

Inspection of Carterton Community College

Upavon Way, Carterton, Oxfordshire OX18 1BU

Inspection dates: 2 and 3 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Carterton Community College is a school where relationships matter. Staff get to know pupils well. As one pupil said to the lead inspector, 'It is like one big family here.' Pupils talked happily about their experiences of school and said they feel safe.

Pupils build positive friendships which mean that most get on well with each other. Despite the school's best efforts to prevent it, bullying occasionally happens. When it does, staff deal with it well.

Staff expect a lot from pupils and most happily rise to the challenge as they are keen to please. This means that they behave well and follow the instructions staff give them. Those who find it more difficult receive support so that learning is not disrupted.

Pupils fully invest in the school. Some take on leadership responsibilities. A small but impressive group, known as 'service ambassadors', helps to raise the profile of service pupils at the school. One of the pupils proudly said, 'We are unique.' He went on to talk about 'service club' which happens at lunchtime, explaining it brings staff and pupils together and gives them an opportunity to organise events and activities for the school community.

What does the school do well and what does it need to do better?

Despite the challenge of the COVID-19 pandemic, leaders have not let it get in the way of improving the school. Supported by governors, leaders have strengthened the curriculum since the last inspection. As a result, pupils study a range of subjects where learning is organised in a logical sequence from Year 7 to the sixth form. The curriculum prepares pupils well for the future. Students in the sixth form enjoy the increased individual attention they receive from teachers, which helps them to make good progress.

The headteacher has changed the culture of the school and the focus is now on learning. Pupils, including those with special educational needs and/or disabilities (SEND), enjoy their lessons. They are keen to learn new things and are not afraid to take risks, answer questions and give their opinions. Teachers revisit learning so that it sticks in pupils' memories. Many teachers check pupils' knowledge and understanding which helps them to spot any gaps pupils may have. Staff use this information to inform their teaching. However, not all teachers do this well enough in all subjects.

Staff are mindful of the different needs pupils have and they make changes to their teaching so that it is right for pupils. Despite this, some pupils with SEND make slower progress because staff do not know enough about what will help them in lessons. Leaders have made some important changes to improve this. For example, staff are being provided with more helpful information about these pupils than before.

Pupils' reading is closely monitored. This means that pupils who struggle receive more help from staff. Regular opportunities for reading mean that pupils become confident and fluent readers.

Too few pupils study the English Baccalaureate at key stage 4. Leaders know that the number of pupils choosing to study a language is a barrier. Leaders have a firm belief that more pupils could study a language. They have taken some important decisions to ensure that more pupils develop a love of language learning. For example, they have recruited a member of staff who can teach Spanish to provide more choice for pupils.

Developing pupils' character is an important part of the school's ethos. Respect, responsibility, ambition, kindness and independence are traits that staff encourage. Pupils demonstrate these traits in lessons and around school. They are motivated by the house points they receive in recognition of their achievements.

The school's personal, social and health education programme helps pupils to understand and appreciate many important issues. Pupils develop tolerance. They learn that everyone is different, but that everyone needs to be treated equally. Teaching pupils about equalities is a key part of the programme. A range of clubs provides opportunities for pupils to explore their talents and interests. Leaders ensure that all pupils have access to these same opportunities.

Pupils benefit from a structured careers programme that provides useful and interesting information about the different pathways available to them. Close partnership working with the Royal Air Force means that there is a particular focus on science, technology, engineering and mathematics.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand the community that pupils and their families live in. They understand what makes the community unique and are very alert to the risks pupils may face. Regular training for staff means that they know how to spot concerns and what to do. They regularly share information with leaders who carefully consider the next steps they need to take. Record-keeping is very thorough. Leaders work well with other professionals who help to protect pupils. Leaders are not afraid to challenge other professionals so that pupils and their families get the help they need as quickly as possible.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teachers check pupils' knowledge and understanding in lessons well enough. As a result, some teachers do not identify the gaps pupils have in their

learning. Teachers need to ensure that they check how well pupils have learned and understood the most important knowledge and skills in their subjects.

- The curriculum does not successfully meet the needs of all pupils with SEND. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to ensure that information shared with staff about the needs of pupils with SEND is consistently of a high quality so that they can meet these pupils' needs fully. For this reason, the transitional arrangements have been applied.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	123236
Local authority	Oxfordshire
Inspection number	10211700
Type of school	Secondary
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	563
Of which, number on roll in the sixth form	51
Appropriate authority	The governing body
Chair of governing body	Ian Courtney
Headteacher	Chris Hart
Website	www.cartertoncc.oxon.sch.uk/
Date of previous inspection	16 January 2020, under section 8 of the Education Act 2005

Information about this school

- A new chair of the governing body took up his post after the last inspection.
- A new deputy headteacher joined the school after the last inspection.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school uses three alternative provision providers. Two of these providers are registered education providers. One of these providers is a community interest company.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: modern foreign languages, English, mathematics, geography and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors met with leaders, staff, pupils and those with responsibility for governance, including the chair and vice-chair of the governing body.
- Inspectors held discussions with three alternative provision education providers.
- Inspectors visited the sixth-form provision and spoke to a group of sixth-form students.
- Inspectors observed tutor time, assembly and break- and lunchtime.
- Inspectors scrutinised behaviour and bullying records.
- Inspectors scrutinised governing body meeting minutes, records of visits to the school by members of the governing body and records of a visit to the school by the local authority.
- Inspectors met with the acting special educational needs coordinator to discuss the provision for pupils with SEND.
- Inspectors considered the responses to the confidential staff survey. They took account of the responses to the Ofsted Parent View questionnaire and comments made by those who responded.
- To evaluate the effectiveness of safeguarding, inspectors looked at the school's website and policies, met with leaders and spoke with pupils and staff. They scrutinised school records of the safeguarding checks carried out on adults working at the school and spoke with governors. They scrutinised a selection of child protection records.

Inspection team

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