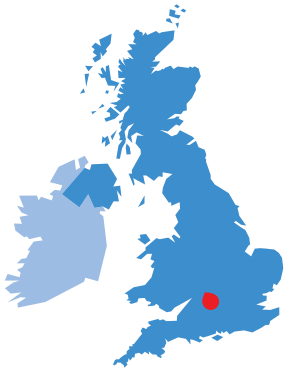
CASE STUDY

CARTERTON COMMUNITY COLLEGE (11-18)





This case study describes how Carterton Community College has strengthened Service pupil voice across the school by creating a lunchtime club, developing ambassadorial roles amongst some of its military students, and raising the profile of the school's military context through the creation of Hangar Times, a newsletter written by some of its Service students. These developments were praised by Ofsted in the school's March 2022 inspection.

SCHOOL CONTEXT

Carterton Community College is a small, coeducational 11-18 Local Authority maintained secondary school, situated in the small town of Carterton, West Oxfordshire, England. There are approximately 685 students on roll, of which about 25% have parents serving in the military, predominantly stationed at the nearby airbase at Brize Norton. Whilst most military parents work for the RAF, there are some in the army and a few linked to the navy. Three members of staff have allocated Armed Forces children's responsibilities, all of whom have strong family links with the military.

https://www.cartertoncc.oxon.sch.uk/



MORE INFO:

https://www.cartertoncc.oxon.sch.uk/news/test-news-item-1/

https://www.cartertoncc.oxon.sch.uk/information/our-service-students/

https://www.scipalliance.org/thriving-lives-toolkit

SELF-ASSESSMENT GUIDANCE

Emerging practice	Developing practice	Embedding practice
Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent. School leaders will be **beginning** to raise awareness of what is needed to support Armed Forces children and young people more effectively and will be reflecting on the impact of their existing support strategies to strengthen these.	Schools with developing practice will be addressing this principle's question to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation. School leaders will have considered how they are addressing this principle's question and are taking steps to embark on a regular programme of reflection, monitoring and evaluation. Practice at this level is likely to be either **not fully embedded or consistently applied** by all staff, or both.	Schools with embedding practice will fully address this principle's question with well-established work that is routinely monitored and evaluated and showing evidence of impact. School leaders will have fully addressed this principle's question and regularly monitor, review and evaluate their strategies to demonstrate the impact. Practice at this level will be **both embedded and consistently applied by all staff.**

EXAMPLES FROM PRACTICE

5.1 *To what extent are Armed Forces children represented in school and other forums?*

EMERGING
DEVELOPING
EMBEDDING

- Four *Service Ambassadors* posts at KS4, representing each House, and 2 Sixth form *Service Leads* posts have been created.
- The two older students have represented their peers at several external events including local Civilian - Military Partnership meetings, *Little Troopers* events and a practitioners' conference.
- Following the success of these ambassadorial roles, four KS3 *Service Buddies* are now elected each year to function as representative Armed Forces champions.

5.2 *To what extent do Armed Forces children's voices inform your strategies, approach and actions throughout the school?*

EMERGING
DEVELOPING
EMBEDDING

- A lunchtime club for Service Pupil Premium (SPP) students is held each week in the school's *Hangar*, a dedicated space with military displays. Armed Forces children's views are captured, with key points shared widely across the staff team and key points actioned in fortnightly Service team meetings (held between three members of staff).
- *The Hangar* is also opened if an SPP student needs to do homework in a safe, quiet environment or needs somewhere to chat to someone or have 5 minutes peace.
- Regular student surveys are undertaken with findings presented to the Senior Leadership Team, including aggregated SPP students' views. This leads to SPP voice being represented in the School Improvement Plan.
- In 2023, Armed Forces students decided to create a termly newsletter as their 'voice of the military'. The resulting ***Hangar Times*** is distributed to all key stakeholders.

5.3 *To what extent do Armed Forces children feel heard and understood?*

EMERGING
DEVELOPING
EMBEDDING

- A dedicated *SPP Survey* is undertaken three times a year to monitor whether the College's Armed Forces students feel heard and understood.
- The Service team are currently exploring how all SPP students can be reached through this and the lunchtime club, with plans in place for strengthening the role that the *Service Buddies, Ambassadors and Leads* have in this process.

5.4 *To what extent do you act on feedback and ideas from Armed Forces children?*

EMERGING
DEVELOPING
EMBEDDING

- An audit of progress against the College's SPP Strategy is written for the Governing Body three times a year, indicating how this funding is being used. This makes references to how Armed Forces students' feedback and ideas have been acted on.
- *Hangar* Service club sessions and the termly *SPP Surveys* are used to implement change. For example, in response to some SPP students' views that not all staff understand their lived experience, in September 2023 the College's Armed Forces Lead delivered a two-hour awareness-raising session to the nine new staff at a training day, thereby incorporating this in the College's induction package.

5.5 *To what extent do you monitor and communicate your actions in response to listening to Armed Forces children?*

EMERGING
DEVELOPING
EMBEDDING

- In addition to the termly SPP Strategy evaluation, the College's SPP work is reflected in a range of policies, celebrated on noticeboards in the Hangar, shared clearly on the College website (with a dedicated SPP page).
- Staff and Armed Forces students also share their SPP work with the local primary schools, offering support, as necessary.
- This work strand is seen as a priority by the College's leaders.

SCHOOL LEADER ADVICE

The College's Armed Forces Lead, a teacher whose husband is in the army, emphasizes the importance in creating a safe space for secondary-aged Service children and actively listening, then acting on, their views. She believes that the success in creating a team of Ambassadors, and then publishing the College's *Hangar Times*, can be put down to enthusing a small group of representative students.

> *Establishing a small group of Service students who were then empowered to lead change after an open and honest review of the school's provision, was key to success.*