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THE CARLTON JUNIOR ACADEMY

Prospectus 2021-22



Address:
Garden Avenue
Foxhill Road
Carlton
Nottingham
NG4 1QT
Tel: 0115 9110402
e-mail: office@carltonjunior.org.uk

Head Teacher: Mrs Sharon Wood
Deputy Headteachers: Mr Duncan Patchett,
Mrs Beth Hunter & Mrs Cassie de Gilbert

School Business Leader: Mrs Anne Hall
Chair of Governors: Mrs Michelle Sills
Director of Primary Education: Miss Julie Wardle

REDHILL ACADEMY TRUST
Exsisto Optimus





THE CARLTON JUNIOR ACADEMY

Dear Parents/Carers,

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

Our Academy has been serving the local community since June 1964, when it originally opened its doors as Carlton Central County Primary Academy. In November 2017, along with our feeder Infant Academy, we converted to academy status with the Redhill Academy Trust as the lead primary academy. This has secured 3-18 provision in the same Trust locally, as many of our pupils transfer to The Carlton Academy at age 11. Our logo and academy signs celebrate our history as having been built on the site of a former allotment and orchard. The primary arm of the Trust is growing and in addition to the Infants, we have welcomed Robert Mellors Primary in Arnold to the Trust. Two Derbyshire Academies, Tupton Primary & Nursery Academy and North Wingfield Primary & Nursery Academy have also joined the Trust.

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 through our reward systems and awards assemblies. Parents are welcome to come along and celebrate these with us.

The academy has been involved for many years in the Local Leaders of Education & Specialist Leaders of Education Programmes, supporting academy improvement in several Nottinghamshire Academies. More recently, the academy has also been designated a National Support Academy and the Director of

Primary Education, Julie Wardle (our former Executive Head Teacher) is now a National Leader of Education. This means we can also support academies outside of the Nottinghamshire area. The Carlton Junior Academy and the Redhill Academy Trust have also recently been designated as a Regional Teaching School Hub. More information is on the next pages.

We 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,

Sharon Wood & Julie Wardle

TCJA Head Teacher & Director of Primary Education

A WELCOME MESSAGE FROM THE REDHILL ACADEMY TRUST

Dear Parents/Carers,

It gave us great pleasure on November 1st 2017 to welcome Carlton Junior Academy into the Redhill Academy Trust. Alongside Miss Wardle (Director of Primary Education), we continue to work closely with your Head Teacher, Mrs Wood and her staff to continue to get the very best for all our children. As an excellent academy, Carlton Junior Academy will play a leading role in the development of the Trust's primary education offer. Miss Wardle and our Primary team also work 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 as we continue to build our primary arm.

Andrew Burns

Executive Principal

Steve Hopkins

Chair

Redhill Academy Trust

REDHILL ACADEMY TRUST
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TEACHING SCHOOL HUB

The Carlton Junior Academy and the **Redhill Academy Trust** have been designated by the Department for Education to lead one of the 87 national centres of excellence for teacher training and professional development in education. The initiative will see teachers across the country benefit from vital developmental support and expert advice.

Andrew Burns, CEO of The Redhill Academy Trust, said: *"We are thrilled that the Redhill Trust has been awarded this very important lead role in securing the very best teaching for children across Nottinghamshire, and that our lead primary school, Carlton Junior Academy, has been recognised as a centre of excellence in this way."*

The hubs will co-ordinate expert advice and support, helping local schools address the national challenges of recruitment and retention in the profession. They will also provide a vital link between schools and key providers of professional development from initial teacher training through to school leadership.

The new hubs will be operational from September 2021 with each having its own defined geographical area in which to work in partnership with other local schools and trusts to ensure the greatest level of impact.

The Redhill Academy Trust will work with its strategic partners (**The Flying High Partnership, Minster Trust for Education and Diverse Academies Trust**) to combine expertise and ensure that the very best professional development is available to teachers and staff in all the 211 schools in the designated area of **Gedling, Newark & Sherwood and Bassetlaw**. It will also form strong links with the other Nottinghamshire hub, The Flying High hub, to help develop a more cohesive and co-ordinated approach to teacher recruitment, training and development in Nottingham City and Nottinghamshire.

