



TM

# THE CARLTON JUNIOR ACADEMY

## Prospectus 2018-19



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Executive Headteacher: Miss Julie Wardle  
Head of School: Mrs Sharon Wood  
Deputy Headteacher: Mr Duncan Patchett  
School Business Leader: Mrs Anne Hall  
Chair of Governors: Mrs Michelle Sills

REDHILL ACADEMY TRUST  
Exsisto Optimus





# THE CARLTON JUNIOR ACADEMY

Dear Parents/Carers,

Thank you for your interest in our school. On behalf of the children, staff and governors of The Carlton Junior Academy I wish to extend a very warm welcome.

Our School has been serving the local community since June 1964, when it originally opened its doors as Carlton Central County Primary School. In November 2017, along with our feeder Infant School, we converted to academy status with the Redhill Academy Trust as the lead primary school. This has secured 3-18 provision in the same Trust locally, as many of our pupils transfer to The Carlton Academy at age 11. We have a brand new logo and signs which celebrate the school's history as having been built on the site of a former allotment and orchard.

We are always aiming to improve our provision to enable pupils to achieve the highest standards. We value highly each individual child and work hard to provide a learning environment where children can achieve their potential. We are strongly committed to recognising and celebrating individual achievement. This is evident in school through our reward systems and weekly awards assemblies - parents are welcome to come along and celebrate these with us.

The school is a Forest School, has Healthy Schools' Gold Status and Enhanced Status and has a legacy of Eco awareness. Additionally the school has been involved for many years in the Local Leaders of Education programme supporting school improvement in several Nottinghamshire Schools and more recently the school has been designated a National Support School and the Headteacher a National Leader of Education- which means in the future we may be supporting schools outside of Nottinghamshire.

I hope that the following pages will provide all the information you wish to know about The Carlton Junior Academy. If there is anything else you wish to discuss please get in touch. A warm welcome awaits!

Warmest regards,

*Julie Wardle*

**Executive Headteacher and NLE  
Director of Primary Education – The Redhill Academy Trust**

## **A WELCOME MESSAGE FROM THE REDHILL ACADEMY TRUST**

Dear Parents/Carers,

It gave us great pleasure on November 1<sup>st</sup> 2017 to welcome Carlton Central Junior School in to the Redhill Academy Trust. We look forward to working with your Executive Headteacher, Miss Wardle and her staff to continue to get the very best for all our children. As an excellent school, Carlton Junior Academy will play a leading role in the development of the Trust's primary education offer. Miss Wardle and her team will also be working very closely with their secondary colleagues to ensure that our students will be able to benefit from a 3 to 18 education offer, quite unique in our local area. These are exciting times for the Trust and we look forward to even better outcomes for all our students now that we have Carlton Juniors on board.

*Andrew Burns*

**Executive Principal**

*Steve Hopkins*

Chair

Redhill Academy Trust

**REDHILL ACADEMY TRUST**  
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## Introduction

Welcome to The Carlton Junior Academy. We are situated on a large, elevated site shared with our feeder Infant & Nursery Academy and the majority of children transfer from there in the academic year in which they are eight. There are currently 200 children on roll.

From September 2018 children will be taught in single age classes. There will be two classes in each of the year groups – 3, 4, 5 and 6.

The Redhill Academy Trust has four principles that guide everything our academy aims to achieve:

- High expectations of all pupils
- Valuing and celebrating academic achievement
- Outstanding teaching for all pupils
- Widening pupils' experiences through a range of extra-curricular activities including sports and the performing arts

### Our Vision & Stepping Stones to Growth

Our vision statement and aims (stepping stones to growth) guides all areas of school life and was drawn up in a fully consultative process with staff, parents and governors.

#### VISION STATEMENT

**We believe that planting the seed of dreams encourages children to embark on a lifelong journey of learning.**

**Our moral compass guides us towards respect for ourselves and others, in a supportive and caring environment.**

#### Our Stepping Stones to Growth

-  Nurture the roots of kindness and consideration
-  Provide a safe, supportive, 'green oasis' promoting outdoor learning and physical activity where children flourish
-  Support the growth of confidence, self-esteem and resilience
-  Through a creative curriculum we promote enjoyment, excellence and inclusion
-  Encourage children to celebrate their own individuality and that of others
-  Empower children to become responsible citizens of the future
-  **Ensure every child achieves their personal best**

**We Grow Greatness!**

## Who's Who at Carlton Junior Academy?

### **Executive Head teacher**

Miss Julie Wardle

### **Head of School**

Mrs Sharon Wood (SENCO)

### **Deputy Head teacher**

Mr Duncan Patchett

### **Assistant Head Teachers**

Miss Cassie Wright

Mrs Beth Hunter

### **Teachers**

Mr Duncan Patchett\*

Mrs Sue Charlesworth

Mrs Lyndsey Howard

Mrs Lauren Willson

Mr Tom Schofield\*

Miss Kylie Daly

Miss Annabel Simmons

Miss Alexandra Kerrison

Mr Derek Mill (supply cover)

