



Pleckgate
HIGH SCHOOL

Aspire & Believe.
Act & Succeed.



Education
Partnership
Trust

High Expectations • Commitment • Ambition

Ofsted
Outstanding
Provider



Welcome to Pleckgate High School

www.pleckgate.com

Welcome to Pleckgate High School, we are an outstanding school as recognised by Ofsted in June 2024, who commented on our “harmonious and supportive environment” that helps all pupils to “thrive in a well established culture of high expectations”.

We are very proud of our school, our pupils and our staff who are committed to working successfully together to achieve our values of *Aspire and Believe, Act and Succeed*.

Pleckgate High School is a successful and oversubscribed school that is part of the Education Partnership Trust (EPT). We want all pupils to be safe, happy and able to fulfil their ambitions. At the heart of this commitment is a well designed curriculum delivered by expert teachers. We know the importance of providing pupils with high quality

experiences that further enhance their learning and offer a wide range of extracurricular programmes and leadership opportunities for all pupils.

We would be delighted for you to visit our school, to meet our pupils, staff and senior leadership team, to ask questions and find out more about our values, our expectations and ambitions for your child.

We know the value of parent partnerships and look forward to working with you to make your child's experience at Pleckgate a happy and successful one.

Please also visit our school website at www.pleckgate.com to find out more about our school. I look forward to meeting and working with you.

Mrs Aishling McGinty
Headteacher

Aspire & Believe. Act & Succeed.



Our Ethos

All children have the right to a high-quality education and we know that all children can be successful at Pleckgate.

Aspire

We will motivate your child to have determination, resilience and have the highest expectations of themselves.

Believe

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

Act

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

Succeed

We will work together with you to ensure your child is successful.

Find out more about our school at

www.pleckgate.com

Aspire & Believe. Act & Succeed.



Pupil Leadership

We are very proud of all our pupils and the success they achieve whilst at Pleckgate. We want children to have values and treat others with respect and understanding. We create opportunities for pupils to thrive and be successful.

We have a team of Senior Prefects who are role models for younger pupils in school and continue to lead our School Council. Members of the Council make recommendations to the Senior Leadership Team termly on school improvement and the Headteacher meets with groups of pupils to discuss opportunities and continuous improvement at school.

We know that part of the experience of school is wider participation in extracurricular activities such as our whole school musicals, sports days, public speaking competitions, mathematics and chess challenges to name a few. We encourage all pupils to participate in clubs and activities and try new experiences.

We look forward to introducing you to our pupil leaders who can share their experiences of our school with you and discuss their achievements and ambitions.

Reading at Pleckgate

Reading is a vital skill for learning and life. We want all children to have the opportunity to read books they enjoy and become better readers.

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, pupils are encouraged to consider and share ideas about the themes discussed in 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 to everyone 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. If you wish for your child to have extra support please contact our SENDCO, Marie Claire Langfeld.

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 and better access the curriculum.



“The school helps pupils to understand the importance of being active citizens and contributing to the school and to the wider community. For example, pupils take on leadership roles in school and undertake many charitable endeavours to help other people.”

Ofsted 2024



“Gaps in pupils’ reading knowledge are promptly identified and addressed. Pupils have many opportunities to enjoy reading, including by sharing novels with their tutors and regular ‘book-talk’ discussions in the library.”

Ofsted 2024

Outstanding Provider of Education



At Pleckgate, we work hard on the most important things to ensure the safety, happiness and success of our pupils is central to all we do. This is through a commitment to high quality teaching and learning and achievement for everyone.

We were delighted that Ofsted inspectors who visited us in June 2024 recognised how we support “pupils to develop aspirational goals for their future lives”. They also commented on the fact that our pupils “value the expertise and support of their teachers, who help them to develop the resilience and determination to succeed”. We are exceptionally proud of the education that we provide for all our pupils and are determined that each child benefits from our outstanding curriculum delivered by our hard working and talented staff.

We have high expectations of ourselves and our pupils and know that an emphasis on high standards and attention to detail provides a strong foundation for learning and personal development. We focus on pupils wearing a smart uniform, excellent punctuality and attendance, determination, resilience and treating one another other with respect and kindness.

We have outstanding facilities at Pleckgate to support every child’s interests and we offer a wide range of opportunities both inside and outside the classroom including clubs in sports, musical theatre, coding, STEM, chess, poetry, law and languages. We also encourage pupils to develop their leadership skills as ambassadors, mentors, pupil council representatives, charity leaders and prefects to develop confidence, teamwork and public speaking.

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.

