Oxfordshire local authority.
- A range of school documentation was scrutinised during the inspection, including school policies on safeguarding, behaviour, attendance, the pupil premium and special educational needs. Inspectors reviewed the school's self-evaluation and improvement plan. They also looked at records relating to current pupils' progress and attendance, as well as behaviour and exclusion logs.
- Inspectors reviewed the 114 responses to Ofsted's online questionnaire, Parent View, and the 107 comments from parents on Ofsted's free-text service. They also took account of the responses from the staff and pupil online questionnaires.

Inspection team

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Patrick Harty	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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