### **Teaching Assistants**

Mrs Angela Spirrett

Mrs Julia Phillips\*

Ms Marina Beeton\*

Miss Sarah Lawson

Mrs Annette Satterley\*

Mrs Penney Isaacs\*

Mr Daniel Huskinson\*

### **Lunchtime Supervision**

Ms Marina Beeton\* (Senior MDSA)

Mrs Marilyn Pikett

Mrs Vicki Belshaw

Miss Heather Hallam

Ms Jennine Stevenson

Mrs Jayne Gordon

Mr Daniel Huskinson\*

Mr Ele Jackson (supply cover)

\*Qualified First Aider

### **School Business Leader**

Mrs Anne Hall

### **Clerical/Admin Assistants**

Mrs Vicki Belshaw\*

Mrs Angela Cooke

### **PE Specialist**

Mr Richard Cannon

### **School Direct Trainee**

Mrs Samantha Dawson

### **Catering Staff**

Mrs Trudy Brown

Mrs Janet Gartlan

### **Site Manager & Cleaners**

Mr John Smith

Ms Nicola Parkes

### **Governors**

Mrs Michelle Sills (Chair)

Miss Julie Wardle

Mrs Julia Phillips

Ms Pat Clarke

Mrs Katrina Smith #

Mrs Jo Bird #

Miss Lynne Thompson #

Rev Wendy Brown

Miss Heather Hallam

Mrs Beth Hunter

Mr Martin Kerry

### **Associate Governors**

Mrs Sharon Wood

Mr Duncan Patchett

### **Parent Champion**

Katrina Smith

# Parent Governors

### **Term & Holiday Dates**

Full details of the school year 2018/2019 are enclosed at the end of this brochure.

### **Facilities and Resources**

- 8 good sized classrooms, each with its own cloakroom and toilet area.
- a combined library, meeting room, sensory room and crèche facility

- a large hall (containing high quality gymnastics equipment) for PE, drama, music and assemblies.
- a well resourced SEND area.
- a wireless network to ensure broadband internet connection in every classroom + interactive whiteboard facilities in all classrooms.
- a 'mobile suite' of 30 laptops and 15 i-pads.
- an attractive playground, full size football pitch and additional grassed areas with wooden play equipment, tyre park and traverse wall for playtimes.
- a pond, vegetable raised beds, nature trail for environmental work and a Forest School area.
- A substantial sun shelter.

### **Breakfast Club**

The school runs its own breakfast club from 7.45am – 8.40am every morning. The cost is £2.50 per day and every child receives a bowl of cereal, jam & toast and a choice of fruit juices, as well as structured play and sporting activities up to the start of the school day.

### **Admission Policy**

Children will normally be admitted to school at the beginning of September as they enter Year 3. The school can accommodate up to 60 children in Year 3 and 50 children in Years 4, 5 and 6 and in the event of over-subscription the standard admission criteria will be applied (detailed on pages 22 & 23 of this brochure).

Parents interested in registering their children at the school part way through a school year can obtain an application form from the school office or download one from our website [www.carlton.notts.sch.uk](http://www.carlton.notts.sch.uk) – over the summer break of 2018 we will be migrating to a new website address – this will be:- [www.thecarltonjunioracademy.org.uk](http://www.thecarltonjunioracademy.org.uk). These should be returned to the Admissions Officer at the school address. Appointments to see the Head of School should be made through the school office on 0115 911042.

### **Transfers**

We are in the Carlton Academy family of schools and most of our children transfer to the Carlton Academy at the end of Year 6. However, a number of children also transfer to Carlton-le-Willows Academy.

### **Working Together with Parents**

We see the education of children as a partnership between home and school. Parents are always welcomed in our school and are viewed as people with skills to share. Throughout the year the school has events to which parents are invited. These include our annual 'Meet the Teacher' event, our weekly awards assemblies, class assemblies, school productions, DARE Graduation for Year 6, curriculum workshops and other seasonal celebrations. We also invite parents/carers to attend our 'Happy Families' support group meetings, everyone is welcome. It's a chance to meet other parents/carers and discuss issues and ask questions about topics that affect all families such as homework, behaviour, sleep, eating, making ends meet etc.

Communication with parents is through regular newsletters, our texting service and our Pupil Personal Organisers which are provided for every child. These are used as diaries, to send messages to and from school, provide information about the school,

homework, targets and record other important information, including half-termly attendance percentages. This is a valuable point of contact and we encourage parents to check the book daily and to comment in it. Parental consultation evenings are held in Autumn and Spring terms providing an opportunity for parents to look at their children's work and to discuss their progress with the class teacher. Written reports are sent to parents annually in the Summer term.

We are always pleased to welcome parent helpers into school. If you are interested please contact your child's teacher or the school office (all volunteers working in school have to undertake a check with the Disclosure and Barring Service – DBS).

### **PFA**

We have a small but enthusiastic group of parents and friends who arrange fund raising activities and support the school at key events such as Christmas productions, Sports Day and visits. Any new parents/grandparents/carers interested in joining the group would be guaranteed a warm welcome! Please contact the school office and speak to Vicki Belshaw for more details.

