

WELCOME TO CARLTON PRIMARY SCHOOL

LET YOUR LIGHT

Shine

Innovate

Empower

Share

High
Aspirations

Nurture

About us

Carlton Primary School is a 1.5 entry primary school on the border of South Leeds and Wakefield. We serve a close community of Carlton & Rothwell with 10% of children eligible for Pupil Premium funding. Our school has an atmosphere of warmth, nurture and high aspirations, where every individual is valued. Our aim is that every day, every lesson and every interaction, the children of Carlton Primary School get the best possible level of care and education..

Carlton is filled with teachers and support staff who are highly skilled, care about the children and are passionate about teaching and learning.

Children sit at the heart of all we do; we strive every day to make a difference to each and every member of the school's community. We promote individuality, inclusiveness and we are committed to developing 'the whole child'.

We are a collaborative school that reaches out into the wider world, caring for and respecting the needs, beliefs and cultures of others. Our children blossom into responsible and caring global citizens with high aspirations.

Children, staff, governors and parents are rightly very proud of our school and its ethos. Carlton is defined by the supportive nature of the families that choose to send their children here, knowing that we strive to achieve the very best for every pupil in our care. We expect all at Carlton Primary School to share in our vision for everyone to 'let your light shine'.

Valuing each individual for their own unique interests and talents and recognising achievement and success is central to what we do. Our School Values reflect what life is really like at Carlton Primary School, where we SHINE:

Share- we want to share at all levels, working with all stakeholders to understand their aims and motives, to unify all behind a common vision and set of values that can be acted out in practice

High aspirations- we value the whole child, providing opportunities for wider success in life as a positive contributor to society

Innovate- we want to provide a vibrant, diverse and inspirational curriculum blending tradition and cutting-edge creativity

Nurture- we want all children to succeed and achieve within an inclusive school and feel connected to their wider community in an ever-increasing scale

Empower- we want children to have the academic knowledge, personal skills and self-belief to be successful in their next stages of life and schooling



Our Curriculum

Through a variety of approaches, which include theme days, educational visits, practical and real-life experiences alongside outdoor learning, teachers plan activities that engage and stimulate children's learning whilst enriching the curriculum content in a creative way.

Children are taught to be effective, independent learners. We encourage children to develop the resilience needed to be intrigued by their mistakes and enjoy challenge, whilst fostering a life-long love of learning. We believe that every child can learn and so we use appropriate challenge to enable every child to grow and progress in a language-rich environment.

Knowledge Skills & Vocabulary Strong connected ideas within and across subjects. • Highly skilled and knowledgeable teachers. • Explicit 'Need To Know' in each subject. • Regular retrieval to embed key knowledge.	High Expectations Booklets and curriculum demand high-quality outcomes. • Our School Values • Strong behaviours and attitudes towards learning. • School environment, teachers and culture all motivate our children to work.	Cultural Capital High-quality and diverse texts are at the foundation of our curriculum. • Engaging visitors and clubs. • Strong moral, social and cultural development program. • Trips to important local and national venues.
The Learning Community Engaging parents with the curriculum. • Building links with the local community and events. • Pupil leadership opportunities and children taking an active role in their learning.	Equality of Access Support for all across the curriculum. • Strong SEND support and processes. • Appropriate levels of challenge. • Opportunities to deepen knowledge and skills in each subject.	Curriculum Refinement Cycle of reflection and improvement. • Consistent planning and principles in all curriculum areas. • Exemplification of standards. • Frequent monitoring cycle to include feedback from pupils, staff and the wider community.



Core Subjects

English

Phonics- Read, Write Inc scheme

Reading- Bespoke following a sequence of comprehension

Writing- Bespoke following a sequence of three stages: The Reading Phase, The Toolkit Phase & The Writing Phase

Spelling, Punctuation & Grammar- Bespoke following a progression of key knowledge and skills

Handwriting- Letter Join scheme

Maths

Super Six- Bespoke session daily focusing on the six key mathematical skills children need for their year group.

