



Guide for Parents

A guide to the policies and procedures for admission of children to secondary schools 2020/2021

Foreword

Dear Parent/Carer

This guide contains information about the admission of children to secondary schools in the Wakefield district. It includes a summary of all admissions policies and procedures - the rules we, and schools, must follow. We hope that you will find it informative and useful.

Reading this "Guide for Parents" now may prevent misunderstanding and disappointment later. If, having read this booklet, you need more details please visit the council's website at www.wakefield.gov.uk where you will find all of the relevant Admissions Policies and Co-ordination Schemes.

Alternatively, you can get in contact with the School Admissions Team at Wakefield One. Staff will do all they can to help you.

Starting a new school can be a worrying time for both parents and children. We aim to make the school admissions process as painless and trouble-free as we can.

We are proud of the achievements of the district's schools in educating young people and promoting skills, enterprise and work. In 2018, 40.4% of the young people in our schools achieved Grade 5 or above in English and Maths GCSEs.

All of us in the Children and Young People Service want your child to be happy and successful throughout their time at school. We do hope that will prove to be the case, and that your child will take full advantage of the high standard of teaching in our schools and the wide range of extra-curricular activities available to them.

Children and Young People Service

Introduction

All children born between 1 September 2008 and 31 August 2009 are due to transfer to a secondary school in September 2020.

All parents must make arrangements for their child's secondary education.

All schools have agreed to participate in a co-ordinated secondary school admissions scheme. Wakefield's Children and Young People Service will oversee this scheme and will offer places to all parents with a child who lives in the Wakefield district.

All applications should be made through Wakefield Council's online application system.



Section 1

How to complete your application form

Every parent/carer who lives within the Wakefield district needs to apply to Wakefield Council for their child's secondary school place. You still need to apply to Wakefield even if one (or more) of your preferred schools is within another district.

APPLY ONLINE APPLY ON TIME

Complete your online application form at
www.wakefield.gov.uk/admissiontoschool
and submit it by the closing date of
31 October 2019

Last year, 94% of on-time applicants got a place at their 1st preference school, compared to only 43% of late applicants.

- You can get lots of online advice and support.
- There are clear, simple prompts to help you complete your application form.
- You will get an email to confirm that your application has been submitted and received.
- The system helps you by checking for errors.
- You can change the details on your application form as often as you like before you submit it.
- The system will store your information securely.
- You can find out about your offer of a school place online from 12:30am on 2 March 2020, instead of having to wait for the post.

Access to the internet

All of our libraries provide customers with free access to library computers for two hours, including free internet access. Please contact your local library for further details.

If you are unable to access the internet, please contact School Admissions on 01924 306052, or write to:

Wakefield Council, School Admissions
Room 42, County Hall
Wakefield WF1 2QL

Submitting a late application may affect your offer of a school place.

Please note: if you apply for a place at a Voluntary Academy, you will also need to complete an additional paper 'Supplementary Information Form'. You need to contact the school directly and ask for this form. Please return the completed form to the school.

In Wakefield we have two secondary Voluntary Academies:

- St. Thomas á Becket Catholic Secondary School - a Voluntary Academy
- St. Wilfrid's Catholic High School & Sixth Form College - a Voluntary Academy

If you need any help with your online application form please contact:

School Admissions Team

Telephone: 01924 306052

Email: admissions@wakefield.gov.uk

To prepare for completing the online application form, and to find out about the application process, please make sure you read this guide.

Some parents try to get a place at their preferred school by giving false or misleading information.

Wakefield Council has the right to challenge the information you provide. We will contact schools, other council departments, other admissions authorities and the health authority to check if the information given is correct. You may also be asked to provide evidence.

Examples of evidence that might be requested include:

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- Court orders;
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- residence orders;
- parental responsibility orders;
- proof of address.

Supplying false or misleading information may result in the offer of a school place being withdrawn.

Section 1

How to complete your application form



APPLY ONLINE

complete the online application form at
www.wakefield.gov.uk/admissiontoschool

- Use the address at which your child is normally resident - their permanent address, where he or she lives with a parent (as defined in Section 576 of the Education Act 1996; this includes any person who is not a parent but who has parental responsibility).
- Where there is split custody, please use the address where the child lives for most of the school week. For example, if a child lives with mother from Monday to Thursday and father from Friday to Sunday, the mother's address would be used.
- If custody is split equally, both parents must agree on the schools they list as preferences. However, there is no guarantee of a place at a school that is accessible from both addresses; places are allocated as outlined on page 8.
- **If your child's address changes, or is due to change, before September 2019 you must notify the School Admissions Team immediately as this may affect your offer of a school place (see pages 10-11).**

(B) Parent or Carer Details

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- You need to give your address only if it is different to your child's.
- Give your contact details.
- T whether you have parental responsibility.

(C) Special Educational Needs and Children in Care

Tick the appropriate box if your child:

- Is subject to a care order, interim care order, or SGO;
- Is accommodated by a Local Authority in a full-time placement;
- Has an Education, Health & Care Plan.

D) Preferences

Select your preferred schools - you can select up to five schools within the Wakefield district or other local authority district.

- Rank the schools in order of preference - your favourite as 1st Preference, second favourite as 2nd Preference, and so on.
- **Do not select the same school more than once - this will not increase your chance of being offered a place there.**
- Tell us about older brothers or sisters who attend any of your preferred schools. Please do not include them if they will have left the school before September 2020, or if they will be in the sixth form as of September 2020.
- You may give reasons for your preferences.
- Complete one application per child. **You can change your preferred schools at any time but this may affect your offer of a school place (see pages 10-11).** We will use the latest-dated application that we have received.

Please note:

- Each school has a catchment area. Use the 'School catchment area search' on Wakefield Council's website to confirm which catchment area you live in.
- If your child is not eligible for a place at any of the schools that you named as preferences, they will be offered a place at the school (non-faith or Academy) nearest to their address that has a place available.
- Attendance at a particular primary/junior school does not guarantee a place in any secondary school.

Make sure you submit your application.

We will respond by email to confirm receipt of your application - you should receive the email as soon as the application is submitted. **It is your responsibility to contact the School Admissions Team if you do not receive this email confirmation.**

The closing date for all applications is 31 October 2019.

Submitting a late application may affect your offer of a school place. Last year, 94% of on-time applicants got a place at their 1st preference school, compared to only 43% of late applicants.

You can log in to the online application system any time after 12:30am on 2 March 2020 to find out about your offer of a school place. We will also send you an email - and a letter - with details of your offer.

Section 2

How to apply for your child's secondary place



We have tried to make the admissions and application process as fair and easy as possible.

We have done this by:

- Allowing parents/carers to select their five preferred schools, in order of preference, on one application.
- By fairly allocating places so that as many children as possible get a place at one of their preferred schools.
- By confirming all offers of school places on the same day - 2 March 2020.

To help you understand the process, we have answered some frequently asked questions below.

You can find more information on the Wakefield Council website:

www.wakefield.gov.uk/residents/schools-and-children

Frequently Asked Questions

When does my child start secondary school?

Moving from primary/junior to secondary school happens in the September following a child's eleventh birthday. Parents should be sent information in the September following their child's tenth birthday (the start of the final year of primary/junior school).

What types of schools are there?

There are 18 secondary schools within Wakefield. They are currently split into the following types of school: Community, Voluntary, Foundation and Academy.

• Community schools

These are schools maintained and controlled by Wakefield Council. Wakefield Council is responsible for admissions to all Community schools.

• Voluntary schools

These schools are owned by a voluntary body. Usually it is a church, such as the Church of England or Roman Catholic Church, but this is not always the case.

The voluntary body will appoint the majority of the governors on the Governing Body. In the case of a church-owned school, they will work to preserve the school's religious character and affiliations.

The two Voluntary secondary schools in Wakefield are also now Academies - publicly funded independent schools, free from local authority control (see below for more information). They are both operated by the Bishop Konstant Catholic Academy Trust.

• Foundation schools

Also known as 'Trust Schools', they are supported by a charitable foundation and the schools within the 'Trust' become Foundation schools. These schools have a degree of independence from the Local Authority; they own their buildings and sites, employ their own staff and act as their own Admissions Authority.

• Academies

Academies are publicly-funded independent schools, free from local authority control. They don't have to follow the national curriculum and can set their own term times. They act as their own Admissions Authority but have to follow the same rules on admissions, special educational needs and exclusions as other state schools.

What if I want to apply for a place at a Voluntary Academy?

The two secondary Voluntary Academies in Wakefield are:

- St. Thomas á Becket Catholic Secondary School - a Voluntary Academy
- St. Wilfrid's Catholic High School and Sixth Form College - a Voluntary Academy

To apply, you must still use the Wakefield online application form. Wakefield Council will send details of your application to the school. It is then the school's responsibility to assess your application against their admissions and oversubscription criteria.

Please note: if you apply for a place at a Voluntary Academy, you will also need to complete an additional paper 'Supplementary Information Form'. You need to contact the school directly and ask for this form. Please return the completed form to the school.

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Any offer of a place at a Voluntary Academy will be sent to you by Wakefield Council, not the school.

What if I want to apply for another Academy, or a Foundation school?

To apply for these schools you must still use the Wakefield online application form.

Do any of the secondary schools in Wakefield have sixth forms?

Seven of the schools have sixth forms. They are:

- Airedale Academy
- Castleford Academy
- Minsthorpe Community College
- Ossett Academy and Sixth Form College
- Outwood Academy Hemsworth
- Outwood Grange Academy
- St. Wilfrid's Catholic High School and Sixth Form College

Where can I find out more about secondary schools?

This guide includes information about all secondary schools in Wakefield and their telephone numbers.

It also shows you:

- The maximum number of children each school can admit into Year 7 in September 2020 (Appendix 1).
- Details of how many children were admitted to Year 7 at each school in September 2019 (Appendix 2).

Each school usually produces their own prospectus and these are available directly from the schools.

Most schools hold Open Days/Evenings so that both children and parents can have a look around and meet the teachers. Dates and times of these events are included in your information pack.

School Policies

Each school writes and publishes their own policies, e.g. Curriculum Policy, Behaviour Policy, Special Educational Needs Policy, etc.

Copies of these policies are often published on school websites, or they can be obtained by contacting schools directly.

Exam results

Exam results for schools can be found on the DFE website: www.gov.uk/dfes

Ofsted school inspection reports can be found on the Ofsted website: www.ofsted.gov.uk

General information about schools in Wakefield, along with links to their individual websites, can be found on the Council's website:

www.wakefield.gov.uk/residents/schools-and-children

When should I apply for a school place?

The online application system will open on 3 September 2019. If your child attends a Wakefield school and they live in the Wakefield district, an information pack will be sent via their school. **The closing date for applications is 31 October 2019.**

Is a 'first come, first served' system used to allocate places?