## **Our School Day**

School starts:	8.50am
School ends:	3.15pm

Children should arrive at school between 8.40 and 8.50am each day and come directly into their classrooms where their class teacher will receive them. This allows a 'quiet' time at the start of the school day where children can read, talk to their teacher and prepare for the day ahead. We expect children to be punctual.

A normal school day delivers teaching hours of 4 hours and 45 minutes. This is a teaching week of 23 hours and 30 minutes.

For children's safety, no child is allowed out of school during the school day unless accompanied by an authorised adult. Parents are responsible for ensuring that their children know arrangements for going home when school finishes.

### **Absence and Illness**

Children who attend school regularly do better. Regular attendance at school is a shared responsibility between parents, the school, Redhill Academy Trust and the Local Authority. We must all work together to ensure unauthorised absences do not occur. An authorised absence is one where a child is absent through sickness or any other unavoidable cause. The word 'unavoidable' cannot be emphasised too strongly. We ask you to consider carefully whether or not an absence is truly unavoidable. Please avoid arranging children's medical/dental appointments during school hours.

In the case of illness, parents are asked to telephone school on the first morning the child is absent. A written note should be sent to the class teacher on the child's return giving the reason for the absence. If children have, or develop, a medical condition that the school should be aware of, parents are asked to inform the school immediately. Infectious diseases must be notified to the school.

We run many very popular attendance incentive schemes which are communicated to parents via individual letters and newsletters.

Following government advice which states that schools should “only give permission for leave of absence where there are exceptional circumstances” **it has been agreed within the Carlton Academy family of schools that holidays taken in term time from September 2012 onwards will no longer be authorised. More schools locally are either starting to, or seriously considering, fining parents who take children out of school for holidays. Since the Isle of Wight ruling, Local Authorities and Academy Trusts are in a stronger position to successfully defend the use of fines should these matters be taken to court proceedings. We would ask that you consider carefully all the implications before taking your child out of school for a holiday, as we may have to consider starting to utilise penalty notices and fines. Keep an eye out for updates in our school newsletters.**

Leave agreed due to exceptional circumstances would include unavoidable events such as service personnel on leave during term time where a family only has this time together. We are trying to raise attendance levels as there is a direct link between how often a child attends school and their academic performance. Absence over 10 days, or absence not covered by a pre-arranged leave of absence form will be regarded as unauthorised. If particular family issues mean that extra holiday time is needed the situation must be discussed with the Headteacher, well in advance of the proposed holiday.

Absences that remain unexplained or unauthorised are treated as truancy and will be referred to the Targeted Support Service.

### **Attendance Rates**

In 2016/17 the rate of absence for the school was: **4%**.

### **Lunchtimes & Free School Meals**

Most children stay for school lunch or bring healthy sandwiches. Children having lunch should register for our online payment system sQuid – you will receive a letter and instructions about how to do this. If you think you may be eligible for free school meals please contact the local education office on 0300 500 80 80. **Free School Meals eligibility is used to provide additional funding to schools and it is therefore in your child’s interests to apply if you think you may qualify, as additional funding will be made available to school for every child who qualifies.** Applications are made online through the citizen portal for free school meals. Please contact the school office for help if you encounter any difficulty with this. Queries should be directed to 0300 500 80 80.

Packed lunches should be in a small plastic lunchbox labelled with the child’s name. Drinks should be in an unbreakable container (no cans, fizzy drinks, chocolate, crisps or sweets please). If children forget their sandwiches we will try to contact you, if a school meal is provided it must be paid for the next day.

Our Senior Midday Supervisor and her team supervise the children at lunchtime. We expect children to behave with courtesy and respect towards all staff. Children who fail to behave properly may be excluded for the lunch time period.

### **Tuck Shop**

Our Catering Manager, Mrs Brown, runs a Healthy Tuck Shop at break times. Children are asked not to bring in more than 80p per day and to purchase a maximum of 2 different items. The items sold are fruit and vegetable bags, fruit

juices, smoothies and pizza muffins and toast. Alternatively children may bring fruit/vegetables from home, but cereal bars are not allowed.

## **The Curriculum**

The school delivers a challenging, motivating, exciting cross-curricular, creative curriculum underpinned by skills which is broad and balanced allowing all children to experience success. Through the 2014 Key Stage 2 National Curriculum we aim to develop the child's full potential, academically, socially, physically, spiritually, morally and culturally preparing children for opportunities, responsibilities and experiences of the future in a modern British society. The curriculum actively promotes British values. Our broad and balanced curriculum aims to ensure that children become responsible citizens, successful as learners and confident as individuals and promotes a love of learning, self-discipline and independence.

Our creative curriculum links together subjects wherever possible using a topic based approach. Every topic has a launch event and a landing. The launch is aimed at stimulating and hooking the children into the topic - this could be a theme day or a visit and the landing is a final event to bring all the threads of learning together - an assembly or a performance where parents are invited to join us.

Children are generally taught by their own class teacher and may be taught in ability groups for the core subjects. There may also be some arrangements for sharing the expertise of particular teachers.

