



Pleckgate

HIGH SCHOOL



Aspire & Believe.
Act & Succeed.


Ofsted
Outstanding
Provider



Ofsted
Outstanding
Provider

Welcome to Pleckgate High School

Discover our Outstanding school at
www.pleckgate.com/tour

Welcome to Pleckgate High School, we hope that this prospectus will give you more information about our school, our staff and the experiences of our pupils. Pleckgate is a thriving, community secondary school that is committed to providing the best educational experience and opportunities for all. Our staff are committed to working successfully together to achieve our aims of Aspire and Believe, Act and Succeed, at the heart of this commitment is high quality teaching and learning and achievement for all. We want all our pupils to be safe, happy and successful and for parents and carers to know that we will help your children develop into caring, responsible and confident young people.

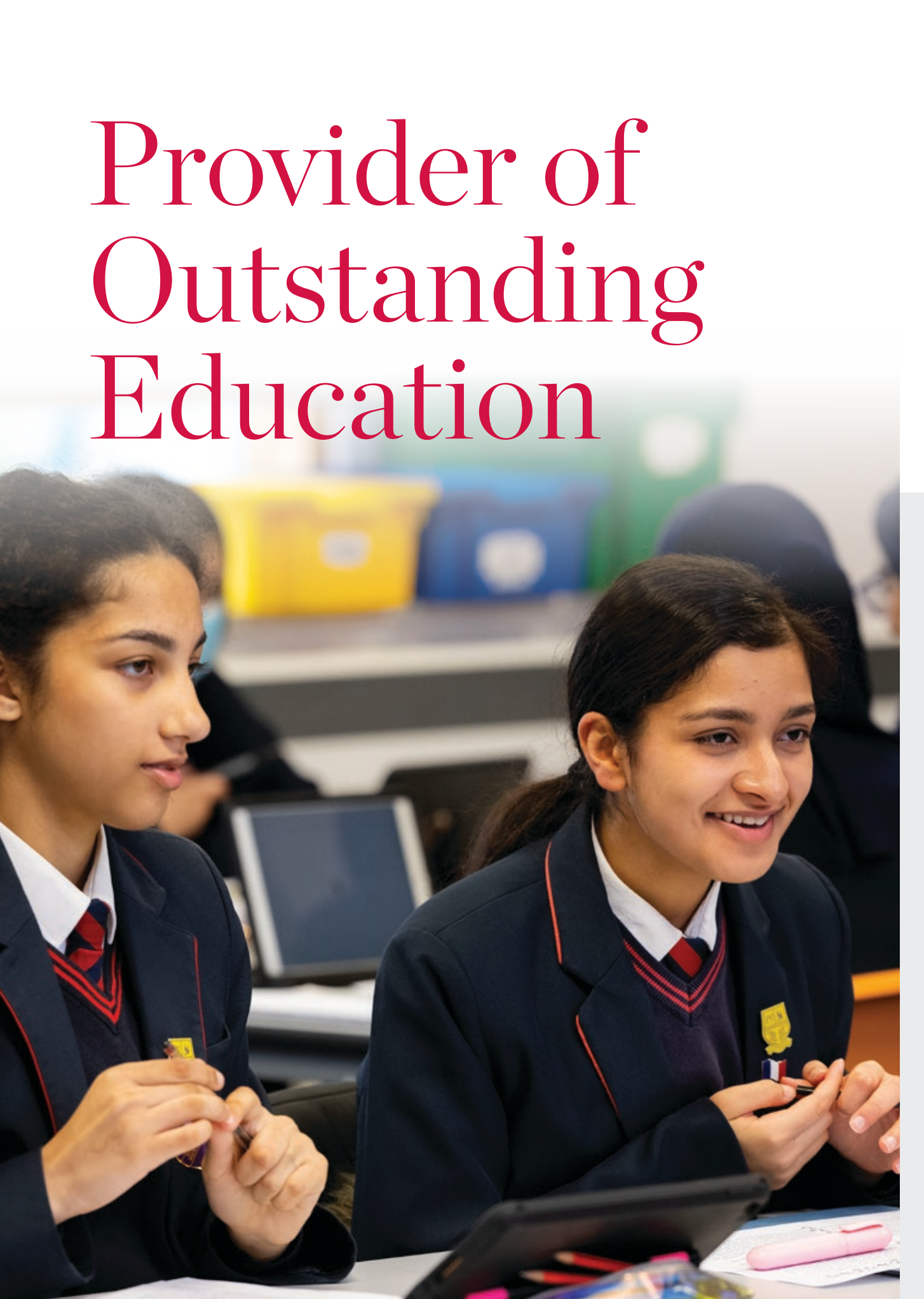
Pleckgate High School is a high performing outstanding academy that is part of the Education Partnership Trust (EPT). We share the principles of the Trust of high expectations, partnership, passion and innovation. We welcome parents, carers and children to visit our school and ask questions about our values, standards and ambition for your children.

