

Carter Community School

Blandford Close, Hamworthy, Poole, BH15 4BQ

Inspection dates 13–14 January 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The most recent GCSE examination results were well below the national average. Students did not make the expected progress in several subjects, including mathematics.
- Although progress for current students is improving, students do not make as much progress in mathematics as they do in other subjects.
- School leaders have not done enough to check that different groups of students are making good progress. This includes those students who need the most help and the most able students.
- Although school leaders have begun to improve the quality of teaching, it is not consistently good. As a result, students do not make good progress in all subjects.
- Teachers do not consistently provide work at the right level, particularly for the most able students and those with special educational needs. This limits their progress.
- Teachers do not ensure that students respond to the guidance they are given about how to improve their work.
- Attendance is below average and too many students are persistently absent.
- Although most students say they feel safe in school, a small minority of students misuses social media on the internet. This affects relationships between students in the school.

The school has the following strengths

- The acting principal and other leaders in the school, including governors, understand clearly what the school needs to do to improve and have already made a difference in several areas.
- The assessment of students' work has improved rapidly and is now accurate.
- Students behave well in lessons and around the school.
- The school's work to improve literacy is strong, including support for students who join the school in Year 7 with skills that are well below average.
- Individual support and careers guidance are well targeted so that students make informed choices when leaving the school at the end of Year 11.

Information about this inspection

- Inspectors observed 24 lessons, five of them jointly with school leaders, and undertook three tours of lessons, one of them with a senior leader.
- Inspectors looked at students’ work, and checked the frequency and quality of marking and the progress students made. They also looked at case studies of individual students,
- Meetings were held with two groups of students, five governors, including the Chair of the Governing Body, and senior and middle managers.
- Inspectors took account of the 32 responses to the online questionnaire (Parent View) and 45 staff questionnaire responses.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s self-evaluation and development plan, the school’s information on students’ current progress and records relating to monitoring behaviour and attendance, and safeguarding.

Inspection team

John Mallone, Lead inspector	Additional Inspector
Iain Freeland	Additional Inspector
Trevor Woods	Additional Inspector

Full report

Information about this school

- Carter Community School is a smaller-than-average 11–16 non-selective secondary school. It became an academy, sponsored by United Learning, in April 2013. It accepted 11-year-old students for the first time in September 2013.
- When its predecessor school, also called Carter Community School, was last inspected by Ofsted it was judged to be good. At that time it was a 12–16 non-selective school.
- There have been a number of recent changes in senior personnel. In September 2014, the principal left and was replaced by an acting principal. There is also an acting vice-principal. A new head of mathematics was appointed in April 2014.
- The students come from predominantly White British backgrounds. Very few students come from minority ethnic backgrounds. There are very few students for whom English is an additional language.
- About a quarter of students are disabled or have special educational needs, including those with a statement of special educational needs. This is above the national average.
- Almost half the students are eligible for the pupil premium, which provides additional funding for those who are looked after and those known to be eligible for free school meals. This is almost twice the national average.
- A very small number of students receive part of their education at Bournemouth and Poole College.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- The school receives significant support from United Learning.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to increase students' progress in all subjects, especially in mathematics, by:
 - making better use of information about students' needs and abilities to set work that challenges students, especially the most able and those with special educational needs
 - ensuring that students consistently respond to teachers' advice about how to improve their work.
- Improve students' attendance and reduce the amount of persistent absence by more effective monitoring of attendance and support for individuals and families.
- Improve leadership and management by:
 - ensuring that lesson observations focus on identified groups of students, so that differences in rates of progress are rapidly reduced
 - taking further action to help students make appropriate use of social media and understand that cyber bullying is wrong.