Julie Wardle, Director of Primary Education, for The Redhill Academy Trust, said: *"I am delighted that The Carlton Junior Academy, has been selected with the Redhill Academy Trust, to lead one of the new Teaching School Hubs in Nottinghamshire. This is testament to the school's hard work over recent years in securing outstanding outcomes for pupils and also the strength of the Redhill Trust's local knowledge and partnership working across the region."*

Matthew Parris, CEO of Minster Trust for Education, commented: *"The Minster School and Minster Trust for Education are pleased to be part of a group of schools working together in support of the new Teaching School Hub for our region. Our collaborative approach will help deliver the very best training and support for educators and build the capacity to be responsive to the needs of schools across the region."*

Dave Cotton, CEO of Diverse Academies Trust, added: *"I am delighted that **The Carlton Junior Academy** has been named as the teaching school hub lead school for the Bassetlaw, Gedling and Newark and Sherwood Area. The teaching school hub will provide an exciting opportunity to build on the strong partnerships we have established and to develop a high-quality training and development offer to support teachers at all stages of their career. Together, through working in collaboration and partnership, we will all make an incredible difference to the communities we serve across Nottinghamshire."*



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 234 children on roll.

Children are taught in single age class bases with 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 academy 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?**

Head Teacher

Mrs Sharon Wood (& SENCO support)

SENCO

Mrs Rachel Clarke

Deputy Head Teacher

Mr Duncan Patchett*

Mrs Cassie de Gilbert

Mrs Beth Hunter

Teachers

Mrs Sue Charlesworth

Mrs Lauren Willson

Mrs Kylie Daly

Miss Annabel Simmons

Miss Alexandra Kerrison

Mrs Georgina Tait

Miss Laura Hickling

Mr Javier Mateo

Mrs Helen Foster

Mrs Kim Hodgen (supply cover)

Teaching Assistants

Ms Marina Beeton*

Miss Sarah Lawson*

Mrs Annette Satterley*

Mr Daniel Huskinson*

Mrs Jennine Bamford*

Mrs Rebecca Hutchison*

Miss Nicola Lancaster*

Mrs Magda Aleksanderek

Ms Jo Evans

Mrs Jo Tolley

Lunchtime Supervision

Ms Marina Beeton* (Senior MDSA)

Miss Heather Hallam

Mrs Jayne Gordon

Mr Daniel Huskinson*

Mrs Rebecca Hutchison

Mrs Katy Seymour

Mrs Chantel McGarry

Ms Jo Evans

Ms Caroline Ashley

Mrs Jennine Bamford (relief cover)

**Academy Business Leader
& Primary Operations Lead**

Mrs Anne Hall

Administrative Officer

Mrs Angela Cooke

Administrative Assistant

Mrs Vicki Belshaw

PE/Dance Specialists

Mr Daniel Huskinson

Mrs Michelle Sills

School Direct Trainees

Miss Rebecca Church

Miss Ashlee McIntosh

Catering Staff

Mrs Tracey France

Mrs Janice Gartlan

Site Manager & Cleaners

Mr John Smith

Ms Nicola Parkes

Governors

Mrs Michelle Sills (Chair)

Mrs Sharon Wood

Mrs Annette Satterley

Ms Pat Clarke

Mrs Jo Bird #

Miss Lynne Thompson

Rev Wendy Murphy

Miss Heather Hallam

Mrs Beth Hunter

Mr Martin Kerry

Mrs Bibiana Sokal-Green #

Miss Vanessa Alhinho #

Associate Governor

Mr Duncan Patchett

Parent Governors

*Qualified First Aider

Term & Holiday Dates

Full details of the academy year 2021/2022 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 97 pupil laptops and 20 i-pads.
- an attractive playground with colourful playground games and markings, 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 Schools area.
- a substantial sun shelter.
- four full size high quality table tennis tables.
- External PE/Gym exercise equipment.

Breakfast Club

The academy runs its own breakfast club from 7.45am – 8.40am every morning. The cost is £3.00 per day and every child receives: a bowl of cereal; jam and toast; and a choice of fruit juices. They also enjoy structured play and sporting activities up to the start of the academy day.

Admission Policy

Children will normally be admitted to the academy at the beginning of September as they enter Year 3. The academy can accommodate up to 60 children in all year groups and in the event of over-subscription the standard admission criteria will be applied (detailed on pages 24 & 25 of this brochure).

