



The Carlton Academy

Prospectus 2023/24



Sponsored by



Equality and Achievement

www.theacademycarlton.org.uk

A warm welcome to The Carlton Academy



Choosing a secondary school for your child is an important decision. We believe that the journey to a successful future begins at The Carlton Academy, a school that sits proudly at the heart of the community and where pupils are flourishing.

This is an exciting time for your child to join us and since opening in 2011 the Academy has gone from strength to strength. As recognised by Ofsted in November 2022 we maintained our 'Good' rating, continuing to be a good school. We are a school that knows pupils individually and encourage them to rise to high expectations, have positive and respectful relationships with staff and where pupils feel safe and happy. Our students describe the school as diverse and inclusive, a place where everyone is accepted for who they are.

The Carlton Academy is sponsored by Redhill Academy Trust. Our Chief Executive is Andy Burns and his vision is to provide outstanding academies for the communities they serve.

The Academy provides an exciting learning environment for its students where they will feel safe to take risks and be encouraged to excel in everything they do. Our aim is for them to do well in their exams and improve their life chances, whilst at the same time being inspired and excited by their teachers; and to enjoy their time in and out of the classroom through our co-curricular programme.

In the last five years the Academy has made significant investments in its accommodation. This includes our new £3m classroom block with a state of the art Drama Studio and Sixth Form Study Centre. We have also refurbished every Science laboratory along with the Photography Studio, Food Technology, Textiles classroom and Music suite. Our sports facilities have also been transformed with the 4G sports pitch, new fitness suite, netball and tennis courts and classrooms.

Thank you for showing an interest in our school. Do come and visit us in the many opportunities we provide. We look forward to meeting you.

A handwritten signature in white ink that reads "Ms Egwuma". The signature is fluid and cursive.

Ms Egwuma

Headteacher, The Carlton Academy

A message from Redhill Academy Trust

Dear Parents,

I would like to warmly welcome you to The Carlton Academy's prospectus for student admission in September 2024.

As CEO of Redhill Academy Trust, I believe strongly that successful academies have five key characteristics:

- High expectations of all students
- Valuing and celebrating academic achievement
- A commitment to equality and diversity
- Excellent teaching
- Widening students' experiences through a range of extra-curricular activities, including sports, music and the performing arts.

These five principles guide the development of The Carlton Academy, in partnership with Redhill Academy Trust, for the coming years. Working with Ms Egwuma and whole staff at Carlton, our priority is to support continued, rapid, but sustainable improvement in all areas of the Academy.

I firmly believe that the next few years will be an exciting and very successful time for The Carlton Academy as it becomes the first choice school for all local parents and students.

Andrew Burns, OBE
CEO, Redhill Academy Trust



“The Redhill Academy Trust provides effective support and training for staff at all levels. Staff are proud to work at the school.”

Ofsted, 2022

Curriculum

The Carlton Academy offers a diverse and stimulating curriculum designed to engage student interest and to optimise academic achievement.

Subjects taught in Years 7 to 11 are based upon the National Curriculum. All students study English, Mathematics, Science, PE, and Philosophy, Religion & Ethics (PRE).

During Years 7 - 9, students will also study; Modern Foreign Languages, History, Geography, Art, Design Technology, Drama, Music and Computing. Students are taught in mixed ability groups for all subjects with the exception of Maths which is set by ability and based on outcomes at Key Stage 2 and teacher assessments. We believe that this helps raise achievement and provides all students with a chance to make new friendships and broaden their experiences.

As students progress through school, more individual programmes of study are available, with students opting for courses that suit their interests, abilities and career intentions. In addition to a full range of GCSE level subjects, there are a number of vocational courses. All students and their families are offered comprehensive support and guidance when making their study choices to ensure they choose the most appropriate curriculum pathway. Whatever your child's academic interests, strengths and ambitions, The Carlton Academy provides an exceptional springboard for future success.

“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.” - **Ofsted 2022**



“Pupils consistently commit to their studies and show positive attitudes to learning.” – *Ofsted 2022*

The House System



“The curriculum goes beyond the academic.”

- ***Ofsted, 2022***

Pupils are proud to represent one of the five houses ...the school council plays an active role in improving the school's facilities as well as providing feedback on the curriculum.”