Inspection judgements

The leadership and management requires improvement

- New leaders have accurately identified what needs to be done to improve the school. They have set about this energetically and have already made some significant improvements in a relatively short time.
- Nevertheless, the quality of teaching, although improving, is variable across subjects and year groups. Whilst teaching is getting better across the school, it is improving faster in Years 7 to 9. It is improving more slowly in mathematics.
- Although the progress of students as a whole is now improving, not enough has been done to check that the work set for different groups of students is at the right level. This includes the most able students and those who need the most help.
- School leaders have not made suitable arrangements to cover the absence of a member of staff responsible for checking and supporting students' attendance. This has led to a decline in attendance.
- Leaders and managers quickly identified that the school's assessment systems were not good enough, and had contributed to the weak GCSE results in 2014. There is now a much more rigorous approach to checking and tracking students' progress. Students' attainment is reviewed every six weeks and discussions take place between senior and subject leaders to ensure that support programmes are put in place for those falling behind. As a result, rates of progress are improving in all subjects, although less rapidly in mathematics.
- School leaders have high expectations for students' behaviour and attitudes to learning and have established a strong learning culture in the school. Behaviour has improved significantly in a relatively short time.
- The systems to check the quality of teaching are improving. Where teachers are not performing as expected, they are given support, including opportunities to observe good and better teaching. These opportunities are available to all teachers, including those who aspire to be outstanding. However, not enough emphasis is placed on checking how well teaching caters for different groups of students and its impact on their progress.
- Subject leaders now check students' learning and progress more regularly than in the past. As a result, rates of progress are increasing in all subjects, especially in Years 7 to 9. Subject leaders receive useful training and support which is helping them become more effective in their roles.
- In Year 7, students follow a humanities project-based curriculum for two days a week, taught by their form tutor. The strong focus on literacy here helps to prepare them well for their work in other subjects.
- In Year 9, students have a good programme of guidance and support to help them make choices for study in Years 10 and 11. The guidance includes individual sessions with a careers adviser and students can choose from a good range of different options.
- This process is repeated in Year 11 so that students can make informed decisions about what to do when they leave school. All students who left Year 11 in 2014 went on to further education, employment or training.
- This year, a very small number of students receive part of their education at Bournemouth and Poole College. Their attendance, behaviour and progress are regularly monitored and they are working towards useful qualifications.
- Students' social, moral, cultural and spiritual development is addressed through an effective programme taught through beliefs and values lessons, assemblies and whole days off-timetable, for example to introduce students to the world of work. The school council helps teach about democracy, and a 'Britishness' week is designed to ensure that students are aware of the importance of tolerance and respect for other beliefs and cultures. Students are prepared well for life in modern Britain.
- Year 7 students report that they are well prepared for secondary school and settle in quickly. All students have baseline assessments on arrival and those who are below expected levels in reading, writing and mathematics receive support to catch up. The literacy programme is especially effective. Last year all Year 7 students on the catch-up programme made big gains in their ability to read.
- The pupil premium funding has been used well to provide extra support for disadvantaged students, including the appointment of an education welfare officer. This has helped to improve the attendance of this particular group. One-to-one teaching in English, mathematics and science, and summer camps have helped to raise their achievement. Gaps in achievement between this group and others in the school are now closing, although these students still do not progress as fast as other students.
- The large majority of parents surveyed are supportive of the school's work. Staff strongly endorse the determination of the new leadership team to improve achievement and behaviour.
- The school is careful to promote equality of opportunity. There is a zero tolerance attitude towards name

calling of a sexist, racist or homophobic nature. Disadvantaged students are supported to gain equal access to opportunities, for example through the loan of musical instruments. Discrimination of any kind is uncommon and quickly dealt with.

- The school has received very effective support from United Learning. This has helped the school to make improvements to students' behaviour and to begin improving the quality of teaching.
- The school meets the current statutory requirements for safeguarding. All new staff and governors receive training and know who to refer to if they have concerns over a student's safety. There have been no serious incidents since the academy opened.
- **The governance of the school:**
 - Members of the governing body are passionate about the school and work hard to challenge and support it to bring about improvement. They take part in the six-weekly reviews of progress, behaviour and attendance, and determinedly hold the school to account. They have received training about how to keep students safe and in the interpretation of data, so that they understand when students are not making enough progress. They are very clear about the subjects where teaching needs to improve and the measures that have been taken which are bringing about that improvement. They know how the pupil premium money has been spent and are aware of the impact that has had, especially in raising the self-esteem of students who participate in the summer camps. They monitor the finances carefully. They oversee the performance management of teachers, including the principal, and know that teachers are refused pay rises when they do not meet targets. Governors are playing a key role in the future appointment of a permanent principal. They support the school strongly and are proud that the school is beginning to improve.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of students requires improvement.
- Attendance last year was in line with the national average, but has fallen to below average this year. Persistent absence is high at twice the national average.
- Attitudes to learning are good. Students arrive punctually and bring the right equipment to lessons and are ready to learn. They listen attentively to their teachers and respond readily to their instructions. They cooperate well with others when asked to work in pairs or small groups. As a result, lessons proceed without interruption and students make good progress. Students take pride in their work, which is generally well presented.
- When moving around the school, students are calm and considerate of others, for example by holding the door open for them. In the outside areas they generally conduct themselves responsibly. Instances of poor behaviour have reduced over the last year as a result of the school's work against name calling and the use of inappropriate language.
- Students show respect for their environment. The attractive wall displays are well kept and the site is clean and tidy. No litter or graffiti was seen during the inspection.
- Students who receive part of their education at Bournemouth and Poole College behave well and are kept safe.

