

Inspection of The Carlton Junior Academy

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

Inspection dates: 19 and 20 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Previous inspection grade Good

The headteacher of this school is Sharon Wood. This school is part of Redhill Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Burns, and overseen by a board of trustees, chaired by Simon Healy.

What is it like to attend this school?

The Carlton Junior Academy is a caring and supportive school. Pupils enjoy learning here. They feel safe and know they have many staff they can talk to if they have any worries. Many parents say that their children thrive at this school. The school has high expectations of what pupils can achieve. Pupils achieve well across a wide range of subjects.

The school's values of responsibility, respect, relationships, excellence, and determination help pupils understand what is expected of them. Pupils behave well in lessons, at playtime, and at lunchtime. They show respect to each other and to the staff.

Pupils enjoy a range of well-thought-out trips and visits that enhance the curriculum. The school provides many high-quality opportunities for pupils to develop their talents and interests. Pupils enjoy attending a variety of after-school clubs. For example, many pupils attend the nurture club, football, handball, choir, and participate in the school production. The school gives pupils many opportunities to develop their character and to contribute to school life. Pupils are proud to take on responsibilities such as playground peacemakers, young leaders and being a member of the school council.

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

The school has designed an ambitious curriculum that clearly sets out the knowledge that pupils should learn and when. This supports teachers in delivering the curriculum well. Teachers have secure subject knowledge. They explain new ideas clearly. They use questioning well to check pupils' understanding so that any misconceptions or gaps in learning can be addressed. This supports pupils in building securely on their prior knowledge. As a result, pupils achieve well by the end of Year 6. At times, the learning activities that teachers use do not help pupils learn key knowledge as well as they could. This means some pupils do not build securely on previous learning.

The school has prioritised reading. In guided reading sessions, for example, pupils develop their comprehension skills. Teachers read engaging stories to pupils regularly. The school has carefully selected the books pupils read so that they experience a range of genres. The school quickly identifies any pupils who need extra support to read well. These pupils get daily support from well-trained staff. This supports these pupils in developing their reading fluency and accuracy.

The school identifies accurately any additional needs pupils may have. Effective systems are in place to check and review pupils' support. The school provides detailed information about how staff can meet the needs of pupils with special educational needs and/or disabilities (SEND). Teachers use this information well. They provide the resources and support these pupils' needs. As a result, pupils with SEND learn well.

The school has established clear routines that pupils understand and follow. Most pupils have highly positive attitudes to learning. The school provides effective support for pupils who need to improve their attendance. This means most pupils attend school well.

The school has planned exceptionally well for pupils' wider development. This is underpinned by the school's vision of 'we grow greatness'. The school's approach to developing pupils' character is exemplary. For example, the school gives pupils 'seeds to success' challenges to help them develop their character and resilience and to encourage them to be active citizens. Pupils enjoy taking part in these challenges. They all participate in a rich range of experiences that supports their personal development.

The school teaches pupils how to be safe online and in the community. Pupils know about healthy lifestyles and relationships. Pupils have a secure understanding of different religions and cultures. Pupils have many meaningful opportunities to develop their understanding of fundamental British values and equality. Pupils know to be kind and respectful to others from different backgrounds. They learn about various careers during 'Aspiration day'. Pupils are exceptionally well prepared for their next steps.

The school is well led and managed. Staff are proud to work at the school. They appreciate how leaders consider their workload and well-being. Trust leaders and those responsible for governance know the school well. They provide effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the learning activities that teachers use do not effectively help pupils acquire key knowledge. As a result, some pupils do not build on their previous learning. The school should ensure that teachers use activities that are well matched to the intended learning.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144932
Local authority	Nottinghamshire County Council
Inspection number	10268031
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	242
Appropriate authority	Board of trustees
Chair of trust	Simon Healy
CEO of the trust	Andrew Burns
Headteacher	Sharon Wood
Website	www.thecarltonjunioracademy.org.uk
Dates of previous inspection	27 and 28 April 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of Redhill Academy Trust.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke to the headteacher, deputy headteachers, a trust director and the CEO of the trust.
- The lead inspector met with the chair of trustees and governors.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, visited lessons and looked at samples of pupils' work in some subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted's staff and pupil survey and Ofsted Parent View, including the free-text responses.
- The inspector spoke to pupils and observed pupils' behaviour during lessons and at social times.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
John Slater	Ofsted Inspector
Caroline Stewart	Ofsted Inspector

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