No, we do not look at any applications until the closing date. All places are allocated according to the relevant published Admissions and Oversubscription Policy. However, submitting a late application may affect your offer of a school place (see page 10).

Where can I go for help and advice about which schools to select as preferences?

Deciding which secondary schools to select as preferences is a very important decision.

Visiting a school or attending their Open Evening is often a good way to find out about the school and then decide whether it should be one of your five preferences.

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How to apply for your child's secondary place



Schools will often show parents/carers around upon request. You may also want to consider some of the following:

- Is the school within reasonable travelling distance of your home?
- How does the school monitor a pupil's progress and how is this reported to parent/carers?
- with a particular subject?
- How do the examination and value-added results compare to other schools?
- How does the school recognise and reward achievement?
- What sporting and extra-curricular activities are available?
- How does the school care for the welfare of children?
- Does the school set homework?
- Is there a school uniform?
- If visited, do you like the school, its staff and the children?
- You could also ask parents of other children for their views of the school.

Do I have the right to choose which school my child attends?

As a parent/carer, you have a legal right to express a preference for the school you would like your child to attend, but you do not have the right to decide at which school they will be offered a place.

Places are allocated by Wakefield Council's Admissions Team or the relevant Governing Body (where the Council is not the Admissions Authority), in accordance with the relevant published Admissions and Oversubscription Criteria.

Each school, regardless of type, serves a catchment area. You are much more likely to have your preference met if you name the school that serves your catchment area. To find out which catchment area you live in, please visit:

www.wakefield.gov.uk/admissiontoschool

If the number of applications for a school does not exceed the number of places, all applicants must be offered a place.

Schools might receive more applications than the number of places available (the Published Admission Number).

If this happens, places will be allocated using the relevant published Oversubscription Criteria. Where Wakefield Council's Oversubscription Criteria apply, places will be offered in the following order:

- (a) Children in Care or who were previously in Care;
- (b) (i) Children who live in the school's catchment area, who have brothers and sisters attending the school at the time of admission ;
(ii) Other children who live in the school's catchment area;
- (c) Children who have brothers or sisters in attendance at the school;
- (d) Other children, with priority being given to those living nearest to the school.

In all categories, when decisions have to be made between children satisfying the same criterion, children living nearest to the school, measured as the crow flies (a straight line from home to school), have priority.

A growing number of schools in Wakefield are their own Admissions Authority. The majority of these schools have adopted Wakefield Council's admissions policy for Community and Voluntary Controlled schools (visit wakefield.gov.uk/admissiontoschool for the complete policy).

If this is not the case, a summary of their policies can be found in Appendix 1 and details of complete policies obtained from the schools.

Section 2

How to apply for your child's secondary place

Please note:

- Any place offered on the basis of a fraudulent or intentionally misleading application, e.g. giving a false address, may be withdrawn.
- “Children in Care” includes children who have been adopted from Local Authority care, or who are subject to a Child Arrangements Order, and those with special guardianship immediately following being in Care.
- In all categories, “live” refers to the child’s permanent home address. A child is normally regarded as living with a parent or carer and the Admissions Authority will use the parent or carer’s address for admission purposes. An applicant cannot lodge a child with a friend or relation in order to gain a place at a school.
- The home addresses of some pupils may fall into an area that forms part of the catchment area of two schools (known as an Option Area). These children will be considered to live in the catchment area for both schools.
- “Brothers or sisters” includes step-brothers or step-sisters. They must live at the same address, be of statutory school age and attending the same school, or a school on the same site, on the date of admission.

We cannot guarantee that you will be offered a place at any of your preferred schools or your catchment area school.

What if my child has an EHCP (Education, Health & Care Plan)?

The application process and the closing date are the same. However, school places for children with an EHCP are allocated under a different system. Once we have received your application, we will pass it to the Special Educational Needs Assessment and Review Team; they will then contact you to discuss your application. For further information, please see the section on Special Educational Needs (Section 4).

What if I am not happy with the school place I have been offered?

You can exercise your right of appeal - regardless of whether you accept or refuse the place offered. You should appeal within twenty one days of receiving your offer letter.

You need to tell us the reasons for your appeal.

For your appeal to be successful you will need to prove that:

- the Council has not acted fairly in refusing your child a place at your preferred school; or
- exceptional circumstances mean that your child should attend your preferred school, even though the school is full.

For Community, Foundation, Voluntary Controlled and Voluntary Aided schools, or Academies, appeals should be sent to:

Clerk to the Independent Appeals Panel Wakefield Council, Committee Services, Room 46, Town Hall, Wakefield WF1 2HQ.

If your appeal relates to a school in another district, you will need to get an appeals form from the relevant Council. See ‘Contact Details’ (Section 7) for details.

If your child has an EHCP, your appeal must be made to the Independent Special Educational Needs and Disability Tribunal. See ‘Special Educational Needs’, (section 4) for more information.

What happens at appeal?

Your appeal will be heard by an independent appeals panel. You have the right to attend and to speak in the hearing.

After the appeal, you will receive a letter telling you of the panel’s decision and the reasons for it. Any decision made by the appeals panel is binding and both the school and parents must keep to it.

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Can I receive more than one offer?

No. Parents receive one, and only one, offer of a school place.

If you are not happy with the school place that has been offered, you can exercise your right of appeal - regardless of whether you accept or refuse the place offered. You should appeal within twenty one days of receiving your offer letter.

What if I have twins or triplets and only one is offered a place at our preferred school?

Where the admission of siblings from a multiple birth would cause the school to rise above its Admissions Number, all of the children from the multiple birth will be admitted.

If my child does not get a place at our preferred school, is there a waiting list?

Yes. Waiting lists will be established on the offer day and will be maintained until the end of Year 7 (August 2021). If you would like your child's name to stay on a waiting list after this point, you will need to contact the School Admissions Team within two weeks of the start of Year 8 (September 2021) and complete an application form to request a change of schools.

Your child will not be placed on any waiting list if they have been offered a place at your 1st preference school.

If your child has been offered a place at your 2nd, 3rd, 4th or 5th preference school, they will be placed on the waiting lists for all higher preference schools.

For example, if your child has been offered a place at your 3rd preference school, they will be placed on the waiting lists for both your 1st and 2nd preference schools.

If your child has not been offered a place at any of your preferred schools, they will be placed on the waiting lists for all of the schools you selected as preferences.

Your child's place on a waiting list will be determined by relevant published Oversubscription Criteria; their position on the list may change, potentially moving down as well as up. Offers of places will be made as vacancies arise. We will write to let you know once a place is available.

What if I make a late application?

The closing date for all applications is 31 October 2019.

Any new or amended applications received after 23 November 2019 will be regarded as late applications (unless there is solely a change of address - see below). Late applications will be considered only when all those applications that were received on time have been dealt with.

What if my child's address changes or we move house?

Moving house, or a change of your child's address, may affect the offer of a school place. It is your responsibility to inform us immediately of any changes.

- **If you submit your application on time and subsequently move house-or your child's address changes-you must notify us by 6 January 2020 that the move has taken place.** You must also provide satisfactory evidence by 6 January 2020.

If this is the sole change to your application we will use your new address and continue to treat your application as having been made on time. If you do not complete this process by 6 January 2020, your application will be regarded as late.

- **If there are any additional changes to your application, including the schools you have selected as preferences, you must complete the process by 23 November 2019.**

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How to apply for your child's secondary place

You will be asked to provide proof of address for yourself and your child. This might include:

- A letter from your Solicitors detailing any house purchase and the completion date. A letter of intention
- Written evidence (in the form of a letter from your Estate Agent or Solicitor) of a tenancy agreement or lease, including the start and end dates.
- Written evidence (in the form of a letter from your Estate property or termination of a tenancy agreement/lease.
- A s new address.

Please note that:

- If you are returning to live in a property that you already own, we will need written evidence of the date that you are returning and that you plan to stay there. If you have been renting this property out, we will also need evidence that you have given your tenants notice to leave.
- If your child is moving to live with you, or with another member of your family, we will need to see a s new address.

Your amended application will not be considered unless the proof you provide is to the satisfaction of the W dmissions Team.

In some cases, an Education W to check that your child lives at the address you provided on your application form.

If the offer of a school place is made and the Authority subsequently becomes aware of a change of address which could have affected the decision, the Authority will investigate and may withdraw the offer.

What if I want to change my preferences?

Any change of preferences after 23 November 2019 - whether or not there has been a change of address - will be considered as a late application.

Timetable of Key Dates

3 September 2019

Online application system opens.

23 November 2019

Last day for on-time applications.

2 March 2020

Offer day - log in after 12:30am to find out about your offer of a place.

We will send out emails and letters on this day.

End of April 2020 onwards

Appeals.

Section 3

Changing Schools: mid-year applications and alternative education provision from Year 10



Mid-year Applications

A mid-year application is normally made due to a change in your child's address. Sometimes it can be because your child is having dif

To make a mid-year application for a place at a school in the W

Wakefield or not), you must use a Wakefield admissions form, unless you are applying for a place at a Voluntary Academy whereby you apply direct to the school. If you wish to apply for a place at a school outside the District, please contact the school for application details and let the Wakefield Admissions Team know that you have done so.

Before you stop your child attending their current school, please check that the school you want them to move to can offer them a place.

If your child is having problems at school, please tell the Headteacher immediately; they may be able to sort the problems out. The Education Welfare Service may also be able to help (see Section 6). You can contact them on 01924 307451.

If your child is in Year 10 or 11, moving them to another school can be dif are studying for GCSEs, the new school may not be able to offer them the same GCSE courses they have been studying.

Please note that Wakefield has agreed an 'In Year Fair Access Protocol'.

This means that some applications to move school may be given a higher priority than others. You can get a copy of the protocol from the School Admissions Team or from the Council's website:

www.wakefield.gov.uk/residents/schools-and-children
If in any doubt, contact the School Admissions Team on 01924 306052.

Alternative education provision from Year 10

There are two colleges in Leeds that take children at a different age to typical secondary schools. Beginning in Year 10, they provide a core GCSE curriculum similar to a typical secondary school, with the addition of specialist subjects.

Details of the colleges follow. If you would like further information please visit their websites, where you will also find copies of their admissions processes and criteria.

Leeds University Technical College (UTC Leeds)

UTC Leeds opened in September 2016 - it is a brand new school for 14 to 19 year-old students. Your child can join in either Year 10 or Year 12.

UTCs are set up by universities and businesses, and specialise in one or two technical subjects. Their aim is to ensure young people achieve outstanding GCSE results whilst learning the skills and attributes needed when starting University, an Apprenticeship or work.