Parents interested in registering their children at the academy part way through an academy year can obtain an application form from the academy office or download one from our website: www.thecarltonjunioracademy.org.uk. These should be returned to the Admissions Officer at the academy address. Appointments to see the Head Teacher should be made through the academy office on 0115 9110402.

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 academy. Parents are always welcomed in our academy and we value your skills and opinions. Throughout the year, we host events to which parents are invited. These include our annual 'Meet the Teacher' event, our awards assemblies, class events, academy productions, DARE Graduation for Year 6, curriculum workshops, online safety presentations 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, website, Class Dojo, our texting/email service and our Pupil Personal Organisers which are provided for every child. These are used as: diaries; to record reading at home; to send messages to and from the academy; provide information about the academy; 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 the academy. If you are interested please contact your child's teacher or the academy office (all volunteers working in the academy have to undertake a check with the Disclosure and Barring Service – DBS).

Parents and Friends Association

We have a small but enthusiastic group of parents and friends who arrange fund raising activities and support the academy 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 academy office and speak to Vicki Belshaw for more details.

Our Academy Day

Academy starts: 8.50am

Academy ends: 3.15pm

Children should arrive at the academy 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 academy day where children can read, talk to their teacher and prepare for the day ahead. We expect children to be punctual. We ask that parents/carers who are accompanying their children to the academy, walk them up to the school playground and then collect from the same place.

The academy drive up to the staff car park is very narrow and is also used by pedestrians. We respectfully request parents not to use the staff car park or driveway unless disabled access is required. If you do require this, we ask that you inform the academy.

A normal academy 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 the academy during the day unless accompanied by an authorised adult. Parents are responsible for ensuring that their children know the arrangements for going home when the academy finishes.

Absence and Illness

Children who attend education regularly do better. Regular attendance at the academy is a shared responsibility between parents, the academy, 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 academy hours. Good attendance levels have proven to have a hugely positive impact on attainment and unsurprisingly poor attendance levels have a detrimental impact on attainment and subsequent life chances.

In the case of illness, parents are asked to telephone the academy on the first morning the child is absent, stating the reason for absence. You will also be asked to provide proof of medical appointments. If children have, or develop, a medical condition that the academy should be aware of, parents are asked to inform the academy immediately. Infectious diseases must be notified to the academy.

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

Following government advice stating academies should "only give permission for leave of absence where there are exceptional circumstances" **holidays taken in term time will be unauthorised. Many academies locally are fining parents who take children out of education 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 the academy for a holiday, as we may start utilising penalty notices and fines.**

We are trying to raise attendance levels as there is a direct link between how often a child attends education and their academic performance. Any extra holiday time that is required **must be discussed with the Headteacher**, well in advance of the proposed holiday. Only exceptional absence covered by a **pre-agreed leave of absence form** will be regarded as authorised.

Leave agreed due to exceptional circumstances would include unavoidable events such as **service personnel** who can only take leave during term time.

Absences that remain unexplained or unauthorised are treated as truancy and will be referred to the Trust and if necessary, the Specialist Family Support Service. Our Trust Attendance Officer is Mrs Rachael Rodgers.

At the back of this prospectus there is a clear chart detailing how absence impacts on a child's learning. We expect attendance of 96% and above.

Attendance Rates

In 2018/19 the rate of absence for the academy was: **4.0%**. In 2019-20 and 2020-21 there has been no statutory duty to report academy absence rates - due to the COVID-19 pandemic.

Lunchtimes & Free School Meals

Most children stay for an academy lunch or bring a **healthy** packed lunch. Children having academy dinners should register for our online payment system ParentPay – 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/academies 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 the academy for every child who qualifies. Applications are made online through the citizen portal for free school meals. Please contact the academy office for help if you encounter any difficulty with this. Queries should be directed to 0300 500 80 80.

Unlike Year 1 and Year 2 pupils, we would ask you to please be aware that **children in junior years (Year 3 – Year 6) do not automatically qualify for free school meals.**

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 an academy meal is provided, it must be paid for the next day. Please avoid items containing nuts, including chocolate spread.

