

Inspection of a good school: Carlton Academy

Coningswath Road, Carlton, Nottingham, Nottinghamshire NG4 3SH

Inspection dates:

9 and 10 November 2022

Outcome

Carlton Academy continues to be a good school.

What is it like to attend this school?

This school sits proudly at the heart of the community. Pupils are flourishing.

Staff know many pupils individually and encourage them to rise to high expectations. Pupils have positive and respectful relationships with staff. The school creates an environment in which pupils feel safe and happy.

The school's 'open area', through which every pupil will pass at some point in the day, provides a changing reminder to themes such as Remembrance Day, Black History Month and Pride Month. Pupils say that there is an extra-curricular activity for every pupil. They enjoy the broad range of wider development opportunities that the school provides. Pupils know that this helps them develop new talents and interests.

Pupils describe the school as diverse and inclusive. They agree it is a place where everyone is accepted for who they are. They know that teachers will not tolerate any form of bullying or discrimination.

Students hold the sixth form in high regard. They talk positively about the broad range of subjects they can choose to study. They know leaders do everything possible to ensure that they receive a programme of study which is right for them.

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

Leaders have designed a curriculum that focuses on what pupils in this community need to know so they can achieve their potential in the future. For example, all pupils study philosophy, religion and ethics in depth. This prepares pupils to appreciate and understand the broad range of people they will encounter when they leave school.

Subject leaders have decided on the most important concepts that pupils need to know. They have skilfully identified the essential knowledge that builds pupils' understanding of

these concepts. They have thought carefully about the order in which to introduce the most essential knowledge. This helps pupils build on what they already know.

Leaders know how they want staff to teach the curriculum. They have identified 'teaching and learning shared strategies' that staff should follow. Most teachers use these and their subject knowledge to teach the curriculum effectively. This supports all pupils, including pupils with special educational needs and/or disabilities (SEND), to learn the curriculum. Teachers use assessment to check that pupils know and remember more. There are occasions when some teachers present too much information all at once. When this occurs, pupils do not achieve as well as they should.

Leaders have prioritised feedback to ensure that teachers address pupils' misconceptions and deepen pupils' understanding. This is well used in many subjects. In some subjects, feedback is not precise enough to develop pupils' knowledge.

There is a graduated approach to support pupils at the earlier stages of reading. Reading leaders assess pupils' reading ability. They provide additional support for pupils who have gaps in their phonics knowledge. There is further support that improves pupils' fluency and comprehension.

Students in the sixth form benefit from the expert subject knowledge of their teachers. Students support younger pupils by acting as role models. There are two dedicated study areas in which students can access the resources they need, and study independently. They know that mentors and tutors are on hand if they require help.

Teachers are quick to challenge pupils if they do not behave well. Pupils know that staff apply the behaviour policy consistently and fairly. As a result, learning is rarely disrupted. Pupils consistently commit to their studies and show positive attitudes to learning.

The curriculum goes beyond the academic. Pupils are proud to represent one of the five houses in many competitions scheduled throughout the year. Pupils recently participated in a Halloween-themed bake-off and they know the whole-school 'spelling bee' is fast approaching. Pupils really look forward to the annual sports day held at Harvey Hadden Sports Village. The school council plays an active role in improving the school's facilities as well as providing feedback on the curriculum. Pupils know that leaders act on this feedback. Pupils have an age-appropriate understanding of how to stay safe.

Leaders plan events that expose pupils to the world of work. Representatives of the Royal Air Force visited the school as part of a recent 'eco day'. All pupils in Years 10 and 12 undertake work experience. All pupils receive independent and impartial careers advice. For pupils with SEND this is a priority. Pupils receive high-quality careers education.

The Redhill Academy Trust provides effective support and training for staff at all levels. Staff are proud to work at the school. They know that leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Teachers receive regular safeguarding training. This reminds them of the contextual safeguarding issues and the signs that a pupil might be at risk of harm. All staff know the exact actions to take if they have a concern about a pupil or if they have a concern about an adult.

Safeguarding leaders work closely with external agencies. They ensure that the most vulnerable pupils receive the support they need. Safeguarding leaders keep accurate records and detailed actions of how they protect pupils.

Trustees and governors understand their statutory safeguarding responsibilities. They ensure that the school maintains a vigilant culture.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teachers present too much information all at once. This overloads some pupils' working memory. As a result, these pupils do not achieve as well as they should. Leaders must ensure that all teachers present information clearly and effectively.
- In a few subjects, the feedback that some teachers give to some pupils is not precise enough. As a result, some pupils do not improve or deepen their understanding as they should. Leaders must ensure that teachers give all pupils precise feedback that enables them to deepen their knowledge and understanding.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2013.

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](#)' 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

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| Unique reference number | 137085 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10227925 |
| Type of school | Secondary comprehensive |
| School category | Academy sponsor-led |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 1,245 |
| Of which, number on roll in the sixth form | 167 |
| Appropriate authority | Board of trustees |
| Chair of trust | Simon Healy |
| Headteacher | Marie Egwuma |
| Website | www.theacademycarlton.org.uk |
| Date of previous inspection | 10 May 2017, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the Redhill Academy Trust.
- The school uses three registered alternative providers to educate a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in art, English, history, mathematics and physical education. For each deep dive, the inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The lead inspector also visited a range of lessons in other subjects.
- Inspectors met with leaders responsible for: behaviour, personal development, reading, the sixth form and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 3, 4 and 5.
- The lead inspector met with the designated safeguarding leader to discuss the actions taken to keep pupils safe. He reviewed a range of documents related to safeguarding, including the school's single central record.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The lead inspector met with the chair of the executive board.
- The lead inspector met with representatives of the trust, including the chief executive officer.
- The lead inspector met with members of the local governing body.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil questionnaires.

Inspection team

Rakesh Patel, lead inspector

His Majesty's Inspector

Jenny Brown

Ofsted Inspector

Lisa Harrison

Ofsted Inspector

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