In addition to GCSEs, all students will study Engineering Manufacture, and then a choice of Engineering Design or Systems and Control. They will also work alongside UTC Leeds industrial partners (e.g. Siemens, Unilever and AGFA) and the University of Leeds Engineering faculty, to gain experience through major projects, work experience, visits and mentoring.

Further information about UTC Leeds can be found at **www.utcleeds.com** or email **enquiries@utcleeds.com**

Leeds City College – 14+ Apprenticeship Academy

Leeds City College opened its 14+ Apprenticeship Academy in September 2013, and in February 2016 it was graded "Good with many outstanding features" by OFSTED.

The Academy is an alternative to studying Years 10 and 11 at secondary school. It aims to develop young people who are skilled, professional and enterprising, and who can make a significant contribution to the growing economy in the Leeds City Region. The Academy is particularly suitable for those who want to progress onto a post-16 apprenticeship.

Students complete a range of GCSEs whilst developing professional skills and knowledge in areas of employment that are in demand across the region. They learn vocationally relevant skills in work environments, e.g. in the Printworks Kitchen & Bar, butchery, engineering workshops or hairdressing salons.

All students participate in meaningful work experience that is relevant to their chosen vocational area. They work on innovative industry-based projects and challenges set by employers, which may include running their own business. Students can also access support from a Business Coach, to help with their future career.

Further information about the 14+ Apprenticeship Academy can be found at **www.leedscitycollege.ac.uk**

Section 4

Special Educational Needs



This section explains the admissions process for children who have an Education, Health and Care Plan (EHCP).

For all children who have an Education, Health and Care Plan, we want to make the move to secondary school as smooth as possible. To prepare for the move, a representative from the Local Authority will discuss it with you and your child at their Year 5 Annual Review; this review is known as a Transitional Review. The process will be repeated, if necessary, at the Year 6 Transitional Review.

At this review, your choice of schools will be discussed and the one chosen will be noted down on the Annual Review paperwork. This does not guarantee a place but it starts the process of looking at what is available. The Council has a duty to name the school you ask for unless:

- The school is unsuitable for your child's age, ability, aptitude or special educational needs;
- education of the other children with whom your child would

The Special Educational Needs Assessment & Review Team (SENART) will decide whether the school you have chosen is appropriate to meet your child's needs and then consult with the school about a place for your child. Schools have up to 15 working days to respond to the consultation.

If the school you wish to choose is a Voluntary Academy, the school's Governing Body, rather than the Council, decides on the allocation of places. Places at schools outside the Wakefield district will only be considered in very exceptional circumstances.

Like everyone else, you will still need to complete the online application form. Make sure that you tell us that your child has an EHCP. To find out about the schools within the Wakefield district with specialist provision for children with Special Educational Needs, please see Appendix 1.

When completing the online form, please make sure that you tick the box to let us know that your child has an EHCP.

Frequently asked questions.

When a transfer of school takes place, will the EHCP be changed?

Yes. Your child's EHCP will be amended to name the new school.

Unless the needs of your child have changed, all other parts of the EHCP will stay the same.

Once a school has been agreed and named on the EHCP you will normally be offered a place at that school.

Will the support received in primary school continue in the same way in secondary school?

The level of support will be discussed at your child's Annual Review. Staff from your proposed secondary school may also attend to learn more about your child. Sometimes the level of support, and the way it is delivered, may change. The new school may do things differently. Once you know which school your child is going to, you can contact the school's Special Educational Needs Co-ordinator (SENCo).

They will be more than happy to discuss things with you.



Section 4

Special Educational Needs



Does my child have to go to a secondary special school or resourced provision?

If your child is already at a primary special school or resourced provision, it may be more appropriate for them to go to a secondary special school. If you would like to consider a mainstream school you will only be able to do so if:

- The school can meet your child's needs;
- Your child's attendance will not affect the education of other children.

The Special Educational Needs Assessment and Review Team can help you with this. They can advise you whether the school you have chosen is the best one to meet your child's needs. Again, all this will be discussed at your child's Transitional Reviews in Years 5 and 6.

Will transport be available to secondary school?

Many pupils who have an EHCP travel to school with their parents, or independently. Some pupils may be eligible for travel assistance.

Provision of transport to and from school will be discussed with you at your child's review meeting. The outcome will depend on your child's needs and the distance from your child's home to school.

If transport assistance is needed, you will need to make an application to the Transport Team. A Transport Panel will consider your child's needs and make a decision about whether some form of transport assistance can be provided. This may include providing a bus pass or, in some cases, a taxi, to enable transport to and from school.

See Home to School Transport (Section 5), for more information.

If I do not agree with the naming of a school on my child's EHCP, can I appeal and where would I go to do this?

Yes, you can appeal. However, the first thing you should do is speak to your child's named Special Educational Needs Casework Officer and let them know that you are unhappy with the school named on the EHCP. You may be able to resolve the issue between you.

Where can I go for help and advice?

If you are still unhappy, the Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS) may be able to help. They offer free, impartial advice and can help with all issues that may affect your child, including admission to schools, school placements and the Council's special needs procedures.

solution, which includes:

- providing information on all aspects of SEN, including local procedures
- helping you to complete forms or write letters
- helping you to understand documents and reports
- helping to resolve disagreements between parents and carers, the local authority and schools
- helping you to prepare for meetings and accompanying you to meetings with other professionals - e.g. staff at your child's school - if this is required
- signposting to other local and national sources of support

They will also explain what you need to do if you want to make an appeal. Appeals are dealt with by the Special Educational Needs and Disability Tribunal (SENDIST).

Contact:

Barnardo's WESAIL SENDIASS

Tel: 01924 304152

Email: WESAIL@barnardos.org.uk

Please don't hesitate to contact them. They will be only too happy to help.

Who else can I speak to about the change of schools?

You can speak to staff at your child's current school or at the new school. You can also talk to the Council's Special Educational Needs Assessment and Review Team. You can contact them on 01924 302465.

Section 5

Home to School Transport



Transport legislation does not recognise catchment areas as part of the assessment criteria for entitlement to free school transport. Only the nearest qualifying school can be considered for transport purposes; this school might not be the catchment area school.

Qualifying schools include Community, Foundation and Voluntary schools, Academies and City Technology Colleges.

To qualify for help with home to school transport the following

- Your child must be attending the nearest qualifying school, with places available, and the distance between home and school must exceed 3 miles*. Children from low-income families (i.e. those children entitled to free school meals, or whose parents receive the maximum level of Working Tax Credit) may also qualify if:
- they are attending one of the three nearest qualifying schools, with places available, which are more than 2 miles*, but less than 6 miles**, from home; or
- they are attending the nearest qualifying school, with places available, preferred on the grounds of their parents' religion and belief which is more than 2 miles*, but less than 15 miles**, from home.

*The 2 and 3 mile distances are measured as the nearest available walking route along which the child, accompanied as necessary, may walk safely to school. This route can include footpaths, bridleways and other pathways as well as recognised roads.

**The 6 mile limit to a choice of schools and the 15 mile limit to a school preferred on the grounds of religion or belief are not walking routes. These routes will be measured along road routes.

Following a change in legislation governing the entitlement to free school transport for low-income groups, it became apparent that a number of applications did not meet the qualifying distance criteria.

Given the immediate potential impact on families it was agreed to introduce a "phasing out" period. This means that where a pupil has been issued with a free bus pass and it is found they had not been attending the nearest qualifying school, that pupil would continue to receive free travel until they left their current phase of education (i.e. end of primary school or end of secondary school).

However, any younger sibling or new applicant for free travel would be assessed strictly in line with the home to school transport policy and, unless the pupil was attending the nearest qualifying school (with places available) subject to the distance criteria, free travel would not be provided.

This also applies to new applicants who may have had a sibling who previously attended the school, but left prior to their younger sibling applying for free travel.

If a pupil has been issued with a free bus pass under the above "phasing out" rule but the pupil then moves address, or changes school mid-year, the application will be treated as a new application.

If your child currently attends a denominational ('faith') school/Academy in the Wakefield district and is in receipt of a free bus pass, this will continue until the end of their current phase of education (i.e. the end of primary school for current primary school pupils). Should they change school (including transferring to secondary school) or change their home address, a new application will be required; all new applications for free home to school transport will be assessed in line with the current policy, as outlined above.

We may be able to help with transport arrangements for children who are unable to walk to school in safety (accompanied as necessary) due to the nature of the route, and children whose parents/carers are disabled and cannot accompany them on their journeys.

Where an application has been refused and parents feel there are very good reasons why an exception to the home to school transport policy should be made, they can use the appeals process to make their case.

For further details please contact the Home to School Transport Team on 01924 305643 / 305675 / 306980 / 305481.

Section 5

Home to School Transport



School Travel Plans

We want all children and young people in Wakefield able to travel to and from school safely, sustainably and healthily.

To do this, each school has their own travel plan which gives information about safe routes and transport services to school. This includes cycle paths, walking routes and public transport. You can find the plans on each school's website or through the Council website: www.wakefield.gov.uk

Some schools have 'park and stride' schemes. This helps reduce the number of children travelling to school by car each day. A printable map is also available which shows you all the cycle and walking routes, bus information, safe crossing points and parking facilities in the school's locality.

We encourage the use of sustainable travel to and from school. You can find this on the Council's website. The strategy explains how we aim to reduce the level of car usage and improve safety for those walking or cycling to school.

The School Travel Team can help you find the best way to travel to school. If you would like a copy of any of the travel plans or want any advice or information please contact School Travel Planning on **01924 305937**.



Section 6

Other general information



You have a legal duty to make sure that your child is educated; it is your responsibility to make sure that your child attends school. If your child is not at school you may . If your child is ill and not able to go to school, you need to let the school know straight away.

Holidays during school time

Family holidays and days out should be taken during school holidays. Only in exceptional circumstances will holidays or days off in school time be allowed, and you will need to get the Headteacher's and/or Chair of Governor's agreement to this beforehand. You may be issued with a Penalty Notice if you do not have this authorisation.

Education Welfare Service

The Education Welfare Service (EWS) is there to support parents and children if there are problems with a child's school attendance, ensuring that children and young people within W

- Education W attendance at school and may telephone or visit you and your child to find out why your child is absent from school.
- The EWS can offer advice and support on a number of areas, including attendance, exclusions, bullying, truancy and holidays in term time. They can signpost to a wide range of support agencies, including Social Care Direct, Target Youth Support, and Young Carers.

You can contact the EWS either through school or on 01924 307451.

Children who have a part time job

If your child has a part time job you must notify the Council in the area he/she works, as a work permit is required (Children and Young Persons Act 1933 and 1963); (Health and Safety (Young Persons) Regulations 1997). Work permits can be obtained from the Education Welfare Service.