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 runs a Healthy Tuck Shop at break times. Children are asked not to bring in more than £1.00 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, cirossants and toast. Alternatively children may bring fruit/vegetables from home, but please note **cereal bars are not allowed.**

The Curriculum

Through the 2014 Key Stage 2 National Curriculum, we deliver a challenging, motivating, ambitious approach to learning that is underpinned by skills and knowledge which allow all children to grow in confidence and experience success. The curriculum actively promotes British values through which we aim to develop the child's full potential, academically, socially, physically, spiritually, morally and culturally to ensure that children become independent thinking, responsible citizens within our modern British society.

We make learning links between subjects wherever possible and plan enrichment opportunities which stimulate and hook the children into the subject area- this could be a theme day or a visit. Children are encouraged to share their learning experiences through showcase events 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 in Year 6. There may also be some arrangements for sharing the expertise of particular teachers across classes. We employ specialist teachers in French, Music, PR and Dance.

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;

- Promoting an inclusive and accepting ethos across our academy community.
- 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.
- Providing a broad and balanced curriculum adapted to meet the needs of individuals.
- Ensuring that children with SEND are enabled to participate in all academy activities.
- 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 academy life and keeping them informed about their children's progress through termly meetings with the teacher.

Both Sharon Wood and Rachel Clarke (SENCO) are Specialist Leaders of Education in SEND. Rachel Clarke is also SENCO at the Carlton Infant Academy. She knows the children and families exceptionally well and is available for a chat if you have concerns about your child. Mrs Wood supports the management of special needs provision. We also have many 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 academy website.

English

Through the teaching of English, we aim to develop children's skills in Reading, Writing and Oracy in a range of contexts and for different purposes. Children are taught to become enthusiastic and critical readers of stories, poetry, drama and non-fiction texts. The use of a quality, whole text is used to support the deeper understanding of topics, as well as deepening English skills. We aim to put reading and writing into context, so that children can see the link and purpose for it.

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: World Book Day, Book Fairs, visitors from the library and authors. Reading is taught in discreet 'Guided Reading' lessons following a 'mastery' style approach. All children will explore the same, high-quality text and are taught one comprehension skill each session.

Books are organised to ensure children read at the correct level of challenge. The expected reading age is carefully tracked and opportunities to catch up through interventions such as 'Switch on Reading'. Pupils also have their phonics knowledge tracked and the Letters and Sounds Programme is extended to Year 3 and 4 for pupils who require ongoing support.

Mathematics

We employ a mastery approach to Mathematics which is matched to the National Curriculum (2014) requirements of Key Stage 2. Maths is taught in Years 3 - 5 in mixed ability groups and in Year 6 in ability groups. Through the daily Maths lesson we use a variety of teaching and learning methods, including those that are ICT based, and apparatus, to encourage children to increase their confidence and to develop a positive attitude to Mathematics.

The academy uses the 'Maths - No Problem!' scheme to support the programme of learning, alongside 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 those with special educational needs. Further support is also provided for targeted children through the one-to-one tuition initiative and bespoke catch-up programmes in all year groups. We have a Specialist Mastery Maths teacher, Kylie Daly, as well as Lauren Willson, who is a NCETM Professional Development Accredited Lead.

To support children with their multiplication practice we use 'Times Tables Rock Stars' as an online and fun learning platform.

Computing

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. The pupils also learn about the opportunities that 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 conduct, 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 and 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 skills and knowledge are taught using a wide variety of resources including: books, artefacts, primary and secondary sources, film and computer programmes. Each History or Geography theme is based around a 'big question', used to deepen the children's critical thinking skills. Within each lesson, the children will use the new knowledge and skills acquired to answer the question. These are used to enrich work and help children understand life in other parts of the world or long ago. Class teachers organise enrichment opportunities to reinforce work being studied

Art and Design Technology

In Art and Design Technology we stimulate pupils' creativity and imagination. Children 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.

Children 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. We use Charanga, an online resource, to enhance our music curriculum. Additional instrumental tuition is available from peripatetic music staff. There may be opportunity to learn woodwind, violin and guitar.

Physical Education

Through a broad range of sports and physical activities, pupils' determination to pursue personal excellence, develop positive and respectful relationships and have a responsibility to display good sportsmanship. We aim for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives. Swimming is an important life skill; we aspire for all children to leave the academy being able to swim at least 25 metres. Swimming is taught via School Swimming Coaches at Carlton Forum Leisure Centre to enable pupils to meet the end of KS2 requirement.

