

Inspection of a good school: The Carlton Junior Academy

Garden Avenue, Foxhill Road, Carlton, Nottingham, Nottinghamshire NG4 1QT

Inspection dates:

27 and 28 April 2022

Outcome

The Carlton Junior Academy continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspectors were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

The school's motto is 'We grow greatness'. This sums up the strong ambition shared by all leaders, staff and governors. Everyone works together to enable pupils to 'achieve their personal best'. This applies to all pupils, regardless of their background or additional needs.

Pupils say that lessons are interesting and teachers are kind. Pupils' behaviour in lessons is impressive. They listen intently and apply what they know when faced with new concepts. Pupils take a lot of pride in their work. This shows in the quality of their work in a wide range of subjects. They are very well equipped for the next stages in their learning.

Pupils understand the meaning of bullying. They know it is wrong. They say that adults are quick to deal with any issues and that 'the teachers make you feel safe'. Pupils are especially well informed about how to stay safe online. Staff have ensured that pupils receive regular reminders about online bullying.

There are a wide range of clubs and activities for all pupils to take part in. Pupils also thrive in their roles as 'playground peacemakers' or 'young leaders'. These roles support pupils' personal and social skills very effectively.

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

Leaders have designed an exceptional curriculum that sets out the essential knowledge and skills pupils require as they progress through the school. This applies across all subjects and to all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have carefully developed the curriculum over several years. It is now fully embedded in all subjects.

Across all areas of the curriculum, the aim is for pupils to remember long term what they have been taught. Staff use a range of approaches to check pupils' knowledge, such as regular quizzes and discussions. Pupils say that this helps them to understand and remember.

Curriculum leaders have provided teachers with a rich store of resources and training to support their teaching. Some leaders are specialists in their field and have training roles across the multi-academy trust. Teachers have strong subject knowledge. They constantly check how well pupils understand in lessons so that they can pick up errors as they occur. Pupils' achievement over time has been consistently strong in reading, writing and mathematics.

The school provides skilled support for pupils with SEND. Well-trained staff work effectively alongside pupils in lessons to ensure that they access the full curriculum. Pupils with SEND achieve well. Some pupils have challenging behaviours related to their additional needs. Staff use a range of strategies to support these pupils to learn to manage their emotions and behaviour.

Leaders and staff ensure that reading is a high priority across the school. The school library and class reading areas contain a range of inspiring books to encourage a love of reading. Staff quickly identify those pupils who are still in the early stages of learning to read when they join the school. Those pupils receive daily support through a systematic phonics programme. Pupils read from books that closely match their phonics knowledge. They develop quickly as fluent, confident readers.

In mathematics, pupils are confident learners. Staff adopt a consistent approach in lessons so that expectations are clear. Pupils are frequently asked to 'explain how you know' when working out answers to mathematical problems. This means they can tackle increasingly complex work with confidence.

Leaders and staff promote pupils' broader development very well. Pupils speak enthusiastically about the clubs and activities they can join. Leaders make sure that all pupils can take part, including disadvantaged pupils and those with SEND. Pupils learn about a wide range of faiths and cultures in lessons and assemblies. They express a strong sense of acceptance for others' similarities and differences. Pupils are very well prepared for life in modern Britain.

A wide range of staff spoke warmly about the support they receive for their workload and well-being. Staff say that they feel highly valued by leaders and those responsible for governance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff put safeguarding first. They do not hesitate to note any concerns, however minor. Staff receive regular training, as well as daily updates in the morning briefings. Leaders have appointed a school family support worker to liaise with parents

and carers. This often means that concerns are picked up before they escalate. Records are meticulous. They show that leaders work in partnership with a range of outside agencies to support pupils and families.

Leaders have ensured that staff and pupils understand the risks of peer-on-peer and online sexual abuse.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Carlton Central Junior School, to be good in March 2016.

How can I feed back my views?

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

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

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

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144932
Local authority	Nottinghamshire County Council
Inspection number	10229109
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	Board of trustees
Chair of trust	Simon Healy
Headteacher	Sharon Wood
Website	www.thecarltonjunioracademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Redhill Academy Trust in November 2017.
- The headteacher was appointed in September 2019.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, the deputy headteachers, curriculum leaders, a range of staff, the chair and one other member of the local governing body.
- The lead inspector met with the chief executive officer and the director of primary education from the multi-academy trust.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and

looked at samples of pupils' work. The inspector observed pupils reading to a familiar adult.

- The inspector also discussed the curriculum in some other subjects.
- The inspector observed pupils' behaviour in lessons and at other times around school.
- The inspector evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

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