Sporting Events

Children and Young People enjoy taking part in sport. Sport enhances health and well-being, and builds confidence. Most children and young people take part in sport as a hobby in their own time. However, some children excel in their chosen sport and may then be selected to participate in regional or national events.

Sports events where a child or young person is paid to participate, or that require absence from school are regulated by national legislation. The Children (Protection at Work) Regulations, 1998, states that a child will need a Sports Licence to partake in the activity.

Licences can be obtained from the Education Welfare Service.

For further information and advice with regard to any of these issues, please contact the EWS Child Employment Officers on 01924 307451. More information is available on the Council's website: www.wakefield.gov.uk

Children who take part in performance or modelling

Children may take part in a 'licensed performance'; to do this, you need to notify the Council and apply for a licence. A decision will be made after consultation with school. This is to ensure that your child is working in a safe environment. For further information and advice please contact the Education Welfare Service Child Employment Officer on 01924 307451. More information is available on the Council's website: www.wakefield.gov.uk

Free School Meals / Pupil Premium

Your child can have free school meals - and their school will be able to claim additional money, the Pupil Premium - if you receive:

- Income support; or
- Income based Job Seekers Allowance; or
- Income related Employment Support Allowance; or
- Support under Part VI of the Immigration & Asylum Act 1999; or
- The guaranteed element of State Pension Credit; or
- Child Tax Credit without Working Tax Credit and your annual household income is less than £16,190 (as assessed by HM Revenue and Customs); or
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit); or
- Universal Credit.

Children attending Independent Schools or Post-16 Colleges are not entitled to free school meals.

Section 6

Other general information

Applying for Free School Meals

You need to complete an application form the apply for statutory free school meals, or if you have started a new claim for any of the benefits listed above. You can download a form from the Council's website; if you would like a paper copy, contact the Free School Meals Team - once you have filled this in, you need to send your form back to:

Free School Meals Team

Wakefield One

PO Box 700

Burton Street Wakefield, WF1 2EB

Tel - 01924 305061; Email - hst@wakefield.gov.uk

You will not need to send proof of your benefits unless we ask you to do so. We check with the Department for Work and Pensions (DWP), Home Office and HMRC (Revenues and Customs) for proof of your receipt of benefits.

We will write to let you know whether your application has been approved; we will also contact the school to let them know. If your application is approved, your child will continue to receive statutory free school meals as long as your circumstances do not change.

If things change

You must tell us straight away if your circumstances do change and you are no longer receiving any of the benefits listed above; you will be responsible for repaying the cost of any free school meals taken whilst you were not entitled.

If you later start a new claim for any of the benefits listed above, you will then need to complete another application form for statutory free school meals.

Pupil Premium

If your child attends a Wakefield school and you receive any of the benefits listed above, we ask that you submit an application for free school meals. This will enable your child's school to claim additional money - the Pupil Premium - that can be used to put measures in place which may accelerate your child's academic progress, as well as developing their self-esteem, self-confidence, and social and emotional skills. Schools may also use the Pupil Premium money to provide new equipment or additional teaching staff.

School trips

If your child is entitled to receive free school meals, the school should provide your child with a packed lunch.

16 – 19 Bursary Fund

Young people progressing into post-16 learning will be able to apply directly to their school or college for a bursary. The bursary will be made up of two parts:

- A guaranteed bursary of £1,200 a year for the most vulnerable. This includes children in care, care leavers and those on Income Support and disabled young people in receipt of Employment Support Allowance and the Disability Living Allowance
- Schools and colleges will also be able to award a bursary

staying on in education or training, to help with costs such as transport, food or equipment

Children Missing Education

If you intend to move from an area or change school, you must notify the school in writing and apply for another school place. Children who go missing from education will be reported to the Education Welfare Service's Children's Missing Education Team, who will work to ensure that parents make a new application for a school place.

Safeguarding Children

If at any time you are worried or concerned about the welfare of a child, please contact Social Care Direct.

They are open 7 days a week, 24 hours.

Callers to Social Care Direct can remain anonymous; you do not have to give them your name if you do not want to.

Social Care Direct

Telephone: 0345 8 503 503

Fax: 01924 303455

Email: social_care_direct@wakefield.gov.uk

Section 7

Contact details



Education Welfare Service

ews@wakefield.gov.uk
01924 307451

Families Information Service (FIS)

information@wakefield.gov.uk
0800 587 8042

SENDIASS

WESAIL@barbardos.org.uk
01924 304152

Special Educational Needs Assessment and Review Team (SENART)

01924 302465

Social Care Direct

0345 8 503 503

Barnsley Education Authority

People Directorate
Admissions Team
P O Box 634
Barnsley S70 9JG
Tel: 01226 773689 / 677 / 588 / 502
Email: admissions@barnsley.gov.uk

Doncaster Council

Admissions, Attendance & Pupil Welfare
Service Floor 3 Civic Building
Waterdale
Doncaster
DN1 3BU
Tel: 01302 737204
Fax: 01302 737342
Email: admissions@doncaster.gov.uk

Kirklees Education Authority

Pupil Admissions
Kirkgate Buildings
Byram Street
Huddersfield HD1 1BY
Tel: 01484 225007
Email: pupiladmissions@kirklees.gov.uk

Leeds City Council

PO Box 837
Admissions
Leeds
LS1 9PZ
Tel: 0113 222 4414
Email: education.annual.cycle@leeds.gov.uk

North Yorkshire Education Authority

School Admissions
Jesmond House
31-33 Victoria Avenue
Harrogate HG1 5QE
Tel: 01609 533679
Email: schooladmissions@northyorks.gov.uk



Airedale Academy

Crewe Road, Airedale, Castleford WF10 3JU

www.airedaleacademy.com

Tel: 01977 664555

Headteacher: **Mrs E Fairhurst**

Age: 11-18

Type: Academy

Number on Roll: 942

Annual Admission Number: 240

Airedale Academy is a successful 11-18 school which serves the communities of Airedale, Ferry Fryston and Townville, with students now attending from Brotherton, North Yorkshire. The Academy has undergone significant refurbishment and building projects over recent years resulting in a superb learning environment for our young people. Facilities for Performing Arts are especially outstanding and include two purpose-built dance studios. Our fully-equipped theatre complex incorporating two drama studios acts as a central hub for the whole community.

We strongly believe that every young person, regardless of their background or ability, has the right to a high quality education. There is no limit to what they can achieve if they are given the right levels of encouragement and support. Our vision is of a world where all children and young people are given the opportunity to thrive, succeed and aspire. Our mission is for every child to leave our school equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this we believe in the core values of our Trust and try to keep these at the heart of what we do: Ambition, Bravery and Respect.

Students follow the National Curriculum and are grouped according to ability in Key Stage 3 (Years 7 and 8) in most subjects. Towards the end of Year 8, when students' aptitudes and abilities have been assessed, a guided choice is open to them. At Key Stage 4 (Years 9, 10 and 11), students are placed on a personalised pathway so as to ensure all follow a programme of study tailored to their specific needs. The curriculum is enhanced through the delivery of a student wellbeing programme, which aims to improve students' social, emotional, problem-solving, teamwork and cultural skills.

The Academy seeks to ensure that each student has access to the concepts, skills and attitudes which will be vital to his or her future learning and employment prospects in a fast- changing technological world.

In our sixth form, we provide outstanding teaching, superb facilities (a dedicated sixth form teaching block with common room, independent learning centre, extensive ICT facilities and a state of the art theatre) and personalised mentoring to support students in reaching their goals.

Excellent student wellbeing services are provided within the academy for all of our young people through our POD4U facility. We work with a number of external agencies and frequently engage with other professionals and organisations to raise awareness amongst young people of key issues such as alcohol abuse, contraception, risk, substance misuse, radicalisation, child sexual exploitation and domestic abuse.

Airedale Academy has at its heart a firm commitment to putting the needs of 'Students First'. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. We believe that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened. This will not be tolerated.

Appendix 1

It is the policy of the Academy to hold regular internal examinations for all students, in addition to rigorous assessment and recording procedures. Great emphasis is placed on the progress that individual students make within their subjects, over the course of their time with us. Substantial improvements in recent years' examination results are evidence of our determination to establish Airedale Academy as a centre of academic excellence. Indeed, in recent years we have been one of the most successful Wakefield schools in "adding value" to students' examination attainment over their five years at secondary school.

We ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. Airedale Academy will use its best endeavours to ensure that staff in the school are able to identify and provide for those students who have special educational needs, enabling them to participate fully in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical.

If you would like more information, please have a look on our website at www.airedaleacademy.com or, even better, give us a call and arrange to come and visit us on a typical day at Airedale Academy and see for yourself what we are all about and what we can offer your child.

Applications to Airedale Academy Sixth Form - a summary of the policy

At Airedale Academy Sixth Form we offer a limited number of vocational qualifications at Level 3, some of which will require certain minimum grades at GCSE level. We strive to ensure that all students who are accepted into the Sixth Form are placed on appropriate courses where they are most likely to succeed. In order to do this we interview or audition all applicants. This is undertaken by subject leaders or the Head of Sixth Form. There is no expectation that students from Year 11 will automatically apply to the Sixth Form and the school gives equal time to a wide range of providers to help to ensure that students find the course that is right for them and that careers guidance is impartial. We accept applications from students wishing to come to Airedale Academy Sixth Form from another school. In all cases the same admission criteria will apply.

Academic requirements - For entry onto our vocational courses we require a minimum of 5 GCSE passes at grade 4-9 from at least four subject disciplines and to include English and Maths. Students who we have interviewed and feel are suitable for a particular course but do not achieve a grade 4 or above in GCSE English and/or Maths, will have these subjects added to their programme of study. When students achieve a grade 4 or above they will be given the choice of whether to continue to study these subjects.

Students applying for the BTEC Extended Diploma in Performing Arts will be expected to attend an audition as well as an interview. This will involve a song or dance piece of no more than 2 minutes in length and a monologue of the students' choice, followed by a formal interview.

Meeting the requirements of any course is no guarantee that the student will automatically be offered a place on a preferred choice of course. In some cases students who do not meet the academic requirements but have shown a particular aptitude for a subject, may be offered a place.

Oversubscription Criteria

Where the number of eligible applicants for a course of study exceeds the places available then admission will be determined in accordance with the following priority of admission criteria:

- (i) Applications from internal candidates who are predicted to meet the academic requirements
- (ii) Students with siblings at the school. Siblings are defined as brothers or sisters (including step brothers and sisters) living at the same address as their primary place of residence); and
- (iii) All remaining places will be offered to those students who have the better performance predicted at GCSE for their subject specific requirements or who have the more successful audition.