Religious Education

RE provides opportunities for children to develop their knowledge and understanding of major world religions represented in Great Britain. Each year group will explore two religions in detail – learning about and giving opinions about key principles. After this, they will apply this to their own world view and consider their own beliefs.

The academy 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 is excused from the daily act of collective worship

and RE. Any parent wishing to withdraw their children should contact the Head Teacher so that appropriate arrangements can be made.

Personal, Social & Health and Relationships Education (PSHRE)

We deliver our PSHRE and Relationships Education curriculum through use of a programme called 'Jigsaw – the mindful approach to PSHE'. Aspects of Relationships Education curriculum link with the Science curriculum.

Our whole curriculum, actively promotes all our children to become healthy, independent and responsible members of society. It aims to help them to reflect on how they are developing personally and socially, and tackles many of the moral, social, spiritual and cultural issues that are part of growing up in Carlton. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, in British society and the wider world. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to academy life and the wider community. Jigsaw further supports these aims by bringing together PSHRE Education, emotional literacy, mindfulness, social skills and spiritual development through a variety of teaching strategies.

A full copy of the PSHRE and Relationships Education Policy is available on request from the office and is published on the website. If parents have concerns about PSHRE please contact the Head Teacher.

Foreign Languages (FL)

All children have the opportunity to learn a Foreign Language, which is French, with our specialist teacher, Madame Vasco.

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
- Peer 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 academy performance tables at: www.compare-academy-performance.service.gov.uk/academy/144932

Taking care of the Environment

We are very proud of our Eco heritage. The whole academy 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 academy roof that provide us with 'green' energy. Environmental themes are now embedded into our curriculum.

Our academy 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 academy site retains its beauty. Over the years we have been awarded four Green Flags to date!

General Information

Equal Opportunities

The equality duty is a piece of legislation which identifies several characteristics which organisations must consider in their planning and provision. These characteristics are: Disability, Race, Religion or Belief, Sex (gender), Sexual Orientation, Gender Reassignment, Pregnancy and Maternity, Age, Marriage and Civil Partnerships.

The academy is committed to positive policies to promote equal opportunities regardless of protected characteristics. Our Equality Policy/Statement is available on the academy website (www.thecarltonjunioracademy.org.uk).

If you feel any of the above may apply to you, or any family member, or should you require us to make any reasonable adjustments in order for you to access the academy, or aid communication, please contact the Head Teacher or School Business Leader and we will do all we can to support your needs and overcome barriers. (Tel no: 0115 9110402 email: office@carltonjunior.org.uk)

We will not tolerate racist, homophobic or any 'hate' driven behaviour. Hate incidents reported to staff are taken seriously, investigated and logged. Action will be taken in line with the Academy's Behaviour Policy.

Child Protection & Safeguarding

Every academy in Nottinghamshire is required to follow a set procedure in cases of suspected child abuse. We have four Designated Safeguarding Leaders who are required to refer their concerns to MASH (Multi-Agency Safeguarding Hub) who may then refer to other agencies, including Children's Social Care Services. 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 an academy 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.

If you have any concerns about the safety of a child at the academy, please don't hesitate to contact us.

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 academy 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 academy 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 Year 6 during the Summer Term.

It is academy 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, table tennis, choir, homework, cricket, tag rugby and hockey. We also take advantage of a variety of extra-curricular clubs run by specialist outside providers (payment to these can be required) whenever possible. If children sign up to a club we do expect regular attendance.

Curriculum Complaints

Where a parent has a complaint about the academy curriculum it should be addressed initially to the Head Teacher and attempts made to resolve the issue informally. If local attempts to resolve the difficulty prove unsuccessful, the Head Teacher 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 Teacher, please make an appointment through the academy office. Parents visiting the academy are asked to report directly to the office and not go through to the classroom to ensure security.

Mobile Phones in the Academy

It has always been accepted that important messages in exceptional circumstances e.g. a parent's inability to meet a child from the academy, are relayed to children through a call to the academy 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, resulting in safeguarding concerns. For these reasons, mobile phones **must not** be brought into the academy by the children.

Homework

Homework is an important method of extending the work done in the academy and developing independence in learning. It also provides a regular insight for parents into the work being done at the academy. 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 academy 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, Class Dojo messages and Personal Organisers.