- ***Ofsted, 2022***

How does this benefit my child?

We put a lot of care in to considering how we can best ensure that every student achieves their full potential, whilst also being cared for and valued as an individual.

The Academy is divided into five Houses: Carnarvon, Cavendish, Grove, Hollinsclough and Hutchinson. Each of the Houses are led by a Head of House and have a member of the senior leadership team linked to them. Within each House there is also a House Achievement Co-ordinator and a team of tutors who have a focused role on supporting the achievement and engagement of every student in their care. There are a team of House Support Assistants who work across the House team working with the Heads of House and form tutor to support and

challenge each individual student. Tutors in each House play a vital role in knowing every student and supporting them through their time at the Academy. Tutor groups are made up of mixed age groups comprising of students from years 7 to 11 and this creates a strong family atmosphere in the tutor group. Normally, family members belong to the same House as their siblings. All Houses have a formal assembly at least once a week.

We strongly believe that organising a secondary school in this way helps us to get to know every individual and where everyone is well cared for and their academic progress is very carefully monitored, giving them the maximum opportunity to achieve.

Uniform

Our philosophy is to expect our students to present themselves smartly at all times. The Academy is a business-like environment and as part of preparing our students for the world of work we want their dress and general appearance to be appropriate. Here are some guidelines which we hope will bring some clarity.

Jewellery

- One stud in each ear with no other visible piercings
- No other jewellery other than a practical watch

Uniform

- Blazer and tie
- Academy jumper
- White shirt
- Grey trousers or skirt with the Carlton Academy logo embroidered on (available from our designated uniform suppliers)
- Plain black school shoes (leather or leather look)
- Plain black socks or tights
- Academy PE kit

Hair and make-up

- Make-up should not be seen
- Hairstyles should be appropriate and not contain exaggerated colours or styles

“This school sits proudly at the heart of the community.
Pupils are flourishing.” - **Ofsted 2022**

Academy Ethos

Our core purpose is to raise achievement for all our students, and we do this the core principles of:

- High expectations
- Valuing and celebrating academic achievement
- Outstanding teaching for all students
- Widening students' experiences
- Equality of opportunity for all our students and staff

By continually improving teaching and learning and by developing a student's independent learning skills, the Academy guides young people, through education and training, on their journey to further and higher education or skilled employment. Offering a wide range of education routes and accredited learning outcomes for each student, the Academy accommodates students' various talents and life aspirations.

Through encouraging independent thinking, self-reliance and social responsibility, students grow in confidence and

are able to take responsibility for their learning outcomes. Moreover, the Academy works closely with parents to encourage their support and involvement in the development of the student's unique talents and competencies.

The Academy's ethos and values nurture individual development, learning and social understanding providing students with the life skills needed to contribute positively to the wider community. The Academy provides a safe and secure pastoral environment encouraging open, positive relationships between students, mentors and staff.

The Academy pioneers 21st Century learning through its innovative and flexible curriculum delivery. We make highly effective use of technology to promote collaboration and independent learning, which compliments the high-quality teaching that students experience in school each day.

Admissions Policy

This admissions policy will be reviewed by the Local Academy Board, who are the admissions authority, in the Autumn term each year. In accordance with the School Admission Code 2021, the academy will only conduct statutory consultation every seven years if no changes are made to the admission arrangements.

Date of last review: Autumn 2023

Date of next review: Autumn 2024

The proposed admission number for Year 7 in September 2024 is 230.

Students who have an Education, Health and Care Plan (EHCP) where this school is named in the plan will be admitted.

Over-Subscription

Where the number of applications for admission exceeds the number of places available, the following criteria will be applied in the order set out below, to decide which children to admit:

1. A "looked after child" (LAC), a child who was previously looked after (PLAC) by an English local authority or an internationally adopted previously looked after child (IAPLAC), Children looked after by a local authority and all previously looked after children, including those children who appear to the admissions authority to have been in state care outside of England and ceased to be in state care as a result of being adopted, (or became subject to a residence order or special guardianship order).
2. Children, who, at the closing date for applications, live in the catchment area and who attend a linked primary school and have a brother or sister attending the school.
3. Children, who, at the closing date for applications, live in the catchment area and have a brother or sister attending the school.
4. Children, who, at the closing date for applications, live in the catchment area and who attend a linked primary school.
5. Other children who, at the closing date for applications, live in the catchment area.
6. Children who, at the closing date for applications, live outside the catchment area but who are attending a primary school linked to the Carlton Academy on 31 October preceding admission to secondary school and, who at the time of admission, will have a brother or sister attending the school.
7. Children, who, at the closing date for applications who live outside the catchment area and who, at the time of admission, will have a brother or sister the school.
8. Children who, at the closing date for applications live outside the catchment area but who are attending a linked Primary school on 31 October preceding admission to secondary school.
9. Other children who live outside of the catchment area.