Safety

- The school's work to keep students safe and secure requires improvement.
- The school is aware that some students misuse social media on the internet and that this can lead to relationship difficulties in school. The school has taken steps to address this, including having special assemblies on the topic, but this has not been entirely successful.
- In other respects, parents, students and staff report that students are kept safe. Students say that they know about different kinds of risk they face and how to minimise them.
- Peer mediators and anti-bullying ambassadors make a useful contribution to reducing the incidence of bullying. Peer mediation is generally successful.
- Students are aware of the different kinds of bullying which may take place. Instances are infrequent and usually dealt with effectively. The school's records show that instances of bad behaviour have declined substantially over time.
- The proportion of students excluded from the school is low compared to national figures.
- The site is safe and secure. All visitors are asked to prove their identity and are informed about safety procedures.

The quality of teaching requires improvement

- The quality of teaching is not consistently good in a number of subjects, including mathematics. As a result, students do not make the progress expected of them, especially the most able and those who are disabled or who have special educational needs.
- Teachers plan carefully for lessons, but do not always take account of the variety of needs and abilities within their classes. Consequently, the most able and those who are disabled or have special educational needs do not always receive work at the right level.
- Teachers regularly set and mark homework. A new policy was introduced in the autumn of 2014 which expects students to respond to the guidance teachers give on how to improve their work. Where this is followed up, there is clear evidence of students making progress. However, in many instances, students make little or no response to this guidance. As a consequence, progress is slower than it should be.
- The quality of teaching is improving in most subjects. As a result, for students currently in the school, rates of progress are rising.
- The quality of teaching is weaker in mathematics, although under new leadership it has recently begun to improve. The mathematics curriculum provides relatively few opportunities for students to apply mathematical skills in realistic situations.
- The teaching of literacy is good. Students make progress in English in line with national expectations. Where teachers in other subjects, such as history and geography, focus on spelling and punctuation, students produce better written work and make faster progress.
- Assessment procedures have been strengthened. Teacher assessment is now more accurate and, as a result, the school has greater confidence in its forecasts for performance in the 2015 GCSE examinations.
- Teachers have high expectations of students in terms of behaviour and effort in lessons. This leads to good attitudes to learning. Mutual respect means that lessons run without interruption.
- Teachers have good subject knowledge and good relationships with students. This gives students the confidence to cooperate well with one another when asked to work in pairs or small groups. Lessons proceed smoothly.
- Teachers use questioning well to check students' understanding. This helps ensure that no one gets left behind. When teachers use questioning skilfully, they deepen understanding and students make faster progress. For example, in a Year 8 mathematics lesson, the teacher carefully probed students' understanding of the difference between 'mode' and 'mean'. This helped the students realise the importance of understanding which kind of 'average' was being used when performing calculations.
- Teachers value the opportunities they have to improve their practice. They work together in a variety of ways, for example by observing one another's lessons to see what they can learn. As a result, the quality of teaching continues to improve.

The achievement of pupils requires improvement

- Students join the school with levels of attainment which are below the national average. In 2014, 29% of students achieved five GCSEs at grade A* to C, including English and mathematics. This was well below the national average. The most able students and disadvantaged students did not make enough progress. This was also the case for those students who need the most help. Progress was poor in mathematics.
- Students currently in the school are making better progress. Rates of progress are increasing, although more slowly in mathematics in Years 10 and 11 than in other subjects. Further down the school, progress is increasing more rapidly, including in mathematics. For example, students currently in Year 9 are typically making good progress.
- The most able students are also now making better progress, particularly in mathematics where in Year 9 students are making progress at similar rates to their peers nationally. Nevertheless, the work set for the more able is not always sufficiently demanding and this is holding back further improvement.
- In the past, students were entered early for GCSE mathematics. This meant that more able students, in particular did not achieve as highly as they might. This practice has now stopped.
- The progress of students who need extra help is also improving this school year. However, it is uneven, because in some subjects these students make better progress than their peers, whilst in others they do less well.
- Students who arrive in Year 7 with below expected levels in reading, writing and mathematics are given good support to help them catch up. Their progress in reading is especially strong.

- There is a gap between the attainment of disadvantaged students and others in the school and others nationally. In 2014, disadvantaged students made slower progress than non-disadvantaged students nationally. In their GCSE English examinations they were, on average, a grade behind. In mathematics, they were a grade and a half behind. Compared with their classmates, disadvantaged students were half a grade behind in both English and mathematics.
- The rates of progress for disadvantaged students currently in the school have increased rapidly, so that those in Year 11 are making very similar progress to their classmates in both English and mathematics. The gaps in attainment are closing.
- The very few students who this year attend Bournemouth and Poole College for part of their education are making good progress.
- A range of sporting and cultural activities contributes well to students' social, moral, spiritual and cultural development. Opportunities to participate in music are particularly well appreciated by students, and give them the chance to take part in public performances which increase their confidence and self-esteem.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139258
Local authority	Poole
Inspection number	449838

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	377
Appropriate authority	The governing body
Chair	Cary Wicks
Principal	Sam Davidson
Date of previous school inspection	29–30 November 2012
Telephone number	01202 676789
Fax number	01202 670822
Email address	enquiries@carter.poole.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

