



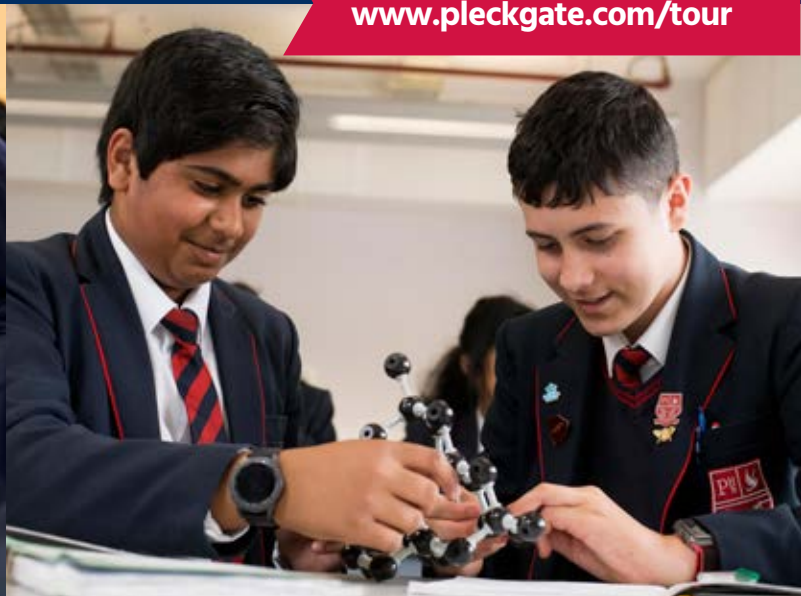
Pleckgate

HIGH SCHOOL

Aspire & Believe. Act & Succeed.

Ofsted
Outstanding
Provider

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



Our Ethos

Aspire & Believe. Act & Succeed.

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 will guide your children to work hard and make positive actions at school.

Succeed

We will work hard with your children to ensure they are successful.

“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



Welcome to Pleckgate High School, a thriving community within a state of the art setting that places the best interests of young people at the heart of everything we do.



We are a high performing, Ofsted rated outstanding academy that is part of the Education Partnership Trust. As such we share the Trust's core principles of high expectations, partnership, passion and innovation.

I look forward to meeting you as we work together in partnership to make your child's stay at Pleckgate successful and fulfilling.

Mark Cocker,
Headteacher

At Pleckgate everyone is committed to providing the best educational experiences and opportunities for our students. At the heart of our work is a commitment to high quality teaching and learning, and achievement for all. For our students to be safe, happy and successful, developing as individuals into caring, responsible citizens who are proud of their achievements.

We are on a journey to provide a world class education to every child and we would be honoured if you choose to join that journey with us.

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Ofsted Rated Outstanding

In January 2019, Pleckgate High School was judged as Outstanding by Ofsted across all categories. Inspectors noted that:

- Leaders and teachers have carefully developed a culture where pupils are both inspired by their work and enjoy it. There is a great sense of industry and endeavour around the school. Pupils are evidently happy and feel valued.
- Rapid improvement of this school has been driven by the trust, governors and the insiring headteacher. There has been an unrelenting focus on school improvement
- Excellent leadership skills and responsibilities to improve the school are spread across all staff.
- A high quality curriculum, outstanding teaching, learning and personal development provide pupils with an excellent preparation for the next stages in their lives.
- Pupils make excellent progress throughout the year groups and in most subjects. The achivement of pupils in mathematics has been very strong for many years.



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

- Highly effective additional support and guidance for pupils with special educational needs and/or disabilities (SEND), for those pupils who need to catch up in Year 7, for disadvantaged pupil, and for those who are new to learning English ensure that they too progress very well.
- Staff actions to promote pupils’ physical and emotional health are outstanding. Pupils feel very well looked after and trust staff to take care of them.
- The school has taken considerable and successful action to give pupils the skills and attitudes they need to look after themselves. In addition, pupils are at the forefront of the school’s work to ensure that all are healthy, safe and feel secure.
- Pupils are principled and have high levels of self-respect. Pupils now lead on setting and expecting high standards of behaviour. Systems to help pupils behave are highly effective. Pupils attend very well because they know the value of the high-quality education they receive.