## **Special Educational Needs**

The staff and Governors are proud of our commitment to a fully inclusive approach and high aspirations for all our pupils. We aim to meet the needs of all our pupils through appropriate adaptations to the curriculum and environment which allows pupils to reach their potential by;

- Providing a broad and balanced curriculum adapted to meet the needs of individuals.
- Ensuring that the arrangements made for children with Special Educational Needs are in line with the requirements of the Special Educational Needs and Disability Act of 2002 and Code of Practice 2014.
- Ensuring that children with SEND are enabled to participate in all school activities.
- Ensuring that all children receive an appropriately planned and differentiated curriculum.
- Ensuring that children are actively involved in target setting and decisions made about them and their learning wherever possible.
- Actively sharing an aspirational vision of success with parents and carers through encouraging their involvement in school life and keeping them informed about their children's progress through termly meetings with the teacher.
- Promoting an inclusive and accepting ethos across our school community.

The school has a Special Educational Needs Co-ordinator (SENCO), Sharon Wood, who is always available for a chat if you have concerns about your child. Mrs Wood is responsible for the management of special needs provision. We also have seven experienced teaching assistants working with individuals and small groups to provide classroom support, implement individual programmes and teach "catch up" groups. Pupils may be withdrawn from some class activities to follow SEND programmes.

Our Governing Body has designated a governor (Beth Hunter) as a representative for SEND matters.

The SEND policy, local offer and practices are regularly reviewed in the light of new initiatives and individual needs and are available on the school website.

### **More Able Pupils**

We recognise children who may be more able in a specific area and provision is made to support and challenge children in this area. Throughout the year some children have the opportunity to attend more able workshops in collaboration with local primary schools and The Carlton Academy.

### **English**

Through the daily English lesson we aim to develop children's skills in Reading, Writing, Speaking and Listening in a range of contexts and for different purposes. Children are taught to become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. The use of a quality whole text, through the 'Power of Reading' approach, is used to support topic work as well as English skills. This allows children to put reading and writing into context, so that they can see the link and purpose for it. Children are taught in sets for spelling and grammar.

Pupils are encouraged to reach their full potential as writers by being allowed more time in lessons to spend actively engaged in independent writing.

Reading is promoted at every opportunity through book events such as Reading Week, Book Fairs, visitors from the library and writers. Books are banded to ensure children read at their correct level and in Year 3, 4 and 5 children participate in 'Accelerated Reader'. Expected Reading age is carefully tracked and opportunities to catch up through 'Switch On' is ensured. Pupils also have phonics knowledge tracked and the Letters and Sounds Programme is extended to Y3/4 for pupils who require on-going support.

Further support is provided for targeted children through the one-to-one tuition initiative, Toe by Toe, 5 minute box, phonics groups and bespoke catch-up groups in all year groups. The school follows the Spectrum Handwriting Programme and the Support for Spelling materials.

### **Mathematics**

Mathematics is matched to the National Curriculum (2014) requirements of Key Stage 2 and taught in ability groups. Through the daily Maths lesson we use a variety of teaching and learning methods, including those that are ICT based, to encourage children to increase their confidence and to develop a positive attitude to mathematics.

The school uses the Rising Stars Framework and some elements of the Abacus Maths scheme but has also developed a wide selection of resources and equipment providing a wider experience of Mathematics. This especially enables us to provide complementary work to extend more able pupils and support those with special needs. The school is currently exploring and implementing mastery maths in some year groups due to working with the East Midlands Maths Hub. Further support is also provided for targeted children through the one-to-one tuition initiative and bespoke catch-up programmes in all year groups.

## **Computing**

In school we equip our pupils with the skills, knowledge and understanding of computing that they will need for the rest of their lives so that they are able to participate effectively in this digital world. Through the programme of study for computing, they learn how computers and computer systems work, they design, build and debug programs, develop their ideas using technology and create a range of content. A variety of software is used so that the pupils can accomplish given goals. When using the Internet the pupils learn how to use search technologies effectively, appreciate how results are selected and ranked, and to be discerning in evaluating digital content. Opportunities are given so that pupils understand computer networks, including the internet, learning how networks can provide multiple services, such as the World Wide Web, and the opportunities networks offer for communication and collaboration.

The pupils learn how to use technology safely, respectfully and responsibly. They are given the opportunities to recognise acceptable and unacceptable behaviours when using the internet and social media, identifying a range of ways to report concerns about content and contact.

Computing is taught as a discrete subject so that the pupils achieve high level skills including ICT, which they can then apply across the curriculum. Work is carried out in classrooms on mobile devices so that opportunities for learning are flexible and immediate.

## **Science**

In Science we excite pupils' curiosity about phenomena and events in the world around them through a practical 'hands on' approach. Children study the four elements of Science outlined in the National Curriculum; Working Scientifically, Life Processes and Living Things, Materials and their Properties and Physical Processes. Work is suitably planned to engage learners at all ability levels.

We aim to help children develop explanations through experimentation and modelling and to then collect evidence, evaluate their explanations, test their own theories and encourage creative thought and discussion. During Years 5 & 6 children will begin to question and discuss science based issues that may affect their own lives, the direction of society and the world's future.

