

Lincoln Carlton Academy

Carlton Boulevard, Lincoln, LN2 4WJ

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The newly-opened academy is performing at an outstanding level because of the dynamic and well-focused leadership provided by the executive headteacher and her senior leaders.
- The academy has very rapidly achieved its vision of 'creating a haven in which children can flourish'. There is a culture which encourages the seeking of continual improvement.
- The academy has exemplary systems for checking teachers' work and providing appropriate training where needed to raise the quality of teaching. The impact of this is now evident in high-quality teaching and achievement.
- The academy is very successful in promoting pupils' spiritual, moral, social and cultural development, and understanding of British values, through all aspects of its work. Because of this, pupils are very well prepared for life in modern Britain. However, the academy does not celebrate the different backgrounds and cultures of the growing number of pupils new to learning English sufficiently.
- There is outstanding provision for the early years through leadership, teaching and resources that have had an excellent impact on children's learning. Children make outstanding progress and are very well prepared for their future schooling in Year 1.
- Leaders' work to ensure high-quality teaching is evident in pupils' achievement in reading, writing and mathematics. This is well above that expected for their ages. Teachers are less well prepared for the teaching of pupils at an early stage of learning English.
- The governing body has a very detailed knowledge of the academy's strengths and of the further development needed as it grows into a full primary school. Governors check very carefully to ensure that priorities in the excellent development plan are carried out in practice.
- Pupils' behaviour is outstanding and this has a very positive impact on their learning. They have excellent attitudes towards school, clearly love learning new things and are developing very high aspirations for their future lives.
- Leaders and staff are rigorous in ensuring that pupils are kept safe. All parents are very positive about how safe their children are at school and how well they are looked after.
- The staff have developed a creative and exciting curriculum, taking full account of recent changes to the content of subjects, and the way pupils' progress is assessed and recorded.

Information about this inspection

- The inspector observed teaching in seven lessons or parts of lessons. A number of lessons were observed jointly with the head of school.
- Meetings and discussions took place with the executive headteacher, head of school, senior leaders, and members of the governing body, a representative of the academy Trust, staff, pupils and parents.
- Samples of pupils' work were examined, some with the head of school and literacy and numeracy subject leaders, and several pupils read to the inspector.
- The inspector took into account the 68 responses to the online parent survey, Parent View. The inspector also talked to parents outside school and took account of the 32 responses to the questionnaire completed by staff.
- The inspector looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and minutes of their meetings, and the action plans for the academy's future development.

Inspection team

Geof Timms, Lead inspector

Additional Inspector

Full report

Information about this school

- Lincoln Carlton Academy opened in September 2013 and moved to its new building in January 2014. It is growing by two classes each year. Currently, the academy has two Reception and two Year 1 classes. Therefore, it is smaller than the average-sized primary school.
- The academy is part of the CfBT Multi Academy Trust. The executive headteacher is a National Leader in Education and leads a partnership of three schools. These are Lincoln Carlton Academy, Mount Street Academy and Benjamin Adlard Primary School. The partnership is led by an executive headteacher. Each academy has its own head of school to oversee its day-to-day running.
- The academy is part of the Kyra Teaching School Alliance. This group of schools has a role in sharing good practice and training new teachers.
- Children attend the early years in the two Reception classes on a full-time basis.
- Most pupils are White British. A growing number of pupils are joining the school from Eastern European countries and are learning English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- A below-average proportion of pupils are disadvantaged and supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals.
- The school hosts a privately run breakfast and after-school club. This is inspected and reported on separately.

What does the school need to do to improve further?

- Improve the current provision for pupils at an early stage of learning English by:
 - ensuring their different backgrounds and cultures are celebrated and shared across the school
 - improving the resources for teaching and ensuring all teachers and non-teaching staff have appropriate training so they are confident in working with these pupils.

