

TM

THE CARLTON JUNIOR ACADEMY

Prospectus 2024-25

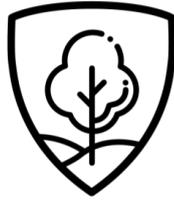


Address:
Garden Avenue
Foxhill Road
Carlton
Nottingham
NG4 1QT
Tel: 0115 9110402
e-mail: office@carltonjunior.org.uk

| | |
|-------------------------------|-----------------------|
| Head Teacher: | Mrs Sharon Wood |
| Senior Deputy Headteacher: | Mrs Cassie de Gilbert |
| Deputy Headteacher | Miss Nicola Hodgson |
| Chair of Governors: | Mrs Michelle Sills |
| Primary Director: | Miss Julie Wardle |

REDHILL
ACADEMY TRUST

Equality and Achievement



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 for 60 years, since June 1964, when it originally opened its doors as Carlton Central School. 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. Three Derbyshire Academies, Tupton Primary & Nursery Academy, North Wingfield Primary & Nursery Academy and Scarcliffe Primary School have also joined the Trust.

We are always striving to ensure that our provision enables 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.

The academy has been involved for many years in the Local Leaders of Education & Redhill Leaders of Education Programmes, supporting academy improvement in several Nottinghamshire & Derbyshire academies. The academy has also been designated a National Support

Academy and the Primary Director, Julie Wardle (our former Executive Head Teacher) is a National Leader of Education. Mrs Wood is an Executive Headteacher for the Redhill Academy Trust and works with other headteachers across the Trust to support academy improvement. The Carlton Junior Academy and the Redhill Academy Trust is also a designated 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

Primary Director

A WELCOME MESSAGE FROM THE REDHILL ACADEMY TRUST

Dear Parents/Carers,

On 1st November 2017, it gave us great pleasure to welcome Carlton Junior Academy into the Redhill Academy Trust. Alongside Miss Wardle (Primary Director), 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 plays 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

Chief Executive

Simon Healy

Chair of Executive Board

Redhill Academy Trust

REDHILL
ACADEMY TRUST 

Equality and Achievement

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

The new hubs were 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 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 has formed strong links with the other Nottinghamshire hub, The Flying High hub, developing 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 become 8 years old – we anticipate that in September, we will only have 1 place left available. There are currently 237 children on roll.

Children are taught in single age class bases with 2 classes in each of the year groups (3, 4, 5 and 6).

The Redhill Academy Trust has five 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
- Equality of opportunity for all our students and staff

These principles align with our values of Responsibility, Respect, Relationships, Excellence and Determination.

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 & Designated Safeguarding Leader*)

SENCO

Mrs Rachel Clarke

Deputy Head Teachers

Mrs Cassie de Gilbert (*Senior DHT & Safeguarding Officer*)

Miss Nicola Hodgson (*Deputy Designated Safeguarding Leader*)

Teachers

Mrs Sue Charlesworth

Mrs Lauren Willson

Mrs Kylie Daly

Miss Grace Boruch

Mrs Alexandra Worrall

Miss Laura Hickling

Mr Reece Sugars

Miss Sophie Birtwistle

Mrs Beth Hunter (*Computing Lead/PPA*)

Mrs Helen Foster (*supply/tutoring*)

Mrs Kim Hodgen (*supply/tutoring*)

Teaching Assistants

Ms Marina Beeton*

Miss Sarah Lawson*

Mrs Annette Satterley*

Mr Daniel Huskinson*

Mrs Jennine Bamford*

Mrs Rebecca Hutchison*

Mrs Magda Aleksanderek*

Ms Jo Tolley*

Mrs Debbie Brown*

Miss Louise Dyer

Miss Louise Green

Ms Caroline Ashley*

Mrs Katy Seymour*

Mrs Yvonne Park

Lunchtime Supervisors

Ms Marina Beeton* (*Senior MDSA*)