Student Leadership

Pleckgate High School have appointed their senior prefects for next year. Amaan Khan is the new Head Boy while Aliza Ebrahim is Pleckgate’s Head Girl. The deputies are Harris Ellahi and Fatima Ali.



The Head Boy and Girl of the school are responsible for managing the whole of the Prefect Body, ensuring that all duties are carried out correctly and that the Prefect Body are the ultimate role models for all other pupils in the school. Duties of the Head Boy and Girl will consist of representing the school at local and national events as Pleckgate ambassadors, making speeches at Open Evenings and Awards events and they are an integral part of the induction process for the new Year 7s in September.

The Head Boy and Girl are key to all major events that the school is involved in such as organising Open Evenings and Parents Evening, taking parents and pupils on tours of the school and

generally welcoming visitors to the school. As ambassadors for the school, the Head Boy and Girl ensure that the views of all pupils are represented and listened to by coordinating student voice for a wide range of school issues from teaching and learning to school dinners.

“After a challenging selection process and interview, I was so proud to become Head Girl,” said Aliza.

“It is a real honour to become Head Boy at Pleckgate High School,” said Amaan. “The school is fantastic and continuing to improve every year.”

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Aspire

We will motivate your children to have the highest expectations.



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

Year 7 pupil

Our transition work

As students 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 behind the scenes 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 partnership with you, the parents and carers. From this partnership we will grow high aspirations and resilience in your child, that will enable them to 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 our students. Our success is built upon a tradition of providing exceptional opportunities for children, which makes them feel empowered and successful.

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.



Believe

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



“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 2019

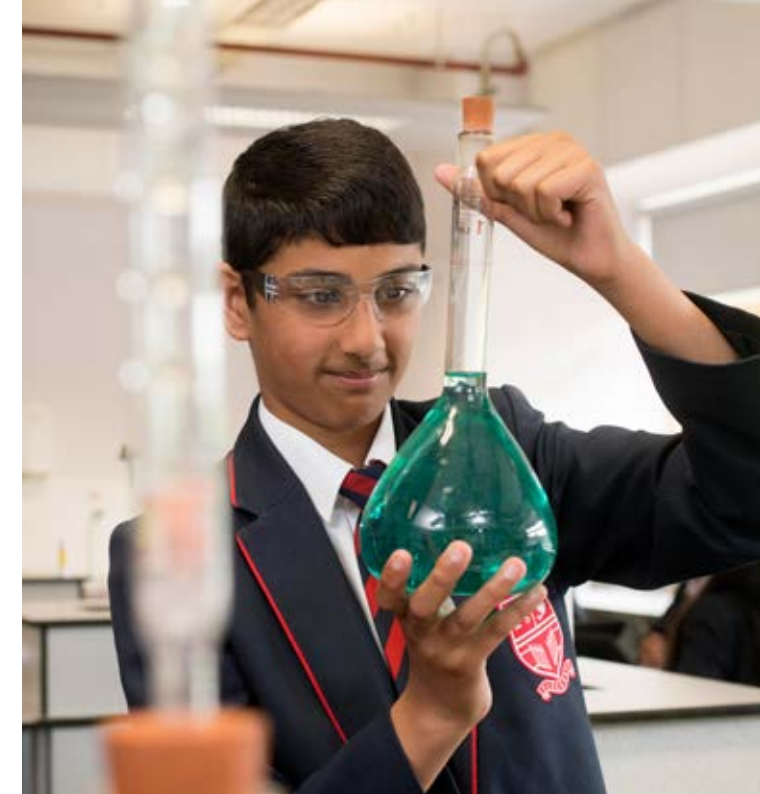
The most important element of any community is that everybody feels safe, happy and welcomed. The pastoral team at Pleckgate High School is passionate about providing both challenges and support for your child. We ensure that students feel valued and safe so that they enjoy their five years at school.