Inspection judgements

The leadership and management are outstanding

- The executive headteacher, together with the head of school, has developed an extremely strong team of leaders in a very short period. Leaders' expertise is used across the partnership of schools so that strengths are consistently built on for the benefit of pupils.
- Leadership has had a very clear impact on the high-quality teaching. This has been done through exemplary systems for checking on the success of teachers' work and identifying where further training would be appropriate. The membership of the teaching school alliance also opens the door to a range of further support and advice.
- Much of the academy's success is due to the strong focus on creating a culture that positively promotes outstanding behaviour and attitudes towards school and learning. These systems have been rapidly embedded in the academy's day-to-day life, and pupils and parents are very aware of and support the high expectations. There are excellent links with parents through a wide range of joint activities.
- Subject leadership is outstanding and leaders' expertise is used very effectively across the partnership. Leaders regularly and robustly check the teaching in their subjects, especially in English and mathematics. In addition, leaders of aspects such as the provision for disabled pupils or those who have special educational needs, or for the more disadvantaged pupils, have an excellent detailed knowledge of what they have to do to help these pupils.
- The academy's monitoring of its performance, evaluation of its successes and recognition of appropriate priorities are detailed and very accurate. Priorities for improvement are understood clearly by all staff and monitored in great detail by the governing body. As a result, there is a lack of complacency and a consistent approach to improvement planning.
- Leaders have worked hard to introduce an excellent system for assessing and recording pupils' learning to ensure their progress is tracked accurately. This helps highlight any underachievement and where most able pupils would benefit from further support. In addition, regular meetings between leaders and teachers highlight where progress is good and if staff have any concerns about pupils or their own training needs.
- The academy uses its membership of the academy Trust, and the teaching school alliance, very effectively to provide staff with opportunities to visit and work alongside teachers in other schools. The academy Trust also benefits by using the outstanding leaders in this academy to support and promote improvement in other schools. Advice, support and training are actively sought as needs are identified. The Trust supported the academy well during the building work, and has improved its educational links recently.
- Newly qualified teachers, and trainees appointed to the academy, receive excellent support. Teachers are able to share their work with staff in other schools, providing school-to-school support, leadership development and opportunities for teachers to plan, deliver lessons and then to assess success and areas for further improvement.
- The academy has introduced changes to the content of subjects and the way they are taught very effectively over the past year. Planning ensures that all subjects are covered and that pupils are able to use their skills in different ways and in different subjects. Staff do a great deal to prepare pupils well for life in modern Britain. A range of faiths and different cultures are studied. Visits and visitors from different faiths extend pupils' experiences and knowledge of the wider world. However, the lives and backgrounds of the growing number of pupils from Eastern Europe do not have a sufficiently high profile in the academy's work or displays. The academy promotes British values through much of its work, teaching pupils about democracy and tolerance, and ensuring there is no discrimination against any groups or individuals.
- Disabled pupils and those who have special educational needs benefit from some very high-quality teaching. This supports their rapid progress and the narrowing of any gaps in achievement.

- The extra funding for disadvantaged pupils is used very effectively to provide extra staffing and resources for them. Outstanding support is provided for pupils and their families. The academy ensures equality of opportunity by seeing to it that all pupils have access to all aspects of the academy's work, including the wide range of enrichment activities, such as the overnight 'sleep-over'.
- Extra funding for sport is used well to provide opportunities for pupils to experience a wide range of activities, to access expert coaching and provide training for staff, as well as improve resources.
- The provision for children in the early years is outstandingly well led and managed. This has resulted in two years of excellent progress and a very positive start to the children's education.
- **The governance of the school:**
 - Since the academy opened, the very effective governing body, which also governs the partner academy, has worked hard to support the outstanding leadership and promote the same values and high expectations. Governors have improved their work through auditing their skills and creating an effective structure of committees to ensure their work is efficient.
 - Governors have an excellent knowledge of the academy's strengths and priorities for improvement, particularly for achievement and the quality of teaching. Governors make regular visits to the academy and produce detailed reports on progress in dealing with the school's improvement priorities. The governors have a good knowledge and understanding of the available data for pupils' progress.
 - Governors carry out their statutory duties well. They are appropriately involved in decisions about teachers' pay and understand how this is linked to performance.
 - Together with leaders, governors ensure that all safeguarding requirements are met, and the academy's related procedures are effective.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. The staff at the academy have quickly established a very positive and calm environment in which outstanding learning can take place. Where pupils find it difficult to conform, or have specific needs regarding their behaviour and emotional development, they are provided with excellent support.
- Pupils behave exceptionally well in lessons and when moving around the building. Lunch time provides an excellent social occasion. This is helped by the very positive atmosphere created by the chef and the midday staff, as well as the excellent, locally sourced and healthy fresh food. When playing outside, pupils show a high level of care and respect for others.
- Although only including pupils from Reception and Year 1, the school council has a high profile in the academy. It helps design reminder posters to keep the school environment looking positive. Pupils enjoy responsibilities such as taking part in the gardening club.
- A major reason for the outstanding behaviour is the work done to develop pupils' understanding of different values, such as tolerance and respect, and valuing diversity. Pupils understand and appreciate the teachers' high expectations of their behaviour, especially through the 'Golden Rules'. They talk happily about the lack of any bad behaviour.
- Pupils show great respect for their new building and grounds. They do not drop litter and they take great pride in their work. This is shown in the mature way they talk about school and their work. One pupil explained mathematics was liked best because, although writing was good, lessons in mathematics gave time to practise number work more to get better at it.