Mr Daniel Huskinson*

Mrs Rebecca Hutchison*

Mrs Katy Seymour*

Mrs Chantel McGarry*

Ms Jo Evans*

Ms Caroline Ashley*

Lunchtime Supervisors

Mrs Debbie Brown*

Ms Jo Tolley*

Miss Louise Green

Children & Families

Support Worker

Mrs Marice Gillespie

Office Manager

Mrs Angela Cooke

Attendance Officer

Mrs Rachael Wragg

Administrative Assistants

Mrs Vicki Belshaw

Mrs Jemma Atkin

**Academy Business Leader
& Primary Operations Lead**

Mrs Anne Hall

PE/Dance Specialists

Mr Daniel Huskinson

Mrs Michelle Sills

Catering Staff

Mrs Christine Ireland

Ms Nicola King

Site Manager & Cleaners

Mr John Smith

Mrs Annmarie Niemczenko

Governors

Mrs Michelle Sills (Chair)

Mrs Sharon Wood

Mrs Annette Satterley

Ms Pat Clarke

Miss Lynne Thompson

Miss Heather Hallam

Mrs Beth Hunter

Mr Martin Kerry

Miss Leanne Hoban #

Miss Nadia Laxton #

Parent Governors

*Qualified First Aider

Term & Holiday Dates

Full details of the academy year 2024/2025 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 pupil laptops
- each child is provided with an individual iPad to use in the classroom & at home
- 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.
- Workroom & training facility.

Breakfast Club

The academy runs its own breakfast club from 7.45am – 8.40am every morning. The cost is £4.00 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 25 & 26 of this brochure).

Parents interested in registering their children at the academy part way through an academy year can complete a Microsoft form on our website:

www.thecarltonjunioracademy.org.uk. Appointments to see the Head Teacher should be made through the academy office on 0115 9110402.

Transfers

We are part of the Carlton Academy 'family of schools' and most of our children transfer to the Carlton Academy at the end of Year 6 – please note however places there cannot be guaranteed. 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, DAaRT Graduation for Year 6, curriculum workshops, iPad showcases, 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.

We have a Communications Policy which includes communication via 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, to provide information about the academy, homework, targets and to 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. An organiser is provided free of charge at the start of the academic year, however, if this is subsequently lost, any replacements are charged at £7.00 per organiser. 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 are asked to respect all academy staff at all times. Inappropriate behaviour such as shouting, swearing, threats or violence towards staff will not be tolerated. **Any video or audio recording of conversations with staff is not permitted.** Steps will be taken to ban parents/adults from the site in response to such behaviour. We may also ask for support from the police.

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 Jo Tolley for more details.

Our Academy Day

Academy starts: 8.50am

Academy ends: 3.20pm

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.

Pupils can enter their classroom from 8.40am with registration at 8.50am. The academy day from 8.50am – 3.20pm, totals 6 hours 30 minutes per day – with a full week of 32

hours 30 minutes. The 'teaching' day delivers teaching hours of 4 hours and 50 minutes – with a teaching week of 24 hours and 10 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 are now 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 Wragg.

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

Our current attendance rate for 2023-24 (up to 21st June 2024) is 94.2%, and persistent absence (below 90%) is 13.1%.

Absence in 2022-23 was 6.5%. Persistent absence was 17.6% (41 pupils); in 2021-22 it was 6.5% absence and 17.4% persistent absence.

Prior to the pandemic our absence rate in 2018-19 was 4%. Our current rate is high and we work closely with families requiring support to improve the attendance of their children. We do fine for persistent absence and holidays in term time.

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.

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.**

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.

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 do not send in items containing nuts, including chocolate spreads (such as Nutella) – we have children with life-threatening allergies.

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, croissants 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 Music, PE 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 Redhill 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 undertake intervention group work. 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. Our 'Greater Futures' project, supported by Redhill Academy Trust, has provided each child with an iPad to use in school and at home to enhance their learning experiences.