Early Years Maths- Mastering Number and White Rose Maths Scheme

Maths- White Rose Maths Scheme with NCTEM resources

Science

Science- Bespoke following a progression of key knowledge and skills



Foundation Subjects



Cycle A						
2026/2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	I wonder what is special...	I wonder what we celebrate...	I wonder what is out of this world...	I wonder what is behind the magnifying glass...	I wonder who lives happily ever after...	I wonder what we see on safari...
KS1	Who were the greatest explorers?	What is the United Kingdom?	How did the plague come about and what happened?	Why can't we build a snowman in Summer?	How has our local area evolved since 1876?	What makes Carlton special?
LKS2	What was life like before the Romans invaded?	What do we know about the highest place on Earth?	What was the significance of the Ancient Egyptians?	Why should we holiday in The Alps?	What legacy did the Ancient Greeks leave behind?	How are climate zones different from each other?
UKS2	What did the Mayans do for us today?	Do the Earths biomes have an order of importance?	How did the Tudor monarchs change over time?	How can we make trade fair?	What is the Windrush generation?	How does Carlton differ to York?
Value	Share	High Aspirations	Innovate	Nurture	Empower	Above and Beyond

Cycle B						
2027/2028	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	I wonder what is special...	I wonder what we celebrate...	I wonder what goes stomp...	I wonder what is in the mud...	I wonder who is on the next page...	I wonder what goes splash...
KS1	What is the role of Kings and Queens?	What is the difference between the Earths continents?	How has pop music changed since our grandparents were young?	How is China different to the UK?	How significant are Rosa Parks & Emily Davison?	What would we see at the coast?
LKS2	How did life for Britons change under the Roman rule?	How do volcanoes and earthquakes effect planet Earth?	Why did the Anglo Saxons come to Britain?	How important is the River Aire to Leeds?	Vikings: Raiders or traders?	How would you find your way in the Peak District?
UKS2	What social improvements did the Victorians bring about?	What makes the Amazon Rainforest the 'lungs of the world'?	How was Leeds impacted by World War II?	Why is energy a global problem?	How has crime and punishment evolved over time?	How does Europe compare with Australia?
Value	Share	High Aspirations	Innovate	Nurture	Empower	Above and Beyond

Outdoor Learning

Why?

At Carlton, children's engagement and enjoyment of the curriculum is essential for building a love of learning and a sense of curiosity about the world around them. Through planning for and encouraging outdoor learning, we aim to achieve the following:

- Encourage children to be more physically active: less sitting down!
- Improve children's mental health and confidence through practical activities.
- Enhance their learning through improving focus, creativity and problem solving skills.
- Build on their social skills through teamwork and collaboration.
- Develop children's knowledge of their natural environment and locality.
- Teach practical skills, including growing their own food and identifying different species.
- Encourage an appreciation of their outdoor environment: litter picking and learning about the importance of biodiversity.



How?

Teachers plan lessons to teach in the outdoor area: this could be in the wildlife or gardening area.

Every class will plant and harvest food that will be used in their cooking lessons

Every half term, children will be given a creative challenge, which will involve the outdoor environment, that they will need to complete as a class or Key Stage.

Science investigations, including the water cycle and animals and their habitats, will involve outdoor, hands-on opportunities.

Children will be encouraged to care for their outdoor environment through litter picking and planting native plants and flowers.

Enrichment Opportunities

Educational Visits

Early Years- Cycle A

Monk Park Farm

KS1- Cycle A

Rhubarb Triangle Farm
Beamish Museum

LKS2- Cycle A

Leeds City Museum

UKS2- Cycle A

Temple Newsam

Early Years- Cycle B

Monk Park Farm

KS1- Cycle B

Filey

LKS2- Cycle B

Jorvik Viking Centre

UKS2- Cycle B

Eden Camp

Residential visits

Year 3-

Winter Sleepover
(1 night)

Year 4-

Glamping at Gulliver's
(1 night)

Year 5-

Coastal Stay: Whitby
(2 nights)

Year 6-

Weardale Adventure
(4 nights)

After School Clubs

KS1	LKS2	UKS2
Autumn Term		
Football	Football	Cheerleading
Multi Sports	Tag Rugby	Tag Rugby
	Choir	Choir
	Coding	Coding

KS1	LKS2	UKS2
Spring Term		
Tag Rugby	Girls Football	Girls Football
Gymnastics	Cheerleading	Lego Masters
Wildlife Club	Multi Sports	Multi Sports
	Choir	Choir

KS1	LKS2	UKS2
Summer Term		
Cheerleading	Dodgeball	Tag Rugby
Basketball	Dance	Dance

Junior Leadership Opportunities

School Council- 1x representative from each class (Y1-Y6)

House Captains- 8x representatives from UKS2 (Y6)

