



CARLETON
HIGH SCHOOL

PROSPECTUS 2018/2019

Welcome to Carleton High School
Information for parents and students



CARLETON
HIGH
SCHOOL



**DISCOVER
CARLETON
HIGH SCHOOL
AND JOIN US
ON OUR JOURNEY
TO OUTSTANDING**

WELCOME

I'm very pleased to welcome you to Carleton High School.

If you're thinking about joining us, you've come at a great time. We're on our way to becoming an outstanding school, and this exciting journey is one that students, staff and parents have embarked on together.

Our vision is to provide a first-class education where all our students have the opportunity to make outstanding progress. This really matters: academic results open doors for young people, and in our achievement-focused learning culture we do whatever it takes to make sure our students – no matter what their starting point or background – get the chance in life they deserve. On top of this we're committed to caring for each and every member of our school as individuals, nurturing their strengths and passions, and helping them grow to be confident and successful young adults in today's fast-moving world.

Our approach works through proven systems and processes that promote discipline and the highest quality of work in the classroom. Outstanding behaviour in school means students can concentrate on their learning in a safe and happy environment, while teachers can focus on delivering engaging lessons to their classes and continuing to grow their own professional skills.

From the way Carleton High School students respect each other to their impeccable attitude in lessons and the pride they take in the school itself, it's clear that our mantra of 'Culture + Consistency = Excellence' is already delivering results.

If you'd like to be part of our journey, we'd be delighted for you to join us.

Jo Cross
Acting Head of School





PONTEFRACT

ACADEMIES TRUST

Carleton High is a part of Pontefract Academies Trust. All the schools in the PAT family live by a set of core values and guiding principles. They inform and guide our daily work, from the classroom to the central team.

ACHIEVEMENT WITHOUT EXCUSES

- We have an unwavering focus on achievement. This is paramount so that all our children and young people enjoy greater life chances.
- We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.

OUR PEOPLE MATTER

- We know that our people make a difference to the lives of our 3-16-year-olds. We want to make our academies places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.
- We aim to provide professional work environments where our people have the support and the tools to do a great job and push our children and young people to scale new heights in a safe and secure environment.

EXCELLENCE AS STANDARD

- We set high standards. “Good enough” is simply not. We do not accept second best from our students or ourselves.
- The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans, and simple and precisely executed systems that not only develop and sustain excellent performance, but never stifle individual flair.

STUDENTS COME FIRST

- Our academies are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in academies and the central Trust office work to this end.
- The Trust aims to keep low priority tasks away from frontline teachers and leaders so that they can focus explicitly on our core business of teaching and learning.

STRONGER AS ONE

- We take collective responsibility for each other and the results of all our children and young people. We enjoy sharing our success as a Trust while recognising the strengths of individuals and each academy. To this end collective accountability is rooted in a “if one fails we all fail” mentality.
- As a family of academies we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all.

“*We have an unwavering focus on achievement.*”

OUR APPROACH



Four core strands run through our approach at Carleton High School:

Outstanding leadership

At the heart of every outstanding school is a strong leadership team. Our Acting Head of School is a visible figurehead for our work, providing dynamic leadership and looking after day-to-day business. Carleton High also has an Executive Director of Secondary who divides his time with our sister institution, The King's School, and makes sure that both schools benefit from the best and most effective systems and processes available.

Pastoral support

We believe that every child should be known and valued in a school if they are to reach their full potential. To ensure that there's always someone available we've employed a range of support staff who are available for parents and students throughout the day. Central to this team are the Student Liaison Officers (SLOs): each SLO oversees a year group and is on hand to support the various needs of their students. In practice this means if a student is going through a difficult time with issues either in or out of school they can support them and get them back on track.

First class teaching

Just as we have high expectations for our students, we have high expectations for our teachers too, and we've recruited some exceptional staff to join the school on its journey. Nothing is more important to learner outcomes than quality of teaching, and at Carleton High our culture of excellent classroom behaviour means that our teachers can focus exclusively on doing what they do best. We invest in our teachers and they receive high quality training on a weekly basis.

Investment in resources

Our commitment to high standards goes beyond the classroom. We want the whole school community to feel a sense of pride at being part of Carleton High, so as well as investing in improved leadership and teaching techniques, we've invested in the school itself. We've refurbished the buildings, introduced a smart new uniform, and given the school a clean new visual brand which runs from our logo all the way through to our internal signage.



“In a relatively short time, the new chief executive of the trust has worked hard to gain an accurate picture of the strengths and weaknesses of all schools in the trust, 8 including Carleton. Together with the very recently appointed director of secondary education, they show high levels of ambition and are keen to see the school rapidly improve.”