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 be 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

All children have the opportunity to learn a Foreign Language, which is French. This is through a programme called 'Language Angels'. The children learn the fundamentals of the language as a stepping stone for language learning at KS3. The programme is immersive and supports confidence in speaking and listening skills, learning vocabulary, and reading and writing in French.

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!

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 4 during the Spring Term and 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.

Co-curricular Opportunities

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. More details will be available from your child's class teacher through newsletters, Class Dojo messages and Personal Organisers. Each Friday the iPad will be sent home so that 'Purple Mash' homework can be completed using it.

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

My clothing – www.myclothing.com – 0800 0590594

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 – no smart watches please.
- 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 the 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. Any replacements for 'lost/damaged' bottles during the year do have to be paid for.

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 or box with dosage instructions. A signed form giving permission for the medicine to be administered must be completed at the office. 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 13 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.

Rewards and 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 in class rewards including 'Take Care' points for excellent work and demonstrating our values. We also award 'Carlton Cares' coins for children who go the extra mile to demonstrate how they 'take care' to grow great relationships, take responsibility, show determination, excellence or respect. Children who receive 10 coins can choose a book from Mrs Wood.

There is a weekly awards assembly and also regular larger 'celebration' assemblies which can be attended by parents/carers where children's success is honoured.

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 suspension or exclusion.

PRIVACY NOTICE (PUPIL / STUDENT)

Privacy Notice (How we use pupil information)

Parents/carers have a legal right to be informed about how our school uses any personal information that we hold about your child. To comply with this, we provide a 'privacy notice' to you where we are processing your child's personal data.

This notice explains how we collect, store, and use personal data about pupils at our school.

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

- Personal information (such as name, unique pupil number contact details 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, absence reasons and any previous schools attended)
- Medical and administration (such as doctors' information, child health, allergies, medication, and dietary requirements)
- Assessment and attainment (such as Key stage 1 and 2 information and any relevant results)
- Special educational needs information
- Safeguarding information (such as court orders and professional involvement)
- Photographs and CCTV images
- Behavioural information (such as exclusions and any relevant alternative provision put in place)

Elements of this data is called 'special category personal data' and we take extra care to make sure it is kept safe.

Where do we get this information from?

We will obtain an amount of your child's personal data from:

- Parents/carers
- Teachers and other staff
- People from other organisations, like doctors or the local authority, for example.

In addition, information is passed to us as part of the transfer of information from your child's previous school or education setting. This includes information relevant to providing appropriate education and/or safeguarding for your child when they start school. This information is normally transferred in hard and/or soft copies in the term prior to your child starting at the school.

Why we collect and use this information

We collect and use pupil data for the following purposes:

- to support pupil learning
- to monitor and report on pupil attainment progress
- to provide appropriate pastoral care

- to assess the quality of our services
- To keep children safe (food allergies, or emergency contact details)
- To meet the statutory duties placed upon us for DfE (Department for Education) data collections
- to comply with the law regarding data sharing.

Use of your personal data for marketing purposes

Where parents/carers have given us consent to do so, we may send messages by email or text promoting school events, campaigns, charitable causes or services that might be of interest to you.

Parents/carers can take back this consent or 'opt out' of receiving these emails and/or texts at any time by contacting the GDPR Lead in the Academy.

The lawful basis on which we use this information

We collect and use pupil information under Article 6 and Article 9 of the GDPR (General Data Protection Regulation). This enables the Trust to process information under the Education Act 1996 and the Education Act 2005.

Collecting pupil information

We collect pupil information from parents/carers via, for example, registration forms at the start of the school year or Common Transfer File (CTF) or secure file transfer from the previous school.

Pupil data is essential for the schools' operational use. Whilst the majority of pupil information parents/carers provide to us is mandatory, some of that requested is on a voluntary basis. In order to comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil/student data

We only keep your child's information for as long as we need to or for as long as the law requires us to. Most of the information we have about your child will be in their pupil file. Pupil files are usually kept until your child reaches their 25th birthday. At primary schools we send your file to the new school when your child moves, either at the end of a Key Stage, or during the school year. We have a policy which explains how long we keep information. It is called a Data Retention Policy, or Records Management Policy and you can find a copy on the school or Trust website. Alternatively, you can ask for a copy at the school office /reception. When we no longer need to retain information, we will destroy it or delete it in a secure manner.