Carleton Community High School *A Specialist Science with Mathematics College*

Green Lane, Carleton, Pontefract WF8 3NW

www.carletonhigh.com

Tel: 01977 781555

Headteacher:	Mrs J Cross
Age:	11-16
Type:	Academy
Number on Roll:	950
Annual Admission Number:	210

Carleton Community High School is a successful and popular school with a commitment to high standards in all aspects of school life, where all students and their aspirations for success are highly valued.

Students of all abilities and talents thrive at the school, gaining the necessary skills, knowledge and attitudes to meet their aspirations, and make a real and genuine contribution to society. Within the Pontefract Academies Trust, we enjoy a good partnership with parents, governors and the wider school community who are all committed to high expectations for Carleton students. This teamwork enables students to fulfil their individual academic potential and achieve the best possible examination results. Central to the values of Carleton Community High School is a commitment to safeguarding and protecting the health and wellbeing of all our young people.

Settling Into School

A strong commitment is placed on each child's introduction and welcome to Carleton Community High School. Liaison with partner primaries is a high priority. Personal contacts include staff visits and detailed discussions throughout the pre-transfer year, ensuring the exchange of detailed information about every child. Parents/guardians are invited and encouraged to visit school and take a tour. In the summer term, the students meet their new tutors and teachers and experience 'taster' lessons. Families and friends are also invited to attend a pre-admission evening. Our transition programme for year 6 students is carefully planned and extremely popular with students and schools.

Pontefract Academies Trust

Both Pontefract secondary schools are members of the Pontefract Academies Trust, which aims to secure and improve the quality of education for all children who are educated within Pontefract. Working collaboratively with the Trust holds many benefits, but in particular our direct working relationship with The King's School means we share goals, practices and colleagues to benefit the children of Pontefract. The PAT Director of Secondary Education works across both Carleton and The King's to align and share best practices, and move both schools forward in providing outstanding education services for Pontefract.

At Carleton Community High School we aim to:

- Foster a caring, safe and inclusive environment built on mutual respect and clear expectations, where success is promoted and celebrated.
- Support students to become highly motivated lifelong learners, and develop in all students an ambition to contribute to society, with high aspirations for success.
- Offer broad, personalised opportunities that provide rewarding and challenging experiences.

Appendix 1

A first class learning environment

Our multi-million pound facilities provide an excellent and inspiring learning environment for all users. The new facilities include:

- a 500-seat Hall and Drama Studio
- Dance Studio
- Music Room, Music/ICT and recording studios
- Dance, Drama and Music practice rooms
- Gymnasium, Fitness Suite (with ICT linked equipment), changing rooms
- Inclusion area
- Specialist teaching rooms
- Learning Resource Centre
- Dining and snack areas
- Student Services and administration areas
- Outside there are teaching areas for Science and Performing Arts, as well as social areas for students

Our existing teaching facilities, which have all been refurbished in recent years, include:

- SMART Interactive whiteboards
- 5 ICT rooms and regularly updated hardware and software resources
- Sports Hall, tennis courts and extensive playing fields
- Technology Block with Design Studios, CAD/CAM, Food Technology
- Specialist Teaching Block for Spanish and French
- Refurbished 18-classroom teaching block, all with SMART Interactive Whiteboards



Castleford Academy

Ferrybridge Road, Castleford WF10 4JQ

www.castlefordacademy.com

Tel: 01977 605060

Headteacher: **Mr G Panayiotou**

Age: 11-18

Type: Academy

Number on Roll: 1382

Annual Admission Number: 300

We never forget that parents entrust us with one of the most important and rewarding jobs in the world, the education of their child. Under strong leadership, the school continues to build on its current results and successes.

A dynamic curriculum model aims to enhance the learning of all its pupils. In 2018, we achieved a score of 0.54 Progress 8 and our Attainment 8 score was 48.5 placing us in the top 10% of schools nationally. We have high expectations of behaviour for all students to foster a climate where learning can thrive.

A highly developed transition programme ensures that all pupils settle in the Academy well and ample opportunity is provided for pupils to experience life in the Academy prior to admission in September. We have a strong relationship with parents, governors, and our feeder schools and closely work together to provide the best opportunities for our pupils. We are also part of the Castleford Academy Trust, alongside Glasshoughton Infant Academy, Castleford Park Junior Academy and Three Lane Ends Academy working closely with these schools to offer excellent provision to the pupils in our community.

The core values of our Academy's ethos are Care, Aspire, Succeed:

Care – At Castleford Academy, we have high expectations of pupil's behaviour. We expect that our pupils grow to respect themselves and others, to look for the good in others and to be honest and trustworthy. We believe that this is essential throughout the school, allowing our focus to be solely on learning and progress. We want to make sure that your child is a happy, confident individual who feels valued so that they can make a positive contribution during their time at secondary school. Your child will face their most significant physical, mental and social changes of their lives during their time with us. Our pastoral programme is designed to support pupils and their families with these changes and we pride ourselves on the pastoral care we give to all students.

Aspire – In a changing world, we have to prepare our pupils to achieve great things and compete locally, regionally, nationally or internationally for the future. Our curriculum is designed to give pupils the best exposure to learning opportunities both in and outside of school. As a school, your child will be challenged on an "I can't do it" attitude to encourage a change in mind-set whereby, they learn to think "I cannot do it yet!" This mind-set will equip pupils well for the challenges they will face in the future by building confidence and raising aspirations. We have a strong tradition of extra curricular activities and an annual programme of study and travel to a variety of destinations, broadening horizons and encouraging independence among our pupils. This year alone we have visited Belgium, Australia and Paris.

Succeed – Here at the Academy, we work hard to unlock potential and develop talent at all levels of ability to ensure that everyone does their best, and that no child is left behind. The curriculum ensures that every pupil leaves with excellent levels of literacy and numeracy, essential for everyday life. We look to find and develop other talents including sporting, artistic, musical, dramatic and technological talents. We have state of the art facilities to help to achieve fantastic opportunities.



The Academy has had extensive building work over the past few years. The introduction of a new 3G pitch and a state of the art Henry Moore Suite (housing Design Technology and Art lessons) accompany the new builds already in place with the multi-million pound sports hall, a fully refurbished dining facility, inclusion resource, Step Up facility and newly modernised classrooms with ever developing IT support networks and resources.

We are very proud of the students at Castleford Academy who continue to outperform all expectations.

What did Ofsted say about us in our last inspection?

Progress across most subjects continues to rise for most pupils, particularly for English and mathematics, so that students do well compared to their peers nationally

The support offered to students with Special Educational needs, particularly those in the hearing impaired unit, is very strong

Staff and parents are extremely positive about all aspects of the academy

Students are happy. They are particularly proud of their academy and they behave extremely well in lessons and around the buildings and yard

Bullying is extremely rare and students feel safe

The pastoral care of students is excellent. There are many opportunities for students to experience life beyond the academy and support for the spiritual, moral, social and cultural is strong. There is also good support for the promotion of British values, such as encouraging the involvement of the student in the democratic process

Leadership of the relatively new sixth form has secured excellent vocational results for the students who participate in those courses

Teaching has continued to improve so that the standards being reached in GCSE examinations are rising further. It is leading to students' progressing more rapidly

Teachers know their subjects well. They are generally enthusiastic in the delivery of their lessons and this is helping students to remain inspired and engaged

There is strong support for the quality of teaching by both students and parents

The most able students make good progress overall

Should you decide to send your child to us, you will find that the form tutor and year leader play a consistent, key role in your child's education and will be your first point of contact within the school. If you are not yet convinced, our open evening takes place in October. See the website for further details.

Cathedral Academy

Wakefield's School of the Arts

Thornes Road, Wakefield WF2 8QF

www.cathedralacademy.co.uk

Tel: 01924 330640

Principal: Rob Marsh

Age: 11 - 16

Type: Academy

Number on roll: 945

Annual Admission number: 210

Cathedral Academy is an 11-16 mixed comprehensive school with a thriving specialism in Performing Arts. In 2018 we gained our best results ever with outcomes in the top 10% nationally for progress. This has remained in the top 10% for 2 years and in 2019 we were shortlisted for the TES Secondary School of the Year Award – a great achievement. The achievements follow several key changes made in the last three years as the academy moved into the Trinity Multi-Academy Trust, a highly successful trust with reputation for outstanding education.

Cathedral Academy is also the only Church of England secondary school in Wakefield and has a Christian ethos which nurtures and celebrates the individuality of every student, whether they are students with or without a faith of their own.

We are strongly focussed on academic success for all our students and our results have improved rapidly in recent years and are set to continue this trend. This is reflected in our mission statement; Believe, Achieve, Succeed and in the broad curriculum we offer, which allows students to follow a personalised pathway including a range of academic and vocational options.

We believe that teaching and learning should be engaging, exciting and challenging for our students and we strive to provide memorable and high quality learning experiences both inside the classroom and outside, through our excellent and extensive extra-curricular activities programme and enrichment opportunities.

At the same time, we are firmly committed to providing the highest standards of care, guidance and support for our students and believe that safeguarding is of paramount importance. We take very seriously our duty of care to your children. Alongside our mission and pledge for students, we also follow a clear and consistent code of conduct for behaviour and have a specialist team of student liaison officers and student support staff, who are dedicated full time to the pastoral support of students and their families.

We recognise that the move from primary school to secondary school life is a big one and it is crucial that we get this transition right for our students. Consequently, we have an extensive transition programme which is well regarded by our partner primary schools, with whom we work closely to ensure the best possible transition experience for all our students.

Our recent Ofsted visit (Nov 2016) highlighted some key points:

- Leadership at middle and senior level have ensured that the rate of improvement is rapid and sustained.
- The curriculum is vibrant, interesting and rich. The arts have a profound positive effect on pupils' spiritual, moral, social and cultural development.
- The school has benefited enormously from its relationship with Trinity Multi-Academy Trust. This has been central to improving teachers' skills and improving leadership at all levels.
- Pupils behave well at all times, both in and out of classrooms. Bullying is rare and the school is a friendly, cohesive environment for pupils to learn in.

Appendix 1

These statements demonstrate a rapid and sustained improvement in academic standards which has been taking place and will continue to do so. We are proud of our central focus on teaching and learning development and extremely high standards for behaviour and safety. These factors come together to ensure all students are supported and challenged to achieve their full potential and flourish as confident young citizens.

Our facilities have been upgraded over the last few years with refurbishments to include state of the art dance and drama facilities, a new dining room, newly appointed conferencing and performance spaces, a new Independent Learning Centre and, more recently, a new music block, reception and a new chaplaincy.

The school is well served by extensive use of ICT, including a number of full-sized computer suites and many smaller clusters of computers. We also have a wireless network which allows students to work from school laptops in ordinary classrooms.