Safety

- The school's work to keep pupils safe and secure is outstanding. All parents who responded to the online

questionnaire, or who spoke to inspectors, said their children are safe and happy at the academy. Pupils are very confident that there are many adults in the academy they trust and would talk to if worried about anything.

- Pupils have an appropriate understanding of what constitutes bullying and how to deal with it, given their ages. They talk about how they have adults they trust and would talk to if they were worried. They learn at an appropriate level about how to keep themselves safe when using computers or other technology, and about other dangers they might face outside school. Staff are trained well in first aid and child protection.
- The family support worker provides excellent support for families and children. The academy holds a regular nurture and breakfast club which aids some of the disadvantaged pupils' outstanding social development and raises their self-esteem very effectively.
- Attendance is better than that expected given the pupils' ages. Families ensure that their children attend regularly and are punctual. The academy has very few pupils who are persistent absentees. Attendance issues that do arise are followed up correctly.

The quality of teaching

is outstanding

- Teaching is outstanding because the academy has recruited very effectively and shares high-quality practice across the partnership of schools. Where needed, extra training is provided and this has created an excellent team of teachers and support staff who are working to ensure the best provision for their pupils.
- Teachers and other staff talk about how much they enjoy working at the academy. One wrote, 'This is a fantastic school to work in. Brilliant staff and happy, thriving children.' The teaching in the early years is outstanding, and very effective in promoting children's learning and preparation for Year 1. Teaching assistants provide excellent support for teachers and pupils through a wide range of activities, especially for the less-able pupils and those who are disadvantaged.
- Teachers assess pupils' learning in detail to record their progress for leaders and to group pupils accurately. Consequently, they are able to provide work that appropriately challenges all pupils whatever their ability.
- The teaching of reading is a very successful part of the academy's work. Books and other texts have a very high profile throughout the academy, and pupils read widely and often. The teaching of writing and mathematics has an excellent impact on pupils' achievement, as does that in physical education, science and history through the well-planned curriculum.
- Teachers' feedback, along with the excellent individual target cards, helps pupils to understand what they need to do to improve. Marking is helpful and there are many opportunities for pupils and teachers to discuss the work and ideas for improving it.
- Teachers plan imaginative activities that engage and interest pupils. For example, the topic often starts with a 'wow' day to engage pupils' interest and enthusiasm. This happened very successfully when a giant's footsteps were discovered in the academy one morning. This led to an investigation, with police support, into what the giant had been doing in the building overnight.
- The provision for disabled pupils and those who have special educational needs is outstanding. This is promoting these pupils' learning exceptionally well, and they take a full and active part in school life.
- The academy is at an early stage of developing its provision for pupils at an early stage of learning English. Not all teachers have a clear knowledge and understanding of the need of these pupils, and the academy has insufficient resources to support their learning fully.