Who we share pupil information with

We routinely share pupil information with:

- Schools that the pupil's attend after leaving us
- Our local authority
- The Department for Education (DfE)
- Redhill Academy Trust

- School Health
- Social Services
- MASH
- Other educational support services such as SALT (Speech & Language Therapy)
- Progress Teaching
- NCA tools (for KS2 SATS)

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>.

Department for Education (DfE)

The Department for Education (DfE) collects personal data from education settings and local authorities via various statutory data collections. We are required to share information about our pupils with the DfE either directly or via our local authority for the purpose those data collections, under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

All data is transferred securely and held by the DfE under a combination of software and hardware controls which meet the current [Security policy framework: protecting government assets - GOV.UK \(www.gov.uk\)](#). 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>.

Local Authorities

We may be required to share information about our pupils/students with the local authority to ensure that they can conduct their statutory duties.

Requesting access to your child's 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 child's personal information, or to be given access to your child's educational record, please contact the Operations Manager at the academy.

Parents/carers also have the right to:

- ask us for access to information about your child that we hold

- have your child's personal data rectified if it is inaccurate or incomplete
- request the deletion or removal of personal data where there is a no compelling reason for its continued processing
- restrict our processing of your child's personal data (i.e., permitting its storage but no further processing)
- object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

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/>

Withdrawal of consent and the right to lodge a complaint

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting either the Operations Manager at the academy who acts as the Data Lead, or the Trust Data Protection Officer at DPO@redhillacademytrust.org.uk.

Last updated

We may need to update this privacy notice periodically, so we recommend that you revisit this information from time to time. This version was last updated April 2024.

Contact

If you would like to discuss anything in this privacy notice, please contact the Trust Data Protection Officer DPO@redhillacademytrust.org.uk.

JUNIOR AND PRIMARY SCHOOLS ADMITTING YEAR 3 CHILDREN FROM A LINKED INFANT SCHOOL – YEAR 3 ADMISSION CRITERIA 2024/2025

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 2024/25.

Disclaimer

The information given in this prospectus, which unless otherwise stated relates to the academy year 2023/24, was valid at the time of production. 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 2024/25 or in subsequent years. Any anticipated changes have been included as part of the text.

July 2024

The Carlton Junior Academy - Holiday Pattern 2024-25

| AUGUST 2024 | | | | | | |
|-------------|----|----|----|----|----|----|
| 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 | |

| SEPTEMBER 2024 | | | | | | |
|----------------|----|----|----|----|----|----|
| 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 | | | | | | |

| OCTOBER 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| 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 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| 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 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| 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 2025 | | | | | | |
|--------------|----|----|----|----|----|----|
| 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 2025 | | | | | | |
|---------------|----|----|----|----|----|----|
| 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 2025 | | | | | | |
|------------|----|----|----|----|----|----|
| 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 2025 | | | | | | |
|------------|----|----|----|----|----|----|
| 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 2025 | | | | | | |
|----------|----|----|----|----|----|----|
| 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 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| 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 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| 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 HOLIDAY |
|--|----------------|

| | |
|--|----------------|
| | PUBLIC HOLIDAY |
|--|----------------|

| | |
|--|-----------|
| | INSET DAY |
|--|-----------|

AUTUMN TERM

Open 2 September 2024
 Half-Term 21 Oct – 1 Nov 2024
 Close 20 December 2024

SPRING TERM

Open 6 January 2025
 Half-Term 17-21 February 2025
 Close 4 April 2025

SUMMER TERM

Open 22 April 2025
 Half-Term 26-30 May 2025
 Close 29 July 2025



THE CARLTON
JUNIOR ACADEMY

TM

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