We look forward to meeting you as we work together in partnership to make your child's experience at Pleckgate a happy and successful one.

Mrs Aishling McGinty
Headteacher

Mr Mark Cocker
Director of Education, EPT

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Provider of Outstanding Education

In January 2019, Pleckgate High School was judged by Ofsted to be outstanding across all categories:

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for students	Outstanding

You can read the full Ofsted report at pleckgate.com/ofsted

We were delighted that inspectors recognised the culture of endeavour and industry within our school and noted aspects such as ‘a high quality curriculum’, ‘happy and valued pupils’, ‘pupils feel well looked after’, ‘pupils make excellent progress’, ‘highly effective support for pupils with special educational needs’, ‘pupils attend well’ and ‘know the value of the high quality education they receive’.

We continue to work hard to ensure the safety, happiness and success of all our pupils is central to all we do, through a commitment to high quality teaching and learning and achievement for all. We welcome all parents and carers to find out more about us by either visiting our school website at www.pleckgate.com, becoming a member of our parent forum or visiting us at school.



“This is an outstanding school. The community of Pleckgate has a local secondary school it can be proud of. It provides an excellent education for all its pupils. They flourish in a bright, positive and secure environment”

Ofsted 2019



Our Ethos

All children have the right to high quality education, we believe all children can be successful at Pleckgate.

Aspire

We will motivate your children to have the highest expectations.

Believe

We will support and encourage your child to believe in themselves.

Act

We help your children take the actions needed for themselves and their community.

Succeed

We will work together with you to ensure your child's success.

Find out more about our school at

www.pleckgate.com



Aspire & Believe. Act & Succeed.

Aspire

We will motivate your children to have the highest expectations.



Our transition work

As pupils move from primary to secondary school, we encourage ambitious goals. Everybody is responsible for creating a culture of high expectations and academic excellence. From the moment you choose our school, we work hard with your primary school to get to know your child.

Our partnership with you

The success of your child at Pleckgate depends very much on our relationship with you. Together we will encourage your child to have high aspirations and resilience so they can be the very best they can be, both academically and personally.

Our traditional values

Pleckgate High School has strong values and high academic standards, which support the very highest expectations for all children. Our success is built upon a tradition of providing exceptional opportunities for children, empowering them to achieve.

Outside the classroom

Whether it be our extensive charity work, numerous educational visits or our partnerships with other local schools and colleges, you can be assured that your child will receive a well-rounded education that extends well beyond the classroom.



“I settled into life very quickly at Pleckgate, thanks to the support of my Tutor.”

Year 7 pupil

Aspire & Believe. Act & Succeed.

Believe

We will support and encourage your children to believe in themselves.

We have a positive culture within school to encourage pupils to be the best they can be. We want pupils to be involved in leadership, enrichment and extracurricular activities in school to help them develop confidence and responsibility. We also encourage parents and carers to share their views with us through our parents forum or visiting our school.

We get to know your children very well through our pastoral team. Each year group is led by a Head of Year and a pastoral leader who are there to help and support your child. Our pastoral team also means that your child has a form tutor who they see every morning. If you have any concerns, please talk to us at any time.

Good health and wellbeing is a very important aspect of every child's development. At Pleckgate we help our pupils understand how to keep themselves safe, happy and healthy as well as develop the knowledge to prepare them for life and work in the future, this is our PSHE curriculum. We also encourage your children to get involved in wider school life through extra curricular opportunities and enrichment to help them gain confidence in their own abilities.



“The outstanding promotion of pupils’ spiritual, moral, social and cultural development goes hand in hand with their academic achievements. Pupils’ excellent personal development contributes significantly to their highly positive attitudes to learning.”

Ofsted

Aspire & Believe. Act & Succeed.

Act

We have an ambitious curriculum and want children to enjoy the subjects they study, be taught well and develop the knowledge, skills and values they need to be able to lead meaningful and productive lives.

Our curriculum is inclusive and ambitious, every child has different skills and we encourage all pupils to fulfill their aspirations. At Pleckgate, all pupils are supported to achieve their very best and staff work hard to meet the needs of all pupils who learn in different ways. We encourage pupils to be curious, ask questions about their learning.

Our learning support team is led by our special education needs leader, Marie-Claire Langfeld who helps pupils have equal access to the curriculum. Our skilled and knowledgeable staff help all children to succeed.