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



“Pupils feel happy and safe at Pleckgate High School. This is because they feel part of a caring community. Pupils trust staff to support them when they need it”.

Ofsted 2024

Aspire

We will motivate your child to have determination, resilience and have the highest expectations of themselves.

Our transition work

We work closely with our partner primary schools so the change to secondary school is well organised and supportive. This allows us to get to know your child, set ambitious goals and targets and help your child to be well prepared and excited to join our school.

Our partnership with you

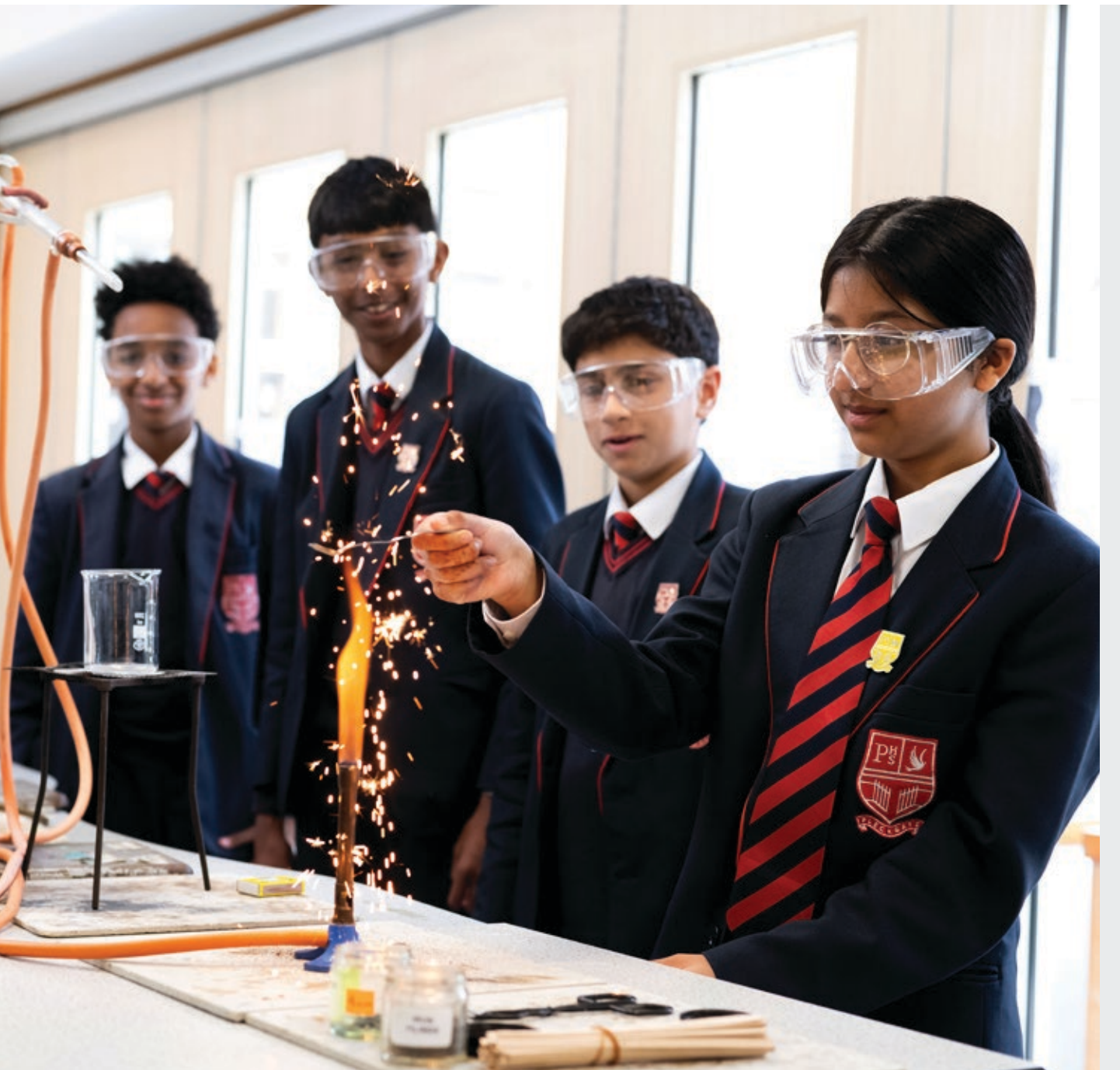
We know the value of successful parent partnerships and the importance of good communication. Together we can encourage your child to be determined, resilient and have aspirations so they can be the best version of themselves. We welcome opportunities to meet with you and talk to you about your child's progress during the academic year.