## **History and Geography**

History and Geography are taught as topics each term. A wide variety of resources including reference books, artefacts, models, film and computer programmes are used to enrich work and help children understand life in other parts of the world or long ago. Class teachers organise educational visits to a variety of places to reinforce work being studied.

## **Art and Design Technology**

In Art and Design technology we stimulate pupils' creativity and imagination. Pupils learn how to use colour, texture, pattern, different materials and processes to express ideas, feelings and record observations. We introduce the work of artists, crafts people and designers from different times and cultures broadening understanding of the diverse roles and functions of art.

Pupils are given practical designing and making tasks, often appropriate to their work in other curriculum areas. They are encouraged to look critically at their own work and to plan changes to improve the finished article.

### **Music**

We teach music as broadly as possible by encouraging children's natural abilities. Children develop skills in composition, performing and listening through singing, percussion work and ICT.

Additional instrumental tuition is available from peripatetic music staff. Currently there is opportunity to learn woodwind, violin, ukulele and guitar. If you are interested in your child receiving music lessons please contact the school office for further details.

### **Physical Education**

Through a variety of invasion games, dance, gymnastics, athletics and outdoors and adventurous activities we aim to give the children a sense of personal achievement, enjoyment of physical exercise and participate in sports of their choice. The focus is upon the development of physical literacy and core movement skills through FUNdamentals to allow pupils to lead active and healthy lives. Swimming is taught at Carlton Forum to enable pupils to meet the end of KS2 requirement.

### **RE**

RE provides opportunities for children to develop their knowledge and understanding of Christianity and other principle religions represented in Great Britain. We encourage children to develop their sense of identity and belonging, preparing them for life in modern society. We also encourage children to reflect on, analyse and evaluate their beliefs, values and practices whilst learning to respect those of others.

The school is not affiliated to or connected with a particular religious denomination. Teaching is in line with the Nottinghamshire Agreed Syllabus for RE. Parents have the right to request that their child be excused from the daily act of collective worship and from RE. Any parent wishing to withdraw their child should contact the Head teacher so that appropriate arrangements can be made.

### **Personal, Social & Health Education (PSHE)**

PSHE aims to develop healthy lifestyles and relationships both within and outside school. Discrete time is given to teaching PSHE in regular Circle Time activities and as part of daily collective worship (assembly). Teaching also takes place as part of other areas of the curriculum. To be able to learn children need to feel happy and confident, understand themselves, understand their feelings, know how to get on with each other and make friends. Therefore to help all children with this they all participate in S.E.A.L. lessons (Social and Emotional Aspects of Learning) and some children may participate in Managing Emotions and co-operation skills programmes of work.

We have had our gold status for Healthy Schools renewed due to the extensive work we undertake to promote healthy lifestyles for our school community. Our children have many opportunities to make healthy choices through the wide range of after-school clubs we offer, healthy tuck shop and school dinners.

As part of our Healthy Schools programme we have been awarded enhanced status for Sex and Relationships Education (SRE). The SRE programme will be delivered in each year group through the weekly PSHE lesson. It will also be delivered through

broader topic-based work and through other curriculum subjects, for example Science and RE. There will also be opportunities for more informal SRE through assemblies, circle-time and story-telling. Children will be encouraged to recognise and apply the knowledge, attitudes and skills they learn in PSHE to other contexts both within, and outside, the school setting. We encourage parents/carers to attend information briefings and to look out for letters outlining the topics that will be covered in Years 3 – 6. A full copy of the school's SRE Policy is available, on request, from the school office. If parents have concerns about SRE please contact the Head of School.

As part of its care for the welfare of its pupils this school views Drugs Education as a vital part of the PSHE of every pupil. We therefore provide Drugs Education as an explicit, planned component of PSHE as well as securing learning opportunities across other curriculum subjects and through off-timetable activities. Our planning is informed by the non-statutory frameworks for PSHE, the QCA 'Drug, Alcohol and Tobacco Education, Curriculum Guidance for Schools' 2003.

Drug education is taught to each year group, at levels appropriate to the age and needs of the pupils. In Year 6 this includes participation in the DARE programme, which encourages children to resist drugs and violence.

### **Foreign Languages (FL)**

All children have the opportunity to learn a Foreign Language and may benefit from the expertise of Secondary FL colleagues at The Carlton Academy. Recently this has been French and Spanish.

### **Individual Target Setting**

The school operates a system where children are given individual targets linked to the curriculum in Reading, Writing and Maths. Parents are always kept informed of these targets through parents' evenings in the Autumn and Spring terms and personal organisers.

### **Assessment**

The children are assessed in a variety of ways to ensure that they progress to the best of their ability. This takes place through;

- Target setting
- Class and individual discussion work.
- Observing them at work.
- Marking and evaluation of finished work.
- Formal and informal testing.
- Keeping portfolios of their work.
- Self-assessment

Formal testing of children takes place annually. Results from these tests are used to inform teaching, diagnosis of SEND and ability grouping as well as to provide an indication of individual children's progress.