Together, we aspire towards the highest standards and the best outcomes for our students. At Cathedral Academy, we challenge and support each other, staff and students alike, in a caring, vibrant and happy community. We celebrate our successes and constantly strive towards excellence.

If you would like more information, please have a look on our website at www.cathedralacademy.co.uk or, even better, give us a call and arrange to come and visit us on a typical day at Cathedral Academy and see for yourself what we are all about and what we can offer your child.

The following points form a summary of the Admission Policy for entry to Year 7 in September 2020; for a copy of the complete policy please visit the school's website or contact the school directly.

If the number of preferences to Cathedral Academy does not exceed the Admission Number, all preferences will be met. If there are more applications for admission than there are places available, preference will be given in the following order:

- a) Children in public care (looked after children), or a child who was previously looked after or fostered under an arrangement made by the Local Authority;
- b) Children who live in the school's catchment area, who have brothers and sisters attending the school at the time of admission;
- c) Children who show a particular aptitude for one or more of the performing arts: dance; drama; music. This will be determined through an audition process. Students who are allocated on this basis will be placed on the CAPA Juniors Pathway. **This criterion applies only for 10% of the intake (21 students);**
- d) Other children who live in the school's catchment area;
- e) Children who have brothers or sisters in attendance at the school;
- f) Other children, with priority being given to those living nearest to the school.

When decisions have to be made between children satisfying the same criterion (except in the case of Criterion c), children living nearest to the school, measured as the crow flies, have priority. The distance measured will be from the central (centroid) point of the applicant's property to the central (centroid) point of the school's ground. Measurement will be made using the LA's in-house admission system and mapping software.



Crofton Academy *Specialists in Maths and Computing*

High Street, Crofton, W

www.croftonacademy.org.uk

Tel: 01924 862985

Headteacher: **Mr P Walker**

Age: 11-16

Type: Academy

Number on Roll: 1028

Annual Admission Number: 210

Crofton is an 11-16 Academy, situated three miles to the south of Wakefield. Traditionally the School served three former mining villages, Crofton, Sharlston and Walton, but in recent times pupils from a much wider area have attended the School.

At Crofton Academy every individual will be cared for, supported and challenged, to maximise their potential in order to create a feeling of self-worth and ambition. This aspirational journey will allow each member of our community to develop individually with an ethos of respect, enjoyment, sense of belonging and provide foundation for life long learning.

Crofton has excellent working relationships with its primary feeder schools; meeting regularly throughout the year to discuss teaching and learning strategies as well as inviting pupil to the school to experience some lessons. This ensures that the transition process is smooth and effective. In addition, a Year Group Manager visits all the schools to meet pupils, before pupils attend a full day at the Academy and we meet their parents. This allows any questions they might have to be answered before joining the following September.

Throughout their school career, students follow a broad and balance curriculum. Students follow the national curriculum in Year 7 and 8 before choosing their Options for Key Stage 4 study in Year 9, 10 and 11. The school offers a wide range of courses and encourages pupils to choose subjects based on their strengths and career ambition, which allows a personalised curriculum for each pupil.

Crofton Academy has a strong history of good examination results and in 2017/18 was once again a successful year with 66% gaining 9-4 grades in English and maths. We also have a very strong careers team within the school to make sure that pupils know of the opportunities that exist post-16, something that we were nationally recognised for in 2016.

Appendix 1

Crofton Academy has state of the art equipment such as the 3G pitch, it also undergoes a continuous refurbishment programme that includes annual upgrades of IT equipment, with this year including a new refurbished science lab. This is in addition to previous updates to other areas such as technology and music.

Crofton maintains a strong commitment to extra curricular activities. It has a well-founded reputation in traditional sports for both genders, where teams represent the School in local and national competitions. The Academy also upholds a strong interest in the Arts, with regular performances and productions by the Music and Drama Departments. It maintains strong links with the local community.

, the best way to really see what we have to offer is to visit us in person.
For further information, please feel free to contact us to arrange visit or to request a prospectus.
Telephone **01924 862985** or you may wish to access our website **www.croftonacademy.org.uk**



De Lacy Academy

Middle Lane, Knottingley WF11 0BZ

www.delacyacademy.org.uk

Tel: 01977 722489

Headteacher:	Mr C McCall
Age:	11-16
Type:	Academy
Number on Roll:	686
Annual Admission Number:	210

The move from primary to secondary education can be an intimidating one, but at De Lacy you can be assured that your child's individual needs, potential and interests will be known and you will have easy access to professionals who can support them in every respect. Small enough to ensure that no student is a stranger in their own school, excellent personalisation has ensured that students at De Lacy thrive in all facets of their education, growing into well qualified, confident and well-adjusted citizens.

We are a vibrant and caring school where students are encouraged to excel and be the best that they can be. Even a cursory glance at our web site and twitter account demonstrates the tremendous commitment of the staff who provide a wealth of extra-curricular activities and learning opportunities that nurture and develop our young people. This commitment from staff is matched by the excellent attitudes of our students. We have high expectations around behaviour for learning and preparedness for learning and visitors comment frequently on the exceptionally positive attitudes displayed from the moment students step through the school gates where they are welcomed every morning by staff.

We were thrilled last year to receive such a positive OFSTED report that praised all elements of the Academy's work.

In the words of OFSTED, January 2017:

"Pupils' overall progress in the 2016 GCSE results was above the national average. Disadvantaged pupils achieved particularly well."

"Behaviour is good in classrooms and around the school. Pupils work hard, concentrate well, enjoy learning and get on with minimum disruption."

"Teachers' good relationships with pupils engage them well and promote their learning."

"The school's work to promote pupils' personal development and welfare is good."

"Staff work effectively to meet the complex needs of vulnerable pupils, using a wide variety of support within the school and from outside agencies."

"Pupils, parents and staff say that pupils are safe."

"Pupils are polite and welcoming to visitors. They show pride in their uniform and their school. Conduct is orderly on the way to lessons and assembly and pupils arrive punctually. The atmosphere is calm at break and lunchtime."

Appendix 1

Whilst immensely gratified by these comments, we were not surprised. What else could be said about an Academy where achievement is above average, amongst the best in Wakefield. In 2018, we were the highest rated school of our type for progress, ranked number 1 nationally. A school where students proudly display their badges recognising their achievements across academic, sporting, cultural and social fields. A school that offers extra lessons for its Year 11 students out of hours every day Monday to Friday, on Saturday morning and in the school holidays.

Your child would join De Lacy at an exciting time in its development. Whilst we already benefit from exceptional sporting facilities such as our 3g pitch and ICT suites, this year we have embarked upon major school building improvements, including new blocks and a significant refurbishment of existing blocks.

Should you wish to discover more, we welcome requests for information and visits.

Chris McCall

Principal



The Featherstone Academy

Pontefract Road, Purston,
Featherstone WF7 5AJ

www.featherstone.academy

Tel: 01977 722805

Head of School: **Mr Wesley Bush**

Age: 11-16

Type: Academy

Number on roll: 399

Annual Admission number: 90

The personal development, behaviour and welfare at The Featherstone Academy is outstanding. Part of this is our strong commitment to every pupil's introduction to the Academy. This is fostered through close working relationships with our partner primaries which is a priority to ensure every pupil's transition is a smooth and successful one. Parents and carers are encouraged to visit the Academy and take a tour when the Academy is 'live' to see for themselves the positive ethos, culture of excellence and high expectations we have embedded.

The year 7 integration into Academy life is underpinned by a personalised curriculum based on the 6 R's: Reasoning, Reflection, Resilience, Resourcefulness, Responsibility and Respect. The resilience curriculum takes place in addition to a core curriculum and supports pupil development as independent, resilient learners throughout their time at Featherstone. Students complete an overnight three day residential at an outdoor adventure centre to support their transition and enhance their understanding of their new curriculum.

At the centre of The Featherstone Academy is a focus on delivering high academic standards to allow students to attain outstanding outcomes; these will allow students to progress to the next stage of their lives successfully.

Our staff provide a learning environment which will stimulate, inspire and engage in order to develop the student's thirst for knowledge.

We have a duty to prepare our students for the extensive examinations that they now face in the current education system. At The Featherstone Academy this starts in Year 7 with a structured assessment and examination calendar that includes mock examinations. We will equip them with the skills and exam techniques required to be successful in examination situations. We aim for this to become normal practice and therefore less stressful at an important time in their lives: years 10 and 11. We endeavour to leave no stone unturned to ensure all our students have been successful. We have gone as far as to move our May half term holiday to the end of June so Year 11 students are supported during and right up to their final exams.

We appreciate that for a student to be successful in their learning, the school and parents need to work in collaboration. To facilitate this, at strategic points of the year, parents are invited into the academy to discuss their child's progress or to hear about strategies to support them with their forthcoming examinations. Of course our staff are always willing to answer any questions you may have in relation to your son/daughter. We also encourage parents of all new pupils to join our parent forum, PTA or committees.

As part of The Rodillian Multi Academy Trust we are committed to providing private school opportunities in a modern comprehensive environment. The Featherstone Academy is committed to the traditional values of discipline, good behaviour and respect. These values have created a learning environment in which all students can succeed.

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This environment is supported by an imaginative, differentiated curriculum in all year groups. The curriculum instils resilience in our students the moment they enter the school and is continuous throughout their time with us. Encompassed within this innovative curriculum is our belief in a growth mindset. The belief that intelligence is far from fixed or inherited but an area we can all improve if we work hard and learn from our mistakes.

In Year 7 we have our “Rise and Read” strategy to further develop Literacy and cultivate a love of reading. For one morning of the week, students in Year 7 start earlier and have reading sessions with a member of staff. This is undertaken in small targeted groups for intense intervention.

Students make options choices in Year 7 and Year 8 across a range of practical, academic and Art based subjects to allow them to specialise in an area of interest. In Year 8 students undertake an Applied Resilience curriculum, where Students spend an afternoon studying a variety of topics such as cooking, woodwork and team sports. Year 9 select subjects, to master throughout the year as a GCSE taster option. In Year 9 it is also compulsory to select an Ebacc option from History, Geography or French. Students may then go on to complete a GCSE in these subjects in Year 10 or 11.

The Featherstone Academy is a small school in comparison to its neighbours in Wakefield. This brings huge benefits and opportunities as identified by OfSTED who said “pupils have trust in staff to help them resolve the issues”. The community focused pastoral care is a clear strength of the Academy and one in which we look forward to embracing your child within.

What do our parents say about us?

"To hear my daughter talk with confidence and excitement about school is more than I hoped for."

"A big thank you. I wish that Josh had joined the Academy earlier in the year."

What do OfSTED say about us?