The school is a supportive and ordered place to be. Maintaining a positive ethos is important to us and we look to praise all pupils who display pleasing behaviour and work. Children thrive on the positive atmosphere at the school and take advantage of the many opportunities available to them. We regularly seek the views of parents and students on a whole range of issues and these views have ensured that the school is a better place.

The key people who will be working hard behind the scenes to secure this success are the Heads of Year and your child’s form tutor. Please feel free to contact them at any time if you have any concerns. You will always be made welcome at school if you need to make a visit to share any issues with us.



Wellbeing is embedded into everyday school life through lessons, extra-curricular activities and additional learning activities preparing our students for life. It is divided into three main categories; Health, Mind and Social. All of our wellbeing activities are designed to encourage and motivate all at Pleckgate to be positive and caring, and to go the extra mile for ourselves and each other.



Act

We will guide your children to work hard and make positive actions at school.

High aspirations and self-belief are key, but must be in tandem with positive actions and a commitment to hard work.



Our Curriculum

The curriculum at Pleckgate High School is both broad and balanced, providing students with the right courses and guidance to enable them to make the next step in their education and careers. Lessons are tailored to meet the needs of all learners and are engaging, fast paced and fun. Students are taught skills and strategies to help them become effective, independent, resilient learners and to prepare them for the different stages of school life and beyond.

Learning Support

Our Learning Support department's aim is for all students with additional support needs to have equal access to the curriculum and to work towards meeting their full potential. Our Learning Support Team comprises of highly qualified and dedicated staff, with experience and knowledge of providing exceptional short and long term support for your child.

Facilities

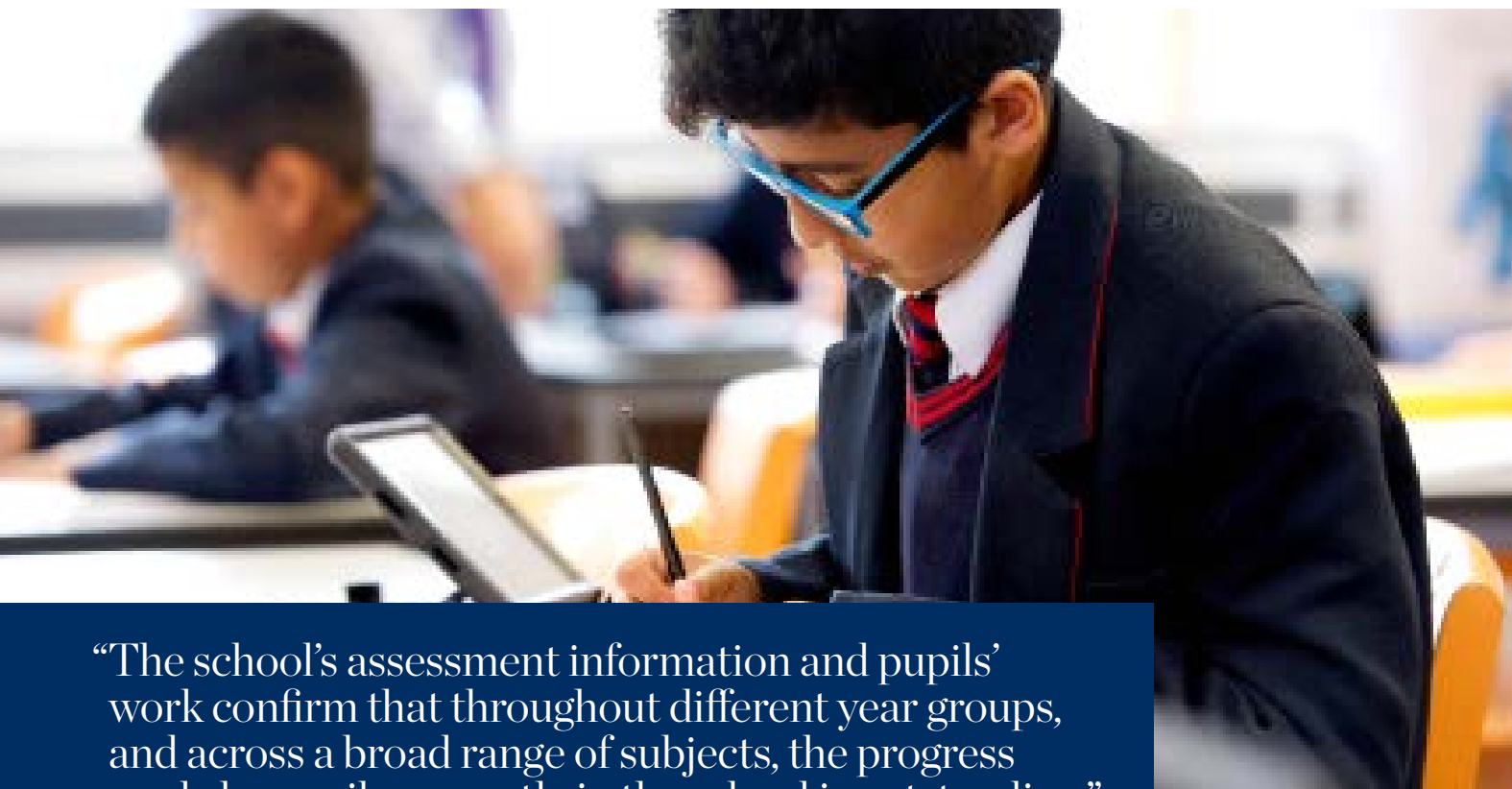
Our school benefits from a new school building, with first class facilities and resources that play a major part in creating a stimulating environment for learning. Students enjoy lessons in high quality, purpose built accommodation with access to exceptional information and communication technology.