### **End of Key Stage 2 Assessments**

Parents can access school performance tables at: [www.compare-school-performance.service.gov.uk/school/144932](http://www.compare-school-performance.service.gov.uk/school/144932)

## **Eco-Schools**

We are very proud of our Eco heritage. The whole school is aware of the need to take care of our planet and to reduce our Carbon Footprint. We are very lucky to have 24 solar panels on our school roof that provide us with 'green' energy. Eco themes are now embedded into our curriculum and every year group has the opportunity to extend their knowledge of environmental issues further.

Our school site is developing well. The pond has been full of tadpoles and several damsel flies have taken up residence. We have a small meadow area that is flourishing with wild flowers and young trees. Our nature trail is a great home for mini beasts and an assortment of trees that provide homes for many small birds. Our dedicated team of Eco Warriors maintain these areas, tend the vegetable patches and also do regular litter picks to ensure that our school site retains its beauty.

We have been awarded four Green Flags to date!

## **General Information**

### **Equal Opportunities**

The school is committed to positive policies to promote equal opportunities regardless of race, colour, national origin, creed, disability, sex, marital status, age or sexual orientation. The school has a single Equality Policy which is available on the school website ([www.carlton.notts.sch.uk](http://www.carlton.notts.sch.uk)).

We will not tolerate racist or homophobic behaviour. Racist incidents reported to staff are taken seriously, investigated and logged. Action will be taken in line with the school's behaviour policy.

### **Child Protection & Safeguarding**

Every school in Nottinghamshire is required to follow a set procedure in cases of suspected child abuse. Head teachers are required to refer their concerns to the Children's Social Care Services Department for advice and sometimes this leads to further investigation so that children at risk can be identified quickly. While we seek, in general, to discuss these concerns with the family and where possible seek agreement to making the referral, this will only be done where such discussion and agreement seeking will not place a child at increased risk of significant harm. This procedure is intended to protect children from abuse. When a school refers a concern about a pupil to the Children's Social Care Services Department, it is not accusing the parents of abuse, but requesting that further investigation takes place to establish whether a child is at risk.

### **Visits & Charges & Remissions Policy**

Each class makes a variety of visits during the year and these are closely linked to current topics. Therefore we consider these an essential part of enriching the children's education. On entry to the school parents are asked to sign the pupil organiser giving permission in principle for their child to attend educational visits.

Generally we do not charge for any school activities, but we do invite voluntary contributions to help towards the cost of visits. There is no obligation to contribute and no child will be excluded from an activity because his/her parents are unwilling or unable to contribute. However, if insufficient parents support a visit financially, we may have to cancel it. A residential visit to an outdoor activity centre is usually available to Years 5 and 6 during the summer term.

It is school policy that a charge is made for the replacement of equipment or books that have been lost or deliberately damaged.

### **Extra-curricular clubs**

Our range of extra-curricular opportunities is constantly evolving. Recent clubs on offer have included football, dance, French, Musical Theatre, homework, cricket, handball, tennis, tag rugby, hockey and fencing. We also take advantage of a variety of “one off” extra-curricular opportunities whenever possible. If children sign up to a club we expect regular attendance.

### **Curriculum Complaints**

Where a parent has a complaint about the school curriculum it should be addressed initially to the Head of School and attempts made to resolve the issue informally. If local attempts to resolve the difficulty prove unsuccessful the Head of School can provide the complainant with the Redhill Academy Trust’s complaints procedure which contains details of how to proceed.

### **Appointments**

If you would like to see your child’s teacher or the Head of School, please make an appointment through the school office. Parents visiting the school are asked to report directly to the office and not go through to the classroom to ensure security.

### **Mobile Phones in School**

It has always been accepted that important messages in exceptional circumstances e.g. a parent’s inability to meet a child from school, are relayed to children through a call to the school office. Mobile phones disrupt and distract the learning of both the user and other members of their class. There is also the opportunity for children to use their phones inappropriately, access the internet and take unauthorised photographs. For these reasons, mobile phones **must not** be brought into school by the children.

### **Homework**

Homework is an important method of extending the work done in school and developing independence in learning. It also provides a regular insight for parents into the work being done at school. It is expected that children will read at home for a minimum of three times per week, but please do encourage your child to read as often as possible, and that weekly spellings and multiplication tables will be learnt. In addition maths tasks are set weekly and a whole school creative homework providing a context for writing is set twice each half-term. More details will be available from your child’s class teacher through newsletters and Personal Organisers.