How we are going to become outstanding

The new team running Carleton High School have an exceptional track record of taking schools to a new level. We have hands-on experience of creating achievement-focused cultures where there are no barriers to achievement, and where every student is able to be the best they can be.

Our aim is for the school to receive at least a ‘Good’ Ofsted rating when we receive our next full inspection, and to swiftly progress on to the ‘Outstanding’ we know we’re capable of achieving. We’re doing this with the tried and tested techniques that have seen so much success in other institutions, and which are already making a difference here at Carleton High.

CLEAR EXPECTATIONS OF BEHAVIOUR AND STANDARDS

We keep a very clear focus on high standards in everything we do at Carleton High. This creates an environment where teachers can focus on their teaching, and students on their learning.

In every classroom, we display a set of 'Non-negotiables' outlining how we expect our students to behave at all times. A 'Consequence board' sets out clearly what we will do on occasions when they fall short. These standards are consistently and fairly applied at all levels of the school, so our students understand our high expectations and how to meet them. We believe that students respond well to clear boundaries and expectations, and they thrive in an environment where there is consistency alongside a culture of praise and encouragement.

Non-negotiables at Carleton High

- Follow staff instructions first time and without questions.
- Be punctual in the morning and to all lessons with a full set of equipment.
- Always have a polite and positive attitude towards staff and peers.
- In all lessons have your planner out on the desks, record homework and complete it on time.
- Speak only with the teacher's permission during lessons.
- Endeavour to speak clearly, correctly and in full sentences.
- Walk calmly and quietly around the building; do not have inappropriate physical contact with other students.
- Respect the building – never drop or leave litter.

Students who consistently meet these expectations, produce something exceptional or go the extra mile receive Epraise points, and the more of these they receive the more prizes and certificates they qualify for. Every half term there is a rewards assembly, which helps to create a really positive culture.



Carleton High School new uniform 2018

Uniform

How we look matters too, and students wear the full Carleton High uniform with pride. Taking the trouble to dress smartly and correctly reflects our whole-school values of respect for our peers and a positive attitude to learning.

Attendance

Good attendance and punctuality are clearly linked to better outcomes, and we expect – and celebrate – the highest standards. We encourage all students to work towards 100% attendance, with a minimum attendance target of 97% per year (equivalent to the top 25% of UK secondary schools). We ask all parents and carers to support this policy.

AIMING HIGHER CELEBRATING SUCCESS

Excellent standards of discipline are by no means the only aspect that contributes to our high-achieving culture. Our aim is for all our students to exceed expectations, and at every level they're challenged to develop and surpass themselves. Consistent effort is consistently recognised.

We celebrate achievement through Epraise, a system that rewards students who go the extra mile in their studies, who make a special contribution to school life, who embody the outstanding attitude we want to see. This positive and encouraging atmosphere underpins a learning environment where our students know they'll be supported to succeed.

Individual students are closely monitored:

Regular reports

Parents and carers receive regular academic progress reports, which are clear and easy to interpret. Staff use the outcomes of these reports to ensure that students keep up their expected development – if a student drops behind, we put extra support in place.


Parent evenings

We view the school's relationship with parents and carers as a partnership: we're working together to give our young people the best chances in life. We regularly meet in person with parents and carers to discuss both academic and pastoral matters. Staff are always on hand to meet parents – no concern or question should go unanswered.

Achieve – extra support

Students who would benefit from extra support to reach their full potential take part in our after-school Achieve programme, where they receive personal coaching in the areas most useful to them.





I feel really safe and happy here. We know what we have to do to succeed in our lessons, and the teachers make sure that we can always get on with our work without people disrupting lessons. The school is tough on bullying too – you don't really see it at all at Carleton High School.

Year 8 student



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Playing football after school is one of the things I enjoy most in the week. It's a great thing to do when you've been working in lessons all day, and I've got a lot better in the last year. I'm hoping to start playing for a local team soon.

Year 9 student

INSPIRING OUR STUDENTS INSIDE AND OUTSIDE THE CLASSROOM

We offer a broad and balanced curriculum to engage and challenge. Through dynamic and inspirational classroom teaching we aim to instil a love of learning in all our young people, which will stand them in good stead for life.

We recognise that when students enjoy what they're doing in their classes, they achieve so much more. All our staff receive regular training to support their delivery of engaging and inspiring lessons: it's not just what the students learn, it's how they learn it. At Carleton High this is a really important aspect of our approach to teaching.