The school's system to promote excellent behaviour and attitudes to learning is highly effective. Pupils work hard and treat each other and adults with respect. They are proud to belong to the school and have high aspirations for their future

Behaviour of pupils is outstanding

Pupils are adamant that discrimination has no place in the school

Positive relationships and mutual respect feature strongly in the school

Pupils feel safe in the school and have an acute awareness of issues that may pose a risk to their safety. If they have a problem, they have trust in staff to help them resolve the issues

The Academy received a full OfSTED inspection in February 2017 and was awarded “Good” overall and “Outstanding” for Personal Development, Behaviour and Welfare. We would love your child to join us on our journey to Outstanding .



Horbury Academy

Wakefield Road, Horbury, Wakefield WF4 5HE

www.horburyacademy.com

Tel: 01924 282740

Fax: 01924 282759

Headteacher: **Mrs N Walker**

Age: 11-16

Type: Academy

Number on Roll: 1073

Annual Admission Number: 210

Horbury Academy is a mixed, 11-16 academy, situated on the outskirts of Wakefield, and a founding member of the Accord Multi Academy Trust.

Inspected in 2016, Ofsted judged that we had sustained Good and made the following comments:

“The Academy is well led ... and plans effectively for pupils’ academic and personal development;

The ambition to improve outcomes for pupils and a determination to “Fly high” is a vision that is shared;

Pupils’ welfare and safety are of the utmost importance;

Care and support is firmly rooted in the Academy’s culture and pupils report they are listened to and feel safe;

Pupils are keen to learn. They adopt a business-like approach to their work and this is reflected in the consistency in which they complete homework and in their smart appearance.”

What’s special about Horbury Academy?

- Our students are welcoming, supportive young people. They take an active interest in the world around them. They are confident and creative.
- Our state of the art facilities allow us to physically practice what we preach.
- Close links with our Pyramid Primary schools/academies and a structured induction programme for our year 7 students that ensures transition into secondary education is a positive experience for students and parents.
- A Student Support Service that ensures professional support, care and guidance for all students.
- Our Consequences Behaviour System that seeks to reward learners of all abilities and swiftly deal with any disruption.
- A focus on Student Voice because we recognise and value contributions made by the whole academy community.
- A highly personalised curriculum that allows students to blend the vocational and academic pathways, progress at their own speed and open doors into further education and the world of work.
- Partnerships with other secondary schools, universities and employers to enrich the life chances for all our young people.

As a part of the Accord Multi Academy Trust, we are able to enhance both our practice and knowledge of learning across primary and secondary education, whilst also providing access for students and staff to an even better range of opportunities in order to achieve excellence.

We are an innovative academy with excellent facilities and outstanding staff, providing a wide range of activities and experiences, inside and outside of the classroom.

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Kettlethorpe High School

Standbridge Lane, Sandal, Wakefield WF2 7EL

www.kettlethorpehigh.co.uk

Tel: 01924 251605

Headteacher: **Mr T Griffiths**

Age: 11-16

Type: Community

Number on Roll: 1630

Annual Admission Number: 320

As a school, Kettlethorpe High School continues to grow and is a popular school of choice with pupils from the Wakefield, Barnsley and Kirklees areas.

The outcomes and achievements of our pupils are amongst the very best and we encourage all our pupils to get actively involved in the life of the school and to be the very best in all they do. As such, the wider life opportunities experienced by our pupils are second to none. This is something we are really proud of.

In order to support our growing school population we have seen considerable investment from Wakefield Council and over the summer break 2019 we will see the start of some new building work that will create a number of additional classrooms, a dance studio and a new fitness workshop. This will allow the school to further support pupils with a first class learning experience.

The school has, on site, large areas for grass sport pitches as well as a state of the art 3G floodlit pitch facility that really has enhanced our sporting offer. This facility was completely paid for from the school's own finances.

As a school, we really value the performing arts and music and would encourage all our pupils to get involved in music lessons, choirs, bands and performances. These areas contribute to a wider and richer extra-curricular offer and are valued alongside 'traditional' curriculum subjects.

The school does a lot to support local, national and international charities and recognises that, as a school, we have a responsibility to prepare young people for a dynamic and ever-changing society. In order to further support this, our Year 10 pupils will undertake a two-week period of work experience. We are only one of two schools in Wakefield that still offer work experience to our Key Stage 4 pupils.

Transition from primary school is done very well and we have considerable experience in supporting pupils and families with the move to high school. The school holds an Open Evening where our current pupils host families and give them a flavour of what being a secondary pupil at Kettlethorpe High School is all about. For Year 7 entry to the school in September 2020, the Open Evening will be held on Thursday 26 September 2019.

As a school community, we firmly believe that parents/carers should be able to see the school in session during a normal day. If you would like to take us up on this invitation, then do please contact the school directly.

Appendix 1

For every family a primary concern for choosing their child's high school will centre around pupils enjoying school and feeling safe as they go about their education. This really matters to us as a school community and the school has a very clearly communicated code of conduct that reinforces the school's core values and ethos.

For those pupils who work hard and attend well there are celebration events and annual rewards trips with over 1000 pupils involved each year. For those who upset others and choose not to behave as expected there are graduated responses which can lead to permanent exclusion for repeated defiance and/or involvement in incidents that place members of our community at risk.

To conclude, Kettlethorpe High School is a great place to be and is somewhat unique in being the only maintained high school in the district.

For further information, do please contact the school. Alternatively, visit our website at www.kettlethorpehigh.co.uk, or follow us on Twitter: @ketthighschool

We look forward to showing you our school.



The King's School Specialising in Maths and Computing

Mill Hill Lane, Pontefract WF8 4JF

www.kings.patrust.org.uk

Tel: 01977 601701

Headteacher:	E Briggs
Age:	11-16
Type:	Foundation
Number on Roll:	1054
Annual Admission Number:	210

We never underestimate the importance of making the right decision when choosing a school for your child. The King's School is part of the Pontefract Academies Trust and, under new strong leadership, we are on a continued journey towards excellence that will be achieved through a consistent culture that supports all our students to achieve their full potential and be the best they can be.

Our school strongly believes in, and relentlessly promotes, excellence in everyone. Each student in our community will be supported and challenged to be successful, work hard, aim high and achieve excellence.

Our highly qualified, dedicated staff and governors work tirelessly to provide the very best teaching and learning experience for each student. We are a fully comprehensive, inclusive school committed to providing equal access to a wide range of opportunities and creating a climate for learning in which every student is able to achieve his or her best.

High expectations for, and of, our students are set within a caring and supportive framework with high standards of achievement and behaviour. Individuals in our diverse community respect and value each other. Teaching and Learning is our core purpose.

What did Ofsted say about us in our last inspection in June 2017 when we were judged as a Good school?

- Leaders at all levels have high expectations. They have been successful in improving the quality of teaching since the last inspection.
- Pupils currently in the school make good progress overall.
- Leaders and teachers promote good behaviour consistently well. Pupils respond very positively to the school's expectations. They are polite and show good attitudes to their learning.
- Pupils are self-confident and are eager to be fully involved in lessons. Teachers provide many opportunities for pupils to develop their independent learning skills.
- Pupils feel safe. Bullying is rare and dealt with effectively. Pupils work well together and show a high level of respect for diversity.

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Our curriculum is broad, balanced and designed to meet the individual needs of all of our students, equipping them with the skills needed for the 21st century. Our student-focused curriculum provides access to an exciting range of academic, vocational and extra-curricular activities. We are actively involved with the British Council to deliver an international programme of staff/student exchanges. We have a successful Creative Arts Team offering exciting opportunities in Art, Music, Drama and Dance and our success in a variety of Sports takes some beating, with student representation at local, national and international levels.

We have maintained the “Investors in Careers” kitemark for several years - our students are very successful in their progression pathways Post 16, moving onto Further Education, Training and Apprenticeships and Higher Education with significant success. Our most able students have gained places at the top universities, including Oxbridge, after inspirational visits as part of our “Raising Aspirations” programme

Significant academic progress complements a superb extra-curricular programme, providing many exciting opportunities beyond the classroom. Our success is highly dependent on well-established, effective partnerships and strong relationships between students, staff, and the wider communities – local, national and international.

If you entrust us with the important job of educating your child they will form part of a thriving, highly successful learning community of around 1,000 students. They will have access to many opportunities beyond the curriculum including educational visits, Enterprise and Work-Related learning competitions, sporting activities, Student Council to name but a few.

Should you decide to send your child to us we have a strong transition programme supported by Year Achievement Leaders and Form Tutor. A strong commitment is placed on each student’s introduction and welcome to The King’s School. We work very closely alongside our partner primary schools. Personal contacts include staff visits and detailed discussions throughout the pre-transfer year, ensuring the exchange of detailed information about every child. Parents/Carers are invited and encouraged to visit school and take a tour.

In July, the students meet their new tutors and teachers and experience ‘taster’ lessons. Families and friends are also invited to attend a supportive and informative Intake Evening.

Support by older students is nurtured and consolidated via the school ‘buddy’ initiative. Once the students have started, parents/carers are invited to the school to discuss the early progress of their child and primary school staff liaise with the school to help ensure that the transition from primary to secondary school is smooth and successful.

We hope to see you at our Open Evening that takes place in October 2019, please see our website for further details.



Minsthorpe Community College

Minsthorpe Lane, South Elmsall

Pontefract WF9 2UJ

www.minsthorpe.cc

Tel: 01977 657600

Principal:	Mr R Henshaw
Age:	11-18
Type:	Academy
Number on Roll:	1420
Annual Admission Number:	300

Minsthorpe continues on its successful journey. Judged as a Good school by Ofsted in June 2018, for us, improving the quality of education that we provide is all about helping teachers to give lessons that genuinely engage learners in the process of learning and developing skills and competencies that will enable them to succeed in the twenty first century workplace. Success for young people in this competitive world demands that they are able to learn, unlearn and relearn and, at Minsthorpe, we develop students so that they are able to think for themselves.

Our Vision

Learning without limits: Intelligence is learnable. It is expandable not fixed and achievement is the product of hard work. The key to expandable intelligence lies far more in self-belief than it does in any ideas about ability. At Minsthorpe we stress that putting the effort into learning is a win-win situation – students make real progress and strengthen their intelligence as a result. This College is going places and we want every young person here to have a ‘can do’ attitude, an attitude that does not fear failure but that learns from it. High expectations are the hallmark of every lesson.

No Excuses: Every adult (teachers, support staff, governors and parents) expect our students to strive for excellence. Target grades are aspirational – meeting them should be a given: exceeding them the aim.

No Islands: We are all in this together – there is a partnership at Minsthorpe that involves teachers, students, parents and governors all working together. Everybody matters, everybody succeeds and everybody helps.