### **Uniform and Equipment**

Uniform helps children develop a sense of identity and pride in their school and in their appearance. We have a practical uniform that looks smart when worn correctly and is clean and tidy. We ask all parents to support us by ensuring your child wears correct uniform every day, particularly smart shoes and not trainers. Branded uniform is available from several local suppliers:-

Schoolwear Solutions – [www.schoolwearsolutions.com](http://www.schoolwearsolutions.com)

Applegreen Promotions – [www.applegreenpromotions.co.uk](http://www.applegreenpromotions.co.uk)

Just-Schoolwear – [www.just-schoolwear.co.uk](http://www.just-schoolwear.co.uk)

## Daily uniform

- Red sweatshirt, jumper, fleece or cardigan (logo preferred).
- Red polo shirt (logo preferred).
- Black, grey or navy blue, straight leg trousers or skirts (at least knee length).
- **No** jeans or tracksuit bottoms or leggings.
- Securely fastening black flat-heeled shoes (**no** luminous laces or trainers). However, during the colder months pupils may wear plain, flat, black boots (but not Ugg style). In summer flat, securely fastening sandals in black, navy, red or white may be worn
- Plain socks & thick tights to match uniform colours (**no** flesh coloured tights or luminous/neon socks are allowed).
- In summer trouser style shorts in black, grey or navy (at least knee length) may be worn (not football or PE shorts) and girls may wear a red and white, school style, summer dress if preferred.
- Headwear worn for religious reasons must be plain black.

## PE - no branded logos (e.g. Nike) on any items

- Black shorts.
- Plain white round neck T shirt or white polo shirt.
- Children work in bare feet for dance/gymnastics but will need trainers, either blue or black or white (**no** luminous laces) for indoor and outdoor games activities.
- In winter children may wear a plain black, blue or grey tracksuit for outside activities.
- Drawstring bags are by far the best bag for storing PE kit.

All uniform and PE kit should be labelled with names.

## Jewellery & Make-up

- Watches may be worn at parents' own risk.
- One pair of plain small stud earrings only may be worn. The children must be able to take these out themselves for PE activities (or provide surgical tape to cover them over) for safety reasons.
- **No** other jewellery should be worn in school.
- Make-up or nail varnish is **not** allowed to be worn in school.

If pupils attend school wearing inappropriate clothing we will phone parents with the expectation that they will collect their child and return them to school appropriately dressed.

## Hair

All children are expected to wear their hair sensibly and neatly and it should not be dyed. Hair accessories should be appropriate and in school colours only. Long hair should be tied back from the face. Headlice is a problem in all schools and can affect any child, however clean their hair is kept. Children's hair should be checked regularly.

## Head lice advice

It doesn't have to cost the earth! Current advice is to avoid lotions and potions. Simply comb eggs out of the hair with lots of conditioners and a nit comb. This must be repeated 2/3 times per week for several weeks to be effective. Everyone in the household must also use conditioner and comb. Tea-Tree oil is also said to reduce the chances of catching lice.

- Tie back hair at school
- Check your child's hair regularly
- If your child gets lice – treat all the household
- Inform school
- Encourage children to be aware and keep heads apart.

If we spot lice at school:

- We will keep your child's head away from others as much as possible.
- We will send a letter to all class members.
- We will let parents/carers know at the end of the day, when you collect your child.

### **Water Bottles**

The need for children to drink water during the school day is regarded as important for their health and for their ability to learn. All children are provided with a CCJS water bottle that is kept in the classroom. All classes have access to drinking water and children may then drink water as required. This is separate from drinks provided as part of packed lunches.

### **Security**

Every effort is made to secure the safety of children, staff and school property. External doors are fitted with security devices. Visitors, including parents, are asked to report to the school office on arrival.

### **Lost Property**

Children should look for items of lost property in the lost property basket. Named items are more easily returned to their owners. Please do not allow your child to bring valuable items or toys into school as we cannot accept responsibility for them. Lost property will be disposed of at the end of each term.

### **Contact Information**

It is essential that the school has up to date contact information. A note in the Personal Organiser or a letter to the school office will suffice. It is vital that we are able to contact parents or an elected person at all times.

### **First Aid and Medicine in school**

If at all possible medication should not be brought into school for administration during school time. Where this is unavoidable, medicines (tablets or ointment included) must be brought to the school office at 8.50am. The medication must be named and must be in its original container with dosage instructions. A letter from parents giving permission for the medicine to be administered must accompany the medication. Staff may exercise their right not to administer medication if they wish.

Children on long term medication (e.g. diabetics) should see the Head of School so that arrangements can be made. Any asthma inhalers needed in school must be named and kept in the child's classroom by arrangement with the class teacher. The school currently has seven designated First Aiders.

### **School Documents**

Copies of Redhill Trust and School Policies are available on request from the Head of School. Please contact the school office. In addition our website also has a lot of policy documentation posted on it.

### **School Funding**

The school holds a school fund account. This consists of donations and other incomes raised in a variety of ways, the purpose of which is to benefit the children by providing facilities, equipment, activities and financial assistance which cannot be solely provided by the Education, Skills and Funding Agency budget allocations.

### **Discipline**

Our school behaviour policy is based upon an expectation of good behaviour and relationships within a secure and caring environment. We expect a well-behaved, hard-working attitude to flourish, resulting in a happy, successful, well behaved school. The school's positive approach to discipline is based round a varied system of rewards (including 'take care' points) for good work and behaviour which are celebrated every Friday during our weekly Awards Assembly.