If applications exceed the number of places available the school will operate a waiting list in which priority for places will be given on the basis of the above criteria.

Measuring distance 'as the crow flies'

In the event of over-subscription within any criterion preference priority will be given to children who live nearest to the school as the crow flies (by straight line). For the co-ordinated admission scheme, distances are measured from the main administrative point at the school campus to an address point to the child's home using the Local Authority's computerised distance measuring software. For all other In-Year and Sixth Form applications Google Maps will be used to measure distance. In the event of two distances being equal, lots will be drawn and independently verified.

In-Year Admissions

In-year applications need to be made directly to the school. Application forms

are available direct from the school. If a place is not available in the year group for which a student applies, the application will be refused and placed on the waiting list. Names are placed on this waiting list in the rank order of our published over-subscribed criteria, not in the date order by which they are received. Parents have the right to appeal to the refusal for a place.

If, after the offer of places has been made up to the PAN, the school is over-subscribed, and all unsuccessful applications will automatically be placed on the waiting list which will be administrated by the governors of the school which will remain there until the end of the academic year. In year admissions will be dealt with within 15 school days of receipt of application.

Repeat applications

If your application has been refused, we will not consider another application for the same academic year unless there have been significant or material changes in your circumstances, or those of the school.

Late applications

Late applications are those submitted after the closing date for the coordinated admissions scheme and will be dealt with in accordance with the home Local Authority's coordinated scheme. Late applications will be considered as specified in the coordinated scheme providing the applicant can provide evidence that they have moved into the area after the closing date for application or can establish at the time of completing the form that there were exceptional reasons for missing the closing date. Examples include family bereavement, hospitalisation, family trauma. Supporting evidence may be required. More information on the Local Authority coordinated scheme can be found at: <https://www.nottinghamshire.gov.uk/education/school-admissions>

When the school is informed by the Local Authority that a place has been offered, it will write to the parent(s) seeking written confirmation that they will take up the place. If this confirmation is not received within four weeks, the school will notify the Local Authority that the offer of a place should be withdrawn and offered to the child ranked highest on the waiting list.

Waiting List

If, after the offer of places has been made up to the PAN, the school is over-subscribed, all unsuccessful applications will automatically be placed on the waiting list which will be administrated by the governors of the school for the duration of the co-ordinated admission scheme. The position on this waiting list will be determined by the school's published over-subscription criteria, each added child will require the list to be re-ranked in accordance with this. Once the coordinated scheme is closed, the waiting list will remain open until 31 December.

Independent Appeals

Parents have the right to an independent appeals panel if you are not happy with the outcome of your application. Repeat applications in the same academic year will not be considered unless this is a significant and material change in circumstances. The deadline for lodging appeals allows appellants at least 20 school days from the date of notification that an application was unsuccessful to prepare and lodge your written appeal. Please address this to the Admission Officer and submit to the school.

Admission to the Sixth Form including those admitted for the first time

To be accepted onto Level 3 courses, students will need five or more GCSE passes at grade 4-9, one of which should be in English or maths.

Where the number of applicants for admission exceeds the number of places available, the following criteria will be applied to children who do not presently attend the academy in the order set out below to decide which children to admit;

1. Children who are looked after and previously looked after children.
2. Children, who, at the closing date for applications, live in the catchment area and have a brother or sister attending the school.

- 3 Other children who, at the closing date for applications, live in the catchment area.
- 4 Children, who, at the closing date for applications who live outside the catchment area and who, at the time of admission, will have a brother or sister the school.
- 5 Other children who live outside of the catchment area. Any applicant refused entry can appeal against the decision.

Our PAN for the number of external students that can be admitted into year 12 is 40.