Uniform and Equipment

Uniform helps children develop a sense of identity and pride in their academy 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 black shoes and not trainers and a red, not white polo shirt**. Branded uniform is available from:-

Just-Schoolwear – 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, academy 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 academy.
- Make-up or nail varnish is **not** allowed to be worn in the academy.

If pupils attend the academy wearing inappropriate clothing we will phone parents with the expectation that they will collect their child and return them to the academy 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 academy colours only. Long hair should be tied back from the face. Headlice is a problem in all academies 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 the academy.
- Check your child's hair regularly.
- If your child gets lice – treat all the household.
- Inform the academy.
- Encourage children to be aware and keep heads apart.

If we spot lice at academy:

- 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 academy day is regarded as important for their health and for their ability to learn. All children are provided with a TCJA 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 academy property. External doors are fitted with security devices. Visitors, including parents, are asked to report to the academy 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 the academy 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 academy has up-to-date contact information. A note in the Personal Organiser or a letter to the academy office will suffice. It is vital that we are able to contact parents or an elected person at all times. **We require at least two emergency contacts.**

First Aid and Medicine in the academy

If at all possible, medication should not be brought into the academy for administration during the day. Where this is unavoidable, medicines (tablets or ointment included **and asthma medication**) must be brought to the academy 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 SENCO so that arrangements can be made. The academy currently has seven designated First Aiders.

Academy Documents

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

Academy Funding

The academy holds an academy fund account. This consists of donations and other incomes raised in a variety of ways. The purpose of this 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 Academy Behaviour Policy is based upon an expectation of excellent behaviour and relationships within a secure and caring environment. The academy's positive approach to discipline is based round a varied system of rewards (including 'Take Care' points) for excellent work and attitudes to learning which are celebrated every Friday during our Awards Assembly.

Many strategies are used to help children who misbehave or have SEND that affects behaviour, from daily reminders of class/academy rules, behaviour cards earning 'take care' points and other rewards. Parents are always involved from an early stage. The academy 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 academy 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) took effect on 25th 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 pupils 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 academy 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 academy 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 education 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/academies, 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 academy 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 (Anne Hall) at The Carlton Junior Academy.

COMMUNITY JUNIOR AND PRIMARY SCHOOLS ADMITTING YEAR 3 CHILDREN FROM A LINKED INFANT SCHOOL – YEAR 3 ADMISSION CRITERIA 2021/2022.

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

<http://www.nottinghamshire.gov.uk/education/academy-admissions> or:-

www.thecarltonjunioracademy.org.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 academy:

- 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 academy is the only academy 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 academy.

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 academy.

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 academy.

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 2021/22.

Disclaimer

The information given in this prospectus, which unless otherwise stated relates to the academy year 2021/22, 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 academy year 2021/22 or in subsequent years. Any anticipated changes have been included as part of the text.

July 2021

The Carlton Junior Academy - Holiday Pattern 2021-22



SEPTEMBER 2021						
M	T	W	T	F	S	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2021						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2021						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2021						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2022						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2022						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2022						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2022						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2022						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2022						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Holidays

Public Holidays

INSET Day

Autumn Term

Open Tue 31 August
 Half-Term Mon 18 - Fri 29 October
 Close Fri 17 December

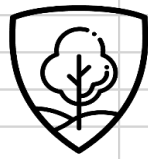
Spring Term

Open Tue 4 January
 Half-Term Mon 14 - Fri 18 February
 Easter Break Mon 4 April - Mon 18 April
 Close Friday 1 April

Summer Term

Open Tue 19 April
 Half-Term Mon 30 May - Fri 3 June
 Close Thursday 28 July

ATTENDANCE – 96% & ABOVE IS THE EXPECTATION



THE CARLTON
JUNIOR ACADEMY

Pupils with this level of attendance are likely to achieve their best from their education.

99% - 100%



EXCELLENT

Pupils with this level of attendance are likely to meet their expected levels of learning.

96% - 98%



GOOD

'WARNING' 94% attendance equates to 50hrs of missed education.

94% - 95%

REQUIRES IMPROVEMENT

At this level it is likely that you will be asked to provide Medical Proof to support your child's absences.

91% - 93%



POOR

At this level your child is missing more than 95hrs of education.

LESS THAN 90% PERSISTENT ABSENTEE

At this level a 'Penalty Notice' could be issued.

REDHILL ACADEMY TRUST
Exsisto Optimus