Many strategies are used to help children who misbehave or have SEND that affects behaviour, from daily reminders of class/school rules, behaviour cards earning 'take care' points and other rewards. Parents are always involved from an early stage. The school has a clear anti-bullying policy and bullying in any form is not tolerated. Serious misbehaviour may result in exclusion.

## **Privacy Notice (How we use pupil information)**

**The categories of pupil information that we collect, hold and share include:**

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth, pupil premium and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Relevant medical/dietary information
- Special educational needs information
- Safeguarding information – including CCTV
- Exclusions/behavioural information
- Post 16 learning information

### **Why we collect and use this information**

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

### **The lawful basis on which we use this information**

We collect and use pupil information under Article 6 and Article 9 of the GDPR. This enables the Trust to process information under the Education Act 1996 and the Education Act 2005.

The EU general data protection regulation (GDPR) will take effect on 25<sup>th</sup> May 2018 including Article 6 'lawfulness of processing' and Article 9 'processing of special categories of personal data'.

## **Collecting pupil information**

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

### **Storing pupil data**

We hold pupil data up to the date of birth of the pupil +25 years.

### **Who we share pupil information with**

We routinely share pupil information with:

- Schools/Academies that the pupil's attend after leaving us
- Our local authority
- The Department for Education (DfE)
- School Health
- Social Services
- NCA tools (for KS2 SATs)
- MASH
- Other educational support services such as SALT & Family Services

### **Why we share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

### **Data collection requirements:**

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

## **The National Pupil Database (NPD)**

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

## **Requesting access to your personal data**

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, please contact the data controller at The Carlton Junior Academy.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress

- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and if you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

## **Contact**

If you would like to discuss anything in this privacy notice, please contact: the data controller at The Carlton Junior Academy.

## **COMMUNITY JUNIOR AND PRIMARY SCHOOLS ADMITTING YEAR 3 CHILDREN FROM A LINKED INFANT SCHOOL – YEAR 3 ADMISSION CRITERIA 2018/2019.**

Up to date admission information is available from the following website:-

<http://www.nottinghamshire.gov.uk/education/school-admissions> or [www.carlton.notts.sch.uk](http://www.carlton.notts.sch.uk)

### **Special Consideration for all year groups**

For applications for all Nottinghamshire community and controlled schools the following groups of children will be given special consideration in their application for a particular school:

- Children whose particular medical needs, mobility support needs, special educational needs or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented before the closing date.

The appropriate designated officers will consider each case and determine the allocation of any such place on the basis of written evidence. Admission under special circumstances will have priority over all but the first numbered criterion.

For the purposes of admissions, attending school, is taken to be on roll at a school.

In the event of oversubscription all but the first criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the main administrative point at the school campus to a point at the entrance to the child's home using Nottinghamshire County Council's computerised distance measuring software. In the event of two distances being equal, the County Council will measure to the next decimal point. If the measurements remain equal, lots will be drawn and the process will be independently verified.

In the event of over-subscription, the criteria will be applied, in priority order, to decide which applications will be granted once places have first been allocated to pupils who have either an education, health and care plan or a statement of special educational needs which names the school.

1. Children looked after by a local authority and previously looked after children
2. Children who attend the linked infant school at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked infant school
3. Other children who attend the linked infant school at the closing date for applications
4. Children who live in the catchment area at the closing date for applications, who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school
5. Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school
6. Children who live outside the catchment area and who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school
7. Children who live outside the catchment area

### **Children with Special Needs**

The following is not part of the admission criteria above but does relate to the provision for children with exceptional special needs, who may be due to be admitted to school.

Governors have a legal duty to satisfy themselves that a child with special needs has appropriate provision. Governors will therefore agree the date for admission of any child with exceptional special needs, when they have satisfied themselves that the LA has made sufficient staffing and resources provision for that child to be fully integrated into mainstream education.

There would not be an intention to refuse the admission of any child with special needs, but there would be consultation between Governors, Head teacher, parents and the LA to ensure that appropriate provision was being made to meet that child's special needs and safety.

Children of nomadic Travellers will be allocated a place at their catchment area school.

### **Admissions to year groups other than the intake year**

Applications for admission to other year groups will normally be considered in relation to the published admission number (PAN) which applied when the year group was first admitted to the school. In some schools, changes in circumstances such as the building of additional classrooms or as a result of teaching group organisation will require the school and the LA to agree admission numbers which will apply to each year group. The Local Education Officer will agree the detail of this before the start of each academic year. If places are available within the year group, applications will be considered in accordance with the current published admission criteria for admission to the school. If places are available, the child will normally be admitted to the school.

Further guidance on the way in which applications are dealt with including

- Co-ordinated admission scheme
- Preferences for more than one school
- Late applications
- The way waiting lists are maintained and used

can be found in Nottinghamshire County Council's "Admissions to Schools" booklet 2018/19.

### **Disclaimer**

The information given in this prospectus, which unless otherwise stated relates to the school year 2017/18, was valid at the time of printing. It should not be assumed that there will be no changes affecting either the arrangements generally described in this prospectus or in any particular part of them before the start of the school year 2018/19 or in subsequent years. Any anticipated changes have been included as part of the text.

July 2018