The achievement of pupils is outstanding

- Pupils in Year 1 are achieving high levels of attainment in reading, writing and mathematics. Teachers help them build rapidly on the outstanding progress they made in the Reception classes.
- The school's data show that almost all of the pupils are at the level expected for the end of Year 1 in reading and mathematics, and almost three quarters in writing. In addition, over half of the pupils are at levels above those expected in reading and writing and almost half in mathematics. This represents outstanding progress from when they started in the Reception classes.
- Pupils in Year 1 are on track to reach skills in phonics (how sounds in words are shown by different letter combinations) that are better than those found nationally in 2014. This represents outstanding progress in relation to pupils' starting points. Basic reading skills are good, and most pupils are developing into regular and confident readers who maintain a good level of interest in a wide range of books. A lot of the current reading material is factual because it is based on the theme of minibeasts.
- In writing, pupils develop a good cursive script as they form words and sentences. They enjoy writing and the most able pupils talk about wanting to be poets or authors in later life. In one class, pupils developed an excellent descriptive vocabulary as they improved the quality of sentences about a planned pond-dipping visit.
- In mathematics, pupils use numbers confidently to add numbers larger than ten. A lot of their work is practical and based on solving problems, such as creating symmetrical patterns and shapes. Pupils spoken to have very positive attitudes towards mathematics. As one pupil said, 'I love it!'
- Progress in literacy and numeracy is excellent throughout the school. There are good opportunities for pupils to extend their vocabulary by, for example, being encouraged to talk and explain their reasoning in mathematics. Basic skills are used in other subjects such as science or history. In one physical education session, for example, the pupils' movement was based on the creatures they are currently studying.
- When children started at the academy, there was a clear gap between the attainment of the disadvantaged pupils and the others. The academy's outstanding focus on these pupils has led to them not only closing gaps but, in reading and writing, they are beginning to do better than their classmates. In addition, 80% of the disadvantaged pupils are at levels in reading that are ahead of those expected. This is because the teaching for these pupils throughout the academy is outstanding and pupils are currently making excellent progress.
- Throughout the academy, the most able pupils make excellent progress and are reaching very high levels in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make outstanding progress from their different starting points. This is the result of very well-led and organised provision, excellent teaching and the very effective additional help the academy provides.
- Although provision for them is relatively underdeveloped, pupils at an early stage of learning English make at least good progress in all subjects. A number of the most able of these pupils make outstanding progress and are working at a very high level.

The early years provision is outstanding

- The provision for children in the Reception is outstanding and has a very positive impact on their excellent progress. When they start school, many children have levels of development that are below those typical for their age. This is especially the case for their personal, social and emotional development and their communication skills.
- From their different starting points, children make outstanding progress in all areas of learning. More of

the pupils in the current Year 1 reached levels higher than those expected at the end of the Reception than was the case nationally. This was true in all areas of learning except technology and exploring media and materials. Pupils' personal and social learning, and their physical development, were exceptional.

- The current group of children are on track to be close to or exceed the national expectation by the end of the year. More of the children joined the school with weaker speaking, communication and language skills. Staff work very effectively to improve children's understanding in these areas of learning.
- The early years is led and managed exceptionally well. The leader, teachers and other staff plan an excellent range of imaginative and interesting activities. The current topic on growth and new life is supported well through an excellent garden centre role-play area that children use to improve their skills in using money.
- Staff assess children's learning soon after they have started school, and assessments are repeated on a regular basis through the school year. They are very accurate and supported by evidence that clearly illustrates the progress the children are making. In addition, their assessments are checked to ensure their accuracy by staff in other schools or the local authority.
- Children are clearly happy at school, as shown by their enthusiasm when playing outdoors or taking part in a phonics session reading sounds against the clock. They behave outstandingly well, including when outside or in a different environment, such as assembly or the dining room. Staff ensure that children are kept safe through appropriate supervision and careful risk assessments.
- Children make excellent use of the outdoor area and enjoy, for example, a range of writing activities linked to role play as builders or at a garden centre. Teaching is outstanding. A particular strength is the opportunity provided for children to talk and develop their vocabulary through a wide range of activities. The interactions between staff and pupils are exceptionally effective at extending learning. For example, pupils practised counting on one more or one less by playing a beanbag game with an adult. Questioning skills extended their understanding very effectively.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138970
Local authority	Lincolnshire
Inspection number	450014

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	The governing body
Chair	Stephen Pearson
Executive Headteacher & Headteacher	Marie-Claire Bretherton & Rebecca Malam
Date of previous school inspection	Not previously inspected
Telephone number	01522 522633
Email address	enquiries@lincolncarltonacademy.lincs.sch.uk

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