“I love the teaching style at Pleckgate. It makes you want to learn.”

Year 10 pupil

Aspire & Believe. Act & Succeed.

Succeed



Our ambition is for all our pupils to be successful, both academically and personally. Our pupils consistently achieve outcomes above the national averages.

Positive Progress 8 scores indicate that pupils who attend Pleckgate High School, make better academic progress compared to other pupils nationally. We work hard to make sure your children are well prepared for assessments and examinations at both key stage 3 and key stage 4. Our curriculum is well organised and sequenced in order that pupils have the opportunity to revisit key knowledge and learn successfully.

We want your children to thrive at school and become young leaders. We create opportunities for pupils to help them develop confidence. For example, Pleckgate is only one of eight schools in the country to be an Anne Frank Trust Link School, our pupils are Anne Frank Ambassadors and promote a society safe from discrimination and prejudice. Our pupils are also Anti Bullying Ambassadors through our work with the Diana Award, they lead assemblies and act as mentors. We encourage all pupils to participate in enrichment activities through sport, music, drama or by working towards the Duke of Edinburgh Award. For more information visit pleckgate.com/duke-of-edinburgh



We will work hard with our children to make sure they are successful

Aspire & Believe. Act & Succeed.



Pupil Leadership

We are very proud of all our pupils and the success they achieve whilst at Pleckgate. Following a rigorous selection process, we have appointed their Senior Prefects for this academic year. Mohammed Nabeel Rashid is Head Boy and Hafsah Khonat is Head Girl. Both pupils (pictured above) are excellent role models for the school and have participated in a wide range of activities including

mentoring Year 7 pupils, Duke of Edinburgh, Pleckgate Vocal Group and supporting new pupils to settle into life at Pleckgate. Mohammed Nabeel and Hafsah are responsible for leading a team of prefects who represent the school as ambassadors at both local and national events as well as leading Pupil Council and representing the views of the pupils to the Senior Leadership Team.



We look forward to introducing you to our prefects who are involved in meeting new parents and pupils at our Open Events and are able to answer any questions about their school experience.

Reading at Pleckgate

Reading is a vital skill for learning and life and at Pleckgate we want all children to have the opportunity to read widely and have access to a range of books that they will enjoy and will help them to become better readers. Our curriculum provides opportunities for pupils to discuss new ideas, develop their vocabulary and subject knowledge. Teachers encourage pupils to read regularly both in school and at home.

Our school library is accessible for all pupils and our school librarian can help pupils choose the right books for them. As reading in form time is a regular feature of our curriculum, all pupils should have a reading book with them. This provides additional opportunities for children to read in school and discuss with teachers what they are reading. All children have an iPad that is provided for learning and has access to our online library, www.myon.co.uk, which provides a range of fiction and nonfiction books.

Reading does not come naturally and not all pupils have mastered it before starting at secondary school. We provide bespoke reading interventions to pupils delivered by a specialist team of learning support assistants.

We know that if children can read every day for at least 15 minutes, this can make a significant difference to their reading development. If children can be supported by parents/carers to read regularly at home and talk about the books they are reading, this will help your child to become a more confident reader. We would welcome you to visit our library and meet our librarian to see our range of books on offer.



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Admission Arrangements 2023/24



Pleckgate High School has an agreed admission number of 270 pupils into year 7. All preferences expressed will be considered equally. If the number of children requiring admission does not exceed 270 all the children will be offered admission. If the number of children requiring admission exceeds 270, then the admissions authority (the Academy Trust) will consider all preferences equally against the oversubscription criteria shown below.

Process of Application

Applications for places at the School will be made in accordance with Blackburn with Darwen LA's co-ordinated admissions arrangements and will be made on the Common Application Form provided and administered by the child's home LA. The School will use the following timetable for applications

- September to October 31st, 2022 – Applications for Sept 2023 admissions can be made via the LA admissions process by either applying on-line on the LA website or by completing the Common Application Form (available in the LA booklet).
- October 31st, 2022 – National Closing date for submission of Common Application Form to the home LA.
- March 1st, 2023 - offers made to parents by home LA

Admission criteria in the event Pleckgate High School is oversubscribed

Where the number of applications is greater than the published admission number, all applications will be considered equally and against the criteria set out below.

Children with either an education, health and care plan or a statement for special educational needs for whom the School is named in the plan/statement will be admitted first. The remaining applicants who have named the School as a 1st 2nd or 3rd preference will then be considered equally against the School's admission policy, in the priority order given below:

(a) A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order, including those who appear to this admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted (see footnote). A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

Footnote
An 'adoption order' is an order under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section

8 of the Children Act 1989 as amended by Section 14 of the Children and Families Act 2014. 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 provider of care whose sole or main purpose is to benefit society.

(b) Children with an older sibling (sibling means a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, not cousins, or the child of the parent/carer's partner, in every case, the child must be living in the same family unit at the same address who will still be attending the School when the younger child is admitted;

(c) Children with proven and exceptional medical, social or welfare needs which are directly relevant to the School. If you wish to be considered under this category there is certain evidence, you must provide. Please see the note below which provides full details regarding the application of this criterion.

(d) Children who live nearest the school (geographical proximity). Under this category, the remaining places will be offered to children who live nearest to the School. The distance will be measured by the Local Authority in a straight line between the home front door and the main gate of the school using a computer.

Tiebreaker

If category (b) to (d) is oversubscribed, geographical proximity (as set out in category (d)) will be used as the 'tie-breaker' to decide between the remaining cases. Places will be offered to children who live nearest to the School. The distance will be measured by the Local Authority in a straight line between the home front door and the main gate of the School using a computer. If after measuring distances, it is still not possible to decide on the children to be offered admission (for example two children living in the same block of flats or in the same house) the Local Authority's system of random allocation will be used to decide which of the children can be offered a place. The draw will take place at the Local Authority's offices, and the names will be drawn by a local authority officer who is independent of the admissions process.

For September 2022 admissions, October admissions data showed the School received 464 applications for 270 places.

Priority for Twins/Multiple births

If an application has been made for places for twins/ triplets/2 or more siblings in the same year group and insufficient places are left within the published admission number (i.e. one of the siblings is the last child who can be admitted within that number) it may be possible for the School to offer places to the other sibling(s) in the birth group.

NOTE – Criterion (c) Medical, Social, Welfare reasons

If you feel that there are exceptional medical/social/welfare needs relating to your child which support the need for your child to attend a particular school, and wish your application to be considered under criterion (c) you must state this on your application form AND provide appropriate written supporting evidence for your application from a doctor, social worker or other professional. This evidence must explain why the School is the most suitable and what difficulties would be caused if the child had to attend another school.

This evidence should accompany the application form. If necessary, parents can submit the application form and send the supporting evidence at a later date, but the supporting evidence MUST be received by the Local Authority on or before the closing date for applications. It is the parent's responsibility to ensure that the Local Authority receives the supporting evidence. If you do not provide the supporting evidence on or before the closing date, then it will not be possible to consider your application under the medical/social/welfare criterion,

Please bear in mind the following points in relation to this criterion

- only exceptional reasons associated with the child and directly relevant to the suitability of that specific school (i.e. showing why the child needs to be admitted to that particular school) are normally accepted under this criterion
- all schools can make provision for special educational needs and can also manage common conditions – e.g. asthma, diabetes, epilepsy

After the closing date, during the early stages of the allocations process, all applications which have requested consideration on the grounds of medical/social/welfare need are considered separately by a panel from the Admission Authority. This involves considering all statements and evidence provided by parents to support the application. The panel may, at their own discretion, contact parents/carers and third parties (with parental consent) to request further information where this is needed to reach a decision.

The Panel's focus in assessing each claim for consideration under this criterion will be to assess whether the evidence provided (a) actually confirms that this child has an exceptional medical/social/welfare need AND (b) demonstrates a clear and exceptional need for this child to attend that specific school for reasons arising from the exceptional medical/social/welfare need.

Where the reasons claimed are not considered exceptional or do not disclose an exceptional need for the child to attend that specific school, then the application will be dealt with under the other admission criteria for the School.

Operation of waiting lists

Where in any year the School receives more applications for places than there are places available, a waiting list will operate until 31st December in the year of Admission. This will be maintained by the Local Authority on behalf of the School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria a-d set out above. Where places become vacant, they will be allocated to children on the waiting list in accordance with the oversubscription criteria. Please note that looked after children, previously looked after children and those allocated a place at the school in accordance with the Fair Access protocol must take precedence over those on the waiting list.

Late Applications

Late applications received after the closing date of 31 October will only be considered after all the on-time applications have been considered and allocated places. A late application will not affect the right of appeal or the right to be placed on the waiting list.

In-Year Applications

In-year applications will be considered when they are received, and places will be offered if they are available. In the event that more applications are received at the same time than there are places available, then the applications will be ranked under the published oversubscription and places offered accordingly

Appeals

The School shall ensure that parent(s)/ carer(s) will have the right of appeal to an independent appeal panel if their child is refused a place at the School. The appeal panel will be independent of the School. The arrangements for appeals will comply with the School Standards and Framework Act 1998 (as amended). The determination of the appeal panel is binding on all parties. The School will act in accordance with and will ensure that the independent appeal panel is trained to act in accordance with, all relevant provisions of the School Admissions Code and the School Admission Appeals Code published by the Department for Education ("the Codes") as they apply at any given time to academies and with equalities law and the law on admissions as they apply to academies. For this purpose, reference in the Codes or law to "admission authorities" shall be deemed to be references to the governing body of the School.

Details of how to appeal will be included in the letter advising that a place has been refused. The School will provide information for parent(s)/carer(s) about the appeals process.

The School may, if it chooses, enter into an agreement with a LA or any other organisation for it to recruit, train and appoint appeal panel members, and to arrange for the process to be independently administered and clerked.

Admission of children outside their normal age group

Parents/carer(s) may seek a place for their child outside of their normal age group, for example, if a child is gifted and talented or has experienced problems such as ill health

Children who are already of secondary school age

Parent(s)/carer(s) must submit their written request for admission out of the normal age group to the Governing Body. If their request is agreed and a place is available in the requested year group, the child will be admitted.

Children who wish to seek admission to Year 7 outside their normal age group (i.e. who are currently placed in a lower year group).

Parent(s)/carer(s) will need to submit a normal Common Application Form (CAF) to the Local Authority (in writing or online) for admission into the normal age group at the same time as they submit a written request to the Governing Body for their child to be admitted out of the normal age group.

Please note: This Governing Body will not honour a decision made by another admission authority on admission out of the normal age group. Parent(s)/carer(s), therefore, should consider whether to request admission out of the normal year group at all their preference schools, rather than just their first preference school.

The Governing Body will make a decision on the request before the Secondary national offer date if at all possible.

If the request is agreed, the parent(s)/ carer(s) must make a new application for the next main admission round the following year, and their current application for the normal age group should be withdrawn before a place is offered.

If their request for admission outside the normal age group is refused, parent(s)/ carer(s) must decide whether to accept the offer of a place for the normal age group that they receive from the Local Authority, or to refuse it and make a further in-year application to the Governing Body for their child to be admitted outside their normal age group when they leave the current primary school.

Making the decision

Parent(s)/carer(s) seeking admission of their child outside their normal age group must send their written request to the Governing Body. It is the responsibility of the parent(s)/ carer(s) to provide the Governing Body with all relevant information relating

to this request, including the parent(s)/ carer(s) views; information about the child's academic, social and emotional development; medical history and views of a medical professional (where relevant); whether the child would naturally have fallen into a lower age group if it were not for being born prematurely; and whether the child has previously been educated out of their normal age group.

The Governing Body is required to take into account the views of the Head Teacher on the application as well as the information from the parent(s)/carer(s). The Governing Body will make their decision on the basis of the circumstances of each individual case, and in the best interests of the child concerned.

The Governing Body will then inform the parent/carer of their decision on the year group the child should be admitted to and will provide the reasons for their decision.

Parent(s)/carer(s) have a statutory right to appeal to an independent admission appeal panel against the refusal of a place at a school for which they have applied. As the purpose of the appeals process is to consider whether a child should be admitted to a particular school, the right of appeal does not apply if they are offered a place at the school but it is not in their preferred year group. However, they may make a complaint about an admission authority's decision not to admit their child outside their normal age group.

Address of pupil

The address used on the common admission form must be the current one at the time of application, i.e. the family's main residence. If the address changes subsequently, the parents must notify the School. Where the parents live at different addresses, and there is shared parenting, the address used will normally be the one where the child wakes up for the majority of Monday to Friday mornings. Parents may be asked to show evidence of the claim that is being made for the address, e.g. identity cards of various sorts showing the child's address as the one claimed. Where there is dispute about the correct address to use, the governors reserve the right to make enquiries of any relevant third parties, e.g. the child's GP, Council Tax Office, Electoral Registration Officer, utilities provider or Child Benefit. For children of UK Service personnel and other Crown Servants returning to the area, proof of the posting is all that is required.

Fraudulent applications

Where the governing body discovers that a child has been awarded a place as the result of an intentionally misleading application from a parent (for example, giving a false address in order to gain an advantage), which effectively denies a place to a child with a stronger claim, then the governing body may withdraw the offer of the place. The application will be considered afresh, and a right of appeal offered if a place is refused.

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Find out more about our school at
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Pleckgate
HIGH SCHOOL

Aspire & Believe. Act & Succeed.



**Education
Partnership
Trust**

High Expectations • Commitment • Ambition

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