We emphasise core literacy and numeracy skills in the earlier years, ensuring we secure these building blocks for wider academic success. As students progress up the school we support them in choosing the right personal pathways as a wider selection of subjects and options become available.

While excellent academic results are a central priority in all our subjects, we're also committed to providing a broader 'Curriculum for Life' that prepares our young people to become active and successful citizens in modern British society. We regularly cover topics including careers, sex and relationships, finances and e-safety among many others, and we actively promote British values. We do so in a range of engaging ways, from holding special events to inviting guest speakers and running focus days.

Outside the classroom, our lively extracurricular programme provides a wealth of opportunities for our students to broaden their experiences. Several different sports are available (varying by season), and there are a whole range of other clubs from art and computing to debating and orienteering. We also organise a range of exciting trips, involving everything from skiing to the theatre – some lucky Carleton High students even paid a recent visit to New York!

CARING AND BEING THERE FOR OUR STUDENTS

Adolescence is a challenging time in so many ways, and we work hard to provide exceptional pastoral care for all our young people at Carleton High. Settled, happy students achieve more.

We have many staff focused on supporting students at the school. Each year group is led by an academic Progress Leader (PL), assisted by a full-time non-teaching Student Liaison Officer (SLO), who our students know are there to help them with any issues they may encounter, in or outside school. There are other staff who support students with issues including attendance and welfare, and we work closely with a range of external agencies.

The PLs and SLOs meet regularly with all our students; and are also a point of contact for parents and carers concerned about any aspect of their child's development, academic or otherwise.

We take a zero-tolerance approach to bullying at Carleton High, and we encourage our students to challenge it if they ever encounter it. If bullying is reported, our staff are trained to deal with it swiftly and sensitively.



There's a friendly feel around school. We look out for each other and if anything bad happens or we're worried about something there's always someone we can talk to. My SLO was really helpful with a personal thing I didn't know what to do about last year.

Year 10 student



MAKING A SMOOTH START AT CARLETON HIGH SCHOOL

We know that the prospect of starting at a new school can be daunting for young people and parents alike, so we make sure we do whatever we can to make the process as smooth as possible for students and their parents or carers.

Everyone whose child is offered a place at Carleton High is invited to a special transition evening, where the Head of School will give a welcome presentation. Other members of staff – including form teachers, senior leaders and the non-teaching pastoral team – will be on hand to meet parents and answer any questions they may have, outlining what we offer to our students and the commitment to learning we expect in return. This also lays the ground for the partnership approach we build with all parents: parental support is crucial for a child's academic success.

In addition to the transition evening, students who will be joining the school attend a full transition day with their peers, where they get an early taste of life at Carleton High.

Students who transfer to Carleton High mid-term are also well supported. Parents meet with the relevant Progress Leader and Student Liaison Officer, who will oversee the transition and help their child settle in on both academic and pastoral fronts. New students are assigned a house and form, along with a 'buddy' from their year group who'll be there to guide and support them through their first few weeks as a member of our school community.



I was quite worried about moving up to a much bigger school when I finished Year 6, but the transition day we did helped a lot by showing us that actually it's a friendly place here, and my SLO was really kind to me while I settled in.

Year 7 student





ADMISSIONS POLICY ACADEMIC YEAR 2018-19

Pontefract Academies Trust is the admission authority for its schools:

- Carleton Park J&I School
- Carleton High School
- De Lacy Primary School
- Halfpenny Lane JI&N School
- Larks Hill J&I School
- Orchard Head JI&N School
- The King's School
- The Rookeries J&I School with hearing impaired resource

The Trust is required by its funding agreement to comply with the School Admissions Code and the law relating to admissions, though the Secretary of State has the power to vary this requirement where there is demonstrable need. The purpose of the School Admissions Code is to ensure that all school places are allocated and offered in an open and fair way. The School Admissions Code has the force of law and includes a requirement to comply with associated regulations and legislations attached within it.

Objections to the admission arrangements of academies can be made to the Schools Adjudicator, whose decisions are binding and enforceable.

The Trust is responsible for arranging/providing for an appeal against refusal of a place at a school.

The Trust has agreed that it will follow the Wakefield M D Council Admissions Policy in managing its admission arrangements to ensure that the allocation of school places remains fair, clear and objective. This should enable parents to understand easily how places for each school will be allocated.

The admission numbers for each school in the Trust are published online by Wakefield M D Council along with other state-funded schools and academies.

The Wakefield M D Council Admissions Policy and Published Admission Numbers for each of our schools can be found online at www.wakefield.gov.uk/residents/schools-and-children/schools/admissions/policies.



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