Our expectations

We have strong values and high expectations for ourselves and our pupils. Our success is built on creating an inclusive environment, with a supportive pastoral foundation. We provide exceptional opportunities for children, helping them to be confident and independent young people.

Personal development

We provide leadership opportunities for our pupils through their work as ambassadors, school council representatives, mentors or prefects. Our extensive charity work, visits, trips and visiting speakers, provides pupils with a well rounded educational experience that extends well beyond the classroom.



“Pupils benefit from an exceptionally rich and comprehensive programme of personal development.”

Ofsted 2024

Aspire & Believe. Act & Succeed.

Believe

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

Our pastoral team is a strength of our school and we want to get to know your children well, so we can support them in developing their self confidence and desire to be successful.

The pastoral team is led by a Head of Year and a non-teaching Pastoral Leader. They are further supported by a team of ten form tutors. Your child sees their form tutor every morning and they are a first point of contact for all parents. Form tutors are there to provide advice, guidance and practical help to make sure that all pupils feel safe, happy and confident in school.

Good health and well-being is very important to every child's development. Ofsted recognised that pupils "benefit from an exceptionally rich and comprehensive programme of personal development which includes health and well-being, online safety and healthy relationships". We know how important it is to create an environment whereby pupils can be curious, ask questions and debate their own views.

We understand that some pupils can find aspects of school difficult and children need support to overcome any barrier they face. Ofsted recognised that the school "goes to great lengths to remove any barriers that may hinder pupils' participation in school life. It is determined that all pupils benefit fully from the school's rich and inspiring offer".



"Pupils value the expertise and support of their teachers, who help them to develop the resilience and determination to succeed. Consequently, pupils achieve highly across the curriculum."

Ofsted 2024

Aspire & Believe. Act & Succeed.

Act

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

We provide a broad and ambitious curriculum for pupils that Ofsted recognised has been “thoughtfully designed to enable pupils to develop an impressive understanding of each subject”. We know how important it is to design a curriculum that is right for our pupils, that is interesting, challenging and allows young people to thrive.

We offer a wide range of subjects for pupils to study at KS4 including Computer Science, Urdu, Arabic, Technology, Business Studies and Health and Social Care. This is alongside subjects that all pupils study, English Language and Literature, Mathematics, Science, and Religious Studies. Our teachers are experts in their subjects and pupils achieve highly across the curriculum.

Our Learning Support Team is led by our special education needs leader, (SENDCO) Marie-Claire Langfeld who helps pupils have equal access to the curriculum. Our skilled and knowledgeable staff help all children to succeed through well organised interventions in oracy, reading, handwriting.

Each member of staff at Pleckgate makes a significant contribution to the education of your child. We are positive role models, provide excellent advice and guidance and develop the talents, knowledge and skills of pupils in our care.

We value your support and all parents have access to our Edulink app, which allows you to have access to essential daily information about your child’s experience at Pleckgate.



“The school helps pupils to understand the importance of being active citizens and contributing to the school and to the wider community. For example, pupils take on leadership roles in school and undertake many charitable endeavours to help other people.”

Ofsted 2024

Aspire & Believe. Act & Succeed.

Succeed



We will work together with you to ensure your child is successful.

Our aim is for all children to be ambitious and to have the resilience, determination and confidence to succeed.

Our curriculum is carefully designed so that all pupils have the necessary knowledge and skills to benefit and enjoy learning. Ofsted recognised that teachers at Pleckgate “design highly effective lessons” and make “careful checks on pupils’ learning. This allows pupils to become confident, independent learners who enjoy learning at school”.

We have a high-quality careers programme that provides pupils with access to all the information they need to make the right choices for the next stage of their education. We organise speakers, mentors, visits to colleges, universities and the workplace so that children are well prepared for their future pathways.

We want children to thrive at school and become young leaders. We create opportunities for pupils to help them develop confidence. Our pupils are Anne Frank Ambassadors, Anti Bullying Advocates through the Diana Award and Duke of Edinburgh Award winners.

We want each child at Pleckgate to experience success through their own interests and talents and the support of our dedicated and committed staff.



“Pupils at this school are strongly supported to develop aspirational goals for their future lives. They thrive in a well-established culture of high academic expectations.”

Ofsted 2024

Aspire & Believe. Act & Succeed.

Admission Arrangements 2025/26



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 Local Authorities (LA) 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, 2024 – Applications for Sept 2025 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, 2024 – National Closing date for submission of Common Application Form to the home LA.
- March 1st, 2025 - 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 "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:

1. 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.

2. 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 31st 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 criteria 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

arent(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 Headteacher 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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