Food Ambassadors- 8x representatives from UKS2 (Y5 & Y6)

Diversity Champions- 1x representative from each class (Y1-Y6)

Link & Learn Buddies- Rec + Y4, Y1 + Y5, Y2 + Y6



Our Results

2026				
KS2 Attainment	Reading	Writing	Maths	Combined
Carlton Expected	75%	82%	73%	70%
Carlton Greater Depth	36%	16%	18%	11%
National Expected	75%	73%	75%	63%
National Greater Depth	33% (2025)	13% (2025)	26% (2025)	8% (2025)

2026	
EYFS	
Carlton Good Level of Development	83%
National Good Level of Development	68% (2025)

2026	
Phonics Screening Check	
Carlton Phonics Screening Check	93%
National Phonics Screening Check	80% (2025)

Wraparound Care

The Den caters for children in KS2 and The Nook caters for children in EY & KS1.

The Den and The Nook are divided into specific zones where designated activities take place. These zones and the resources available within them are rotated to ensure variety. Examples of the zones and typical activities are listed below.

Creative Zone: Pens, paints, gluing, dough, clay, sand and water

Chill Out Zone: Relaxing, socialising and watching tv/DVD

Construction Zone: Including Lego, Magnetix, and K'nex

Sound Zone: Music, dance and karaoke

Imagination Zone: Role-play, dressing up and small world

Game Zone: Board games, team games and skill games

Book Zone: A variety of fiction and knowledge books

Refuel Zone: Food and refreshments

<https://www.carltonprimaryschool.co.uk/The-Den/>

Before School:

7.30-8.45

After School:

3.20-5.45



How our parents rate us

100% of parents agreed that their child is happy at our school (March 2026)

99% of our parents say that our school supports their child's wider personal development (March 2026)

99% of our parents say that their child is safe at our school (March 2026)

98% of our parents would recommend our school to another parent (March 2026)



What our parents say about us

"Our children are safe and happy at Carlton. They are thriving in this nurturing environment that has been created by a wonderful team of dedicated staff. " KS2 Parents 2025

"I found it really hard to choose a school when I had to this 7 years ago. Knowing which ethos would work for my son was really tricky. He has had his challenges in his time at primary school and as a parent, worry is inevitable. Carlton has supported him through every challenge. He has just started high school prepared, confident and with the right level of knowledge for a smooth transition. My daughter has just started year 1 and the Early Years, is now even better than it was for my son. The provision, the way the children learn and the way their needs are supported provides a safe, happy and brilliant learning environment. Most importantly, my daughter loves being at school!" KS1 Parent 2026

"Carlton is a wonderful school where the children are afforded the opportunity of an excellent education as well as opportunities for them to develop holistically. Thank you to all the staff for their hard work!" Early Years Parent 2026

"We've been so well with how our child has settled into the school, they have been so supportive and welcoming and he is thriving." Early Years Parent 2026

I have a child at Carlton who has SEND. I cannot begin to explain that wonderful support that has been put into place for him. He is thriving and happy. Carlton is a supportive and nurturing school where the staff are tuned into the children's needs." KS2 Parent 2025



What other professionals say about us

" Leaders have designed a curriculum that inspires pupils to learn. Pupils are immersed in creative ways of learning. They enjoy these exciting experiences and can relate them to their learning. Pupils make positive progress through the curriculum. Children in early years rapidly acquire the skills and knowledge they need to be successful in Year 1. Pupils develop increasingly complex knowledge and skills as they progress through school. Leaders have significantly developed the school's provision and improved standards in a short space of time. Staff are united in a shared vision to provide pupils with the best possible education. Staff are well trained and supported by leaders." Ofsted Inspector 2025

"The passion of the subject leaders was immediately obvious and perhaps the standout element of the visit. They demonstrated the will to drive their subjects forward, obvious ownership of their subjects and a clear understanding of where the subject currently was in its development, what had been done to get there and what needed to be done next." External Deputy Headteacher 2024

"In every class visited, and as pupils moved around the school, behaviour was excellent. Pupils demonstrated high levels of engagement in lessons, behaved well and responded to all instructions given by their teachers. Even the youngest pupils in Nursery were a model of excellence. In lessons, pupils spoke with respect to the adults and their peers, collaborated when working in groups or with a partner, and demonstrated secure learning behaviours. All adults were supportive and praised pupils, checking in subtly where needed to support." School Improvement Advisor 2024



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