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

Year 10 pupil

Succeed

We will work hard with your children to ensure they are successful.
Our most recent successes speak for themselves.



“The school’s assessment information and pupils’ work confirm that throughout different year groups, and across a broad range of subjects, the progress made by pupils currently in the school is outstanding.”

Ofsted 2019

Our Academic Results

- Five consecutive years of positive Progress 8, demonstrating that students at Pleckgate consistently make better progress than other students nationally.
- Consistently strong progress across mathematics, English, science and humanities, with performance in mathematics in the top 5% of all schools nationally. This demonstrates the high value we place on academic rigour.
- In the last three years we have received local and national recognition for the progress of students including; being named as a ‘Beacon of Success’ by the Institute for Public Policy Research and placing the top 5 schools in the UK based on results for schools with similar prior attainment.

Awards

Pleckgate High School is one of the highest achieving schools in the country on a number of measures. In recent years we have won numerous awards for our achievements.



Rated **Outstanding** by Ofsted in 2019

Awarded the **Outstanding Progress Award 2019** by the Education Business Awards

Placed in the **top five schools in the UK** based on results for schools with similar prior attainment

Named as a **‘Beacon of Success’** by the Institute for Public Policy Research

Awarded the Lancashire Telegraph **Secondary School of the Year Award** for 2 years running



Admission Arrangements 2021/22

Pleckgate High School has an agreed admission number of 270 students 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, 2020 –Applications for Sept 2021 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, 2020 –National Closing date for submission of Common Application Form to the home LA.
- March 1st, 2021 - 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:({

- 'Looked after' children and children who were previously 'looked after' but immediately after being looked after were adopted or became subject to a residence/child arrangement order, or special guardianship order.'Looked after' means that the child was (a) in the care of local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions.
- 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;
- 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.
- 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.

Tie-breaker

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 2020 admissions, the School received 513 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/carers(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 student

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.

To download our admissions policy in full visit www.pleckgate.com/policies

Contact

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