Coordinated admission scheme

All application for places in the normal year of entry are made to the home Local Authority on the common application. For entrance to the school in September the closing date of the coordinated admission scheme is 31 October preceding the admission to secondary school. Places are allocated on National Offer Day: 1 March or the next working day if this falls on a weekend or a bank holiday.

Withdrawing an offer of a place

Any offers of a place found to be made on the basis of inaccurate information can be withdrawn. Such examples would include fraudulent applications, intentionally misleading applications, a false claim to residence in the catchment area and the failure of a parent to respond to an offer of a place within 14 working school days.

Admission of children outside the normal age group

Parents may seek a place for their child outside of the normal age group (either advance or defer), for example, if the child is gifted and talented or has experienced problems such as ill health. Parents should submit a request in writing to The Carlton Academy with details of their case and the year group to which they wish their child to be admitted. Decisions will be made based on the circumstances of each case and in the best interests of the child concerned. When informing a parent of the decision on the year group to which the child should be admitted, the parent will be notified of the reasons for the decision and will bear in mind the age group that the child has been educated in up to this point.

Link Primary Schools

- All Hallows C of E Primary School
- Carlton Junior Academy
- Haddon Primary and Nursery School
- Parkdale Primary School
- Porchester Junior School
- Priory Junior School
- Stanhope Primary School
- Westdale Junior School

Fair Access Protocol

The academy, as all admissions authorities are obliged to, participates in the local Fair Access Protocol.

DEFINITIONS:

Residence

This is defined as the child's ordinary place of residence which is deemed to be the residential property at which the child normally and habitually resides with the person or persons having parental responsibility for the child at the time of completion of the application form. If a child's parents live at separate addresses, whichever of the two addresses the child permanently spends at least three school nights (i.e. Sunday, Monday, Tuesday, Wednesday or Thursday) will be taken as the place of residence. Addresses of other relatives or friends will not be considered as the place of residence even when the child stays there for all or part of the week. Proof of residence and other evidence from the court regarding parental responsibilities in these matters may be required.

Looked after Children (LAC), previously looked after (PLAC) and Internationally Adopted Previously Looked After Child (IAPLAC)

Looked After, Previously Looked After and Internationally Adopted Previously Looked After A 'looked after child' is a child who (a) is in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see definition in Section 22(1) of the Children Act 1989) at the time of making an application to the school.

Previously Looked After Children (PLAC) and Internationally Adopted Previously Looked After Children (IAPLAC) are children who were looked after; including those children who appear to the admissions authority to have been in state care outside of England but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 and children who were adopted under section 46 of the Adoption and Children Act 2002.

Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22nd April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians). A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other form of care whose sole or main purpose is to benefit society.

Brother or sister

The governors define brother and sister as being those children who share the same biological parents. This includes half-brother or half-sister or legally adopted child living at the same address as the child.

Where applications are received in respect of twins, triplets or children of other multiple births, the Governing Body will endeavour to offer places in the same school, admitting above the planned admission number where necessary. If this is not possible, the parent will be asked which child(ren) should take up the place(s). The parent will still have a right of appeal against a refusal of a place.

Parent

Section 576 of the Education Act 1996 defines 'parent' to include; all natural parents, whether they are married or not; and any person who, although not a natural parent, has parental responsibility for a child or young person; and any person who, although not a natural parent, has care of a child or a young person.

Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. People other than a child's natural parent can acquire parental responsibility.

Tie Breaker

In the event that two students live exactly the same distance from the school, random allocation will be used as a tie breaker. This will be supervised by someone independent of the academy. If a child is offered a place as a result of random allocation yet also has a sibling of the same age seeking a place and residing at the same address, the sibling will also be offered a place.

Catchment area


Using the Local Authority's website by following the link below you are able to search and check whether your postal address resides within the school's catchment area:

<http://www.nottinghamshire.gov.uk/search-for-a-school#catchments>

Alternatively, you are able to view the school's catchment area by entering the School postcode NG4 3SH



The Carlton Academy, Coningswath Road, Carlton, Nottingham, NG4 3SH

0115 9550010 office@theacademycarlton.org  [@Carlton_Academy](https://twitter.com/Carlton_Academy)

www.theacademycarlton.org.uk

Sponsored by

 **REDHILL**
ACADEMY TRUST
Equality and Achievement