Our Values

Staff and students live by a set of core values: Believe; Achieve; Succeed; Enjoy; Support. We call these The Minsthorpe Way and every student who successfully travels this road with us will know that, in doing so, that they have covered all the bases.

Believe: ‘Always believe that you can achieve’. This is the student motto. Our broad, balanced and personalised curriculum offers a range of subjects and is responsive to the needs of all students of all ages, whilst developing their skills to become successful learners, confident individuals and responsible citizens. As proud and active members of the Minsthorpe Primary Partnership, we start early with our younger learners in the primary feeder schools to ensure that every child has a smooth transition to Minsthorpe Community College - a feature praised highly during our last three Ofsted inspections.

Achieve: ‘Hard work is rewarded’. Our teachers’ love for their subjects is very evident in the way we challenge and engage our students. Students’ targets are appropriately challenging and tracked at regular intervals through an effective system that provides analysis of the progress of both individuals and groups. We have placed an increasing focus on all students making good progress no matter what their starting point.

The College is good at accurately predicting its results. Attainment and Progress of students was significantly above national at Key Stage 4 in 2016 and 2017, our vocational courses at Level 2 and Level 3 boast 100% pass rate and students achieve very good pass rates at A-level.

Appendix 1

Succeed: 'Success for all'. The support for students and their well-being is very strong. Our highly personalised curriculum continues to adapt to support our changing cohorts' needs, from students with special educational needs to our more able learners. We firmly believe in excellent provision for all. At Minsthorpe we develop a growth mindset in our learners, encouraging each individual to be the best they can be.

The curriculum offers a range of pathways targeted at differing students' needs, and provides excellent opportunities for success whether it is academic, sporting, artistic, or personal. We also ensure that students benefit from a wide ranging extra-curricular programme and that there is SMSC development for all.

Enjoy: 'An ordered and joyful college'. We have a cohesive programme of Spiritual, Moral, Social and Cultural development, which is complemented by a varied programme of extra-curricular opportunities, and a positive climate for learning exists at the college. We are proud of the variety of extended and extra-curricular activities that we offer, from supporting the local community and charities to skiing in the Austrian Alps.

Support: 'Everyone a learner, everyone a leader'. All students play an active role in Student Voice, participating in and contributing to decision making in a range of issues involving Learning and Teaching, Pastoral Care, Rewards and Extra-Curricular Activities. The College's high expectations are clearly communicated to all in an uncompromising fashion and are followed up through rigorous self-evaluation and quality assurance procedures.

Ofsted's 2018 report said:

"Leaders are relentless in checking the quality of teaching, learning and assessment and hold staff to account for pupils' progress".

"Leaders, at all levels, have ensured that assessments are accurate and reliable, including through their work with other schools and local educational partnerships".

"Pupils were found to have positive attitudes to learning in their lessons, showing respect towards teachers and their peers. Pupils spoke positively about their experience at the College and reported that pupils show respect and tolerance towards each other. Leaders have worked hard to ensure that pupils maintain a culture of good behaviour around the College".

"Pupils are generally enthusiastic about their learning and are positive about their experiences at the College. Pupils say that bullying is rare and, if it does occur, school leaders deal with it quickly and effectively".

"Many parents and carers responded to Ofsted's survey, Parent View. Their responses were overwhelmingly positive and they reported that, in their view the quality of pastoral support and care for pupils was of a very high standard".



Ossett Academy and Sixth Form College

A Specialist Technology and Sports College

Storrs Hill Road, Ossett WF5 0DG

www.ossettacademy.co.uk

Tel: 01924 232820

Principal: **Mrs S Broome**

Age: 11-18

Type: Academy

Number on Roll: 1478

Annual Admission Number: 310

Ossett Academy and Sixth Form College is an 11-18 Specialist Technology and Sports College. The academy moved to its present site in 1906. The academy has excellent facilities, including a sports hall and swimming pool, 3G rooms, two libraries and a purpose built Sixth Form building.

Standards at GCSE and in Advance courses are rising and we are set to become one of the highest performing academies in the region.

Students' behaviour is exemplary in lessons and around the school.

One of our key aims is to offer a safe and caring environment that creates responsible young people with a wide range of skills for life. We try to do this by making education enjoyable and really do make every effort to enable young people to realise their dreams. We foster a safe environment by insisting on high standards of discipline and high standards of dress. Our academy promotes an atmosphere that is based on mutual respect and trust. Visitors to the academy almost always comment on the calm and friendly atmosphere that we have.

Our school has a strong reputation for extra curricular work. Sports teams regularly win trophies and participation rates are high. Standards achieved in Performing Arts productions are exceptional.

During their time at Ossett, students follow the National Curriculum but have various pathways from Year 9 onwards. Some of these pathways have a more practical emphasis, some a more academic emphasis. The academy has students progressing at slightly different rates in order to personalise learning.

Ossett Academy is also part of Education Ossett Community Trust. This is an open Trust of nine schools including infant, primary and secondary special school in the town. We also work very closely with other schools in Wake

The opinion of our students is highly valued and our student council is a very important part of Ossett Academy.

Please contact Ossett Academy if you would like to find out more about us.

Appendix 1

Admissions to Ossett Academy

If there are more applications for admission to Ossett Academy than there are places available, preference will be given in the following order:

- (a) Children in Public Care (Looked after Children), or a child who was previously looked after or fostered under an arrangement made by the Local Authority;
- (b) Children who already attend a school in Education Ossett Community Trust meeting the following criteria:
 - (i) Children who live in the school's catchment area, who have brothers and sisters attending the school at the time of admission;
 - (ii) Other children who live in the school's catchment area;
 - (iii) Children who have brothers or sisters in attendance at the school;
 - (iv) Other children, with priority being given to those living nearest to the school.
- (c) Children who live in the school's catchment area, who have brothers or sisters attending the school at the time of admission;
- (d) Other children who live in the school's catchment area;
- (e) Children who have brothers or sisters in attendance at the school;
- (f) Other children, with priority being given to those living nearest to the school.

A copy of the full Admissions Policy can be obtained from the school.

Outwood Academy City Fields

Warmfield View, Wakefield WF1 4SF

www.cityfields.outwood.com

Tel: 01924 298752

Principal:	Elizabeth Ford
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Age:	11-16
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Type:	Academy
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Number on Roll:	712
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Annual Admission Number:	150
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The Wakefield City Academy conversion to Outwood Academy City Fields took place on 1st July 2018. It is a very exciting time and we are all looking forward to working together on the next stage of our journey to ensure we continue to provide outstanding outcomes. We are excited about many new things happening in September 2018, including an Enrichment Programme (from 2.30pm – 3.30pm), Pledges, Student Voice and Vertical Mentor Groups.

The Academy is a successful mixed 11-16 school situated close to the city centre. It is popular and has a national reputation for achieving high standards.

As Wakefield City Academy, it was awarded its third consecutive Outstanding Ofsted in March 2013 and was judged grade 1 in all of the five categories.

Ofsted 2013 described us in the following ways:

“Very high expectations of both academic achievement and behaviour, from all staff, have led to a culture of achievement from all.”

“The progress the students make between Year 7 and 11 is exceptional.”

“Behaviour in lessons and around the school is excellent. Students have a sense of belonging to the Wakefield City Academy ‘family’.”

“The school is a very safe and ordered community in which the students feel cared for and safe.”

The Academy is now part of the Outwood Grange Academies Trust (OGAT), a multi-academy sponsor; the Family of Schools currently comprises of thirty schools who work together to ensure that all children irrespective of their starting point receive an excellent education. We relish the opportunity to be part of the much needed regeneration of all areas we work in and wish to play a full role in the wider community.

If you would like further information or to visit the Academy, please contact the Academy office and we will be delighted to make the necessary arrangements.

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Outwood Academy Freeston

Favell Avenue, Normanton WF6 1HZ

www.freeston.outwood.com

Tel: 01924 302560

Principal:	Mrs L Allott
Age:	11-16
Type:	Academy
Number on Roll:	773
Annual Admission Number:	210

Outwood Academy Freeston provides education for 11-16 year olds, and is situated in the heart of Normanton, near the city of Wakefield.

Outwood Academy Freeston aims to provide the best education for all its students by promoting the highest academic standards through quality teaching and learning. It develops students with the knowledge, skills, values and attitudes that will prepare them well for the future.

We aim to create and sustain a positive learning environment and work in partnership with parents and the wider community to improve in every aspect of our work. Outwood Academy Freeston is a member of Outwood Grange Academies Trust.

Our staff work hard to look after, nurture and challenge our students, your children, to be the best that they can be, both socially and academically.

Why not book a tour at reception to see not just our facilities for yourself, but the day to day working atmosphere that makes Outwood Academy Freeston such a fantastic learning environment.

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Outwood Academy Hemsworth

Wakefield Road, Hemsworth, Pontefract WF9 4AB

www.hemsworth.outwood.com

Tel: 01977 624220

Principal: **Mr T Rutter**

Age: 11-19

Type: Academy

Number on Roll: 1049

Annual Admission Number: 270

As part of a high-performing multi-academy trust we embrace the opportunity to ensure that all children, irrespective of their starting point, receive an excellent education and we relish the opportunity to be part of the much needed regeneration of the areas we work in. We are serious about the part we have to play in regenerating the areas we serve by placing an outstanding school at the heart of the community.

To do this, we ensure that:

- students are always at the forefront of what we do, so we can help them to reach their potential
- that all our staff strive to be experts in our respective fields
- together, as a trust, we are obsessive about attaining the highest standards, thereby enhancing children's life-chances.

Quite simply, we want to be known for placing:

Students first; raising standards and transforming lives.

Outwood Academy Hemsworth is a bustling community serving a former mining area. The catchment area includes a number of smaller villages. We aim to raise the achievement of all by developing:

- Successful learners who enjoy learning, make progress and achieve
- Responsible citizens who make positive contributions to society
- Confident individuals who are able to lead safe, healthy and fulfilling lives.

We are a member of the Outwood Grange Academy Trust (OGAT) working in partnership to raise standards of academic achievement. The Trust is recognised as one of the highest performing Multi Academy Trusts in the country. This year we are predicting to achieve record results and are confident further improvements will be made ensuring our students leave with outstanding results and future life chances.

We have a large number of 'Quality Marks' which are testament to our policies of continuous improvement. These awards include Investors in People, Investors in Pupils, and International Schools. We hold Arts Mark Gold, an award which has been bestowed on the academy 5 times. The standard of Performing Arts is excellent as evidenced by our students performing at the National Theatre in London this academic year in a national competition.

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The academy is investing approximately £10 million to build a state of the art new building, including Performing Art spaces, music and purpose built Art classