

# Inspection of Carlton Primary Academy

Fish Dam Lane, Carlton, Barnsley, South Yorkshire S71 3HF

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Inspection dates: 13 and 14 June 2023

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Outstanding**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Leaders and staff, with the support of the trust, have worked successfully to improve the school. Leaders want the very best for pupils. There are high expectations for pupils' learning and behaviour. This is reflected in the ambitious culture in the school. The 'Carlton Code' embodies the values of community, respect, excellence and pride. These values are commonly understood by staff and pupils. They underpin the curriculum and the good quality pastoral care.

Pupils and staff get along very well together in this caring and supportive environment. Pupils are extremely polite and considerate. They behave well in lessons and at social times. Pupils of all ages show kindness, take turns and listen to each other.

Pupils engage very well in their learning. The very youngest to the oldest pupils show sustained concentration and effort. Pupils enjoy rewards for their efforts, including through the collection of 'coins' to support the house competition.

Pupils feel safe in school. Bullying is rare. If it does happen staff deal with it effectively. The views of many pupils are summed up by one who said, 'This school is fair, and everyone feels included.'

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

Leaders have designed a curriculum which helps pupils to understand the world around them. The curriculum for children in the early years is highly effective. It helps them to be very well prepared for the next phase of their education. The curriculum for pupils in key stage 1 and key stage 2 encourages pupils to connect knowledge from different subjects. However, in some subjects, the focus on the most important knowledge that pupils need to succeed is less clear. Pupils are not always taught precisely enough about some subject-specific concepts and ideas.

Children in the early years are supported to make an excellent start. Leaders make sure that the foundations of the curriculum are established from the Nursery Year. Staff take every opportunity to engage children with a highly ambitious curriculum. Children learn strong routines that help them to develop confidence, independence and a sense of curiosity. They are enthusiastic learners. Staff place great emphasis on developing children's communication and language from the start. This is particularly effective in reading and mathematics.

Leaders make reading a priority. Pupils have books that they use to 'learn to read' and books that they 'love to read'. Pupils speak confidently and with enthusiasm about their 'love to read' book choices. Leaders have thought carefully about how these reading book choices can link with learning in other areas of the curriculum. This makes sense to pupils. It enables them to connect their learning, for example, between the history and science curriculum.

The programme for teaching phonics is effective. Staff have the right training to deliver the programme with accuracy and consistency. Pupils are carefully and regularly assessed, so that they receive the right teaching. Pupils read books that match the sounds that they are learning. Pupils learn to read well. Pupils who struggle to become fluent and confident readers are given extra help to catch up quickly.

Pupils with special educational needs and/or disabilities (SEND) achieve well. This is because leaders make it a priority to identify any barriers to learning. Pupils' individual support plans are effective because they are consistently used by staff to inform pupils' learning. Teachers ensure that pupils with SEND can access the curriculum. Pupils with SEND enjoy the same curriculum and wider opportunities as other pupils.

There is an effective curriculum to promote pupils' personal development. Leaders have built a culture which is inclusive and supportive. This allows effective teaching of topics, such as how to stay safe and those related to sex and relationships education. Pupils understand the importance of good mental and physical health. There are plenty of opportunities in school for pupils to develop their talents through enrichment activities.

Staff say that they enjoy working at the school and that they are proud to work here. They recognise and appreciate the improvements that leaders have made. They value the support of leaders to manage their workload and well-being.

Governors and trustees have a very detailed understanding of the effectiveness of the school. They provide good support and challenge for leaders. Governors focus on the quality of support provided for pupils, particularly for pupils who are disadvantaged and those with SEND.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of safeguarding at the school. This is supported by clear systems and policy. Staff training is effective. Staff know the risks that pupils face and know what to do to support vulnerable pupils. Appropriate recruitment checks are carried out. Leaders respond quickly to safeguarding concerns. They work effectively with external agencies.

Pupils of all ages are taught about important aspects of safeguarding, such as healthy relationships and online safety. Pupils know who to speak to if they have concerns.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some subject-specific content in some foundation subjects is not given a high enough priority in the curriculum. As a result, pupils are not learning the core content as well as they could. Leaders should ensure that the main ideas and knowledge that they want pupils to know are made clear in all subjects.

## 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

<b>Unique reference number</b>	139083
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10268242
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	James Kilner
<b>Headteacher</b>	Alex Steadman
<b>Website</b>	<a href="http://www.carltonprimary.co.uk">www.carltonprimary.co.uk</a>
<b>Date of previous inspection</b>	13 <sup>th</sup> June 2019

## Information about this school

- The school is part of The Pioneer Academies Community Trust.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, design and technology and geography. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors also considered the curriculum in art and history.

- Inspectors observed a range of pupils reading to familiar adults.
- Inspectors observed the behaviour of pupils in lessons and at social times.
- Inspectors studied a variety of documents. These included the school's self-evaluation, the minutes of governing body meetings, attendance information and safeguarding records.
- Inspectors held meetings with the chair of the trust, the chair of the local governing body and the chief executive of the trust. Further meetings were held with a range of school leaders, including those responsible for early reading, the special educational needs coordinator and the leader for the early years.
- Inspectors scrutinised the single central record and looked at how safeguarding is managed. Inspectors spoke to leaders, teachers, support staff and pupils about the culture of safeguarding in the school.
- The views of parents and carers, staff and pupils were gathered through Ofsted's surveys and face-to face-discussions.

### **Inspection team**

Carl Sugden, lead inspector

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His Majesty's Inspector

Kerry Partington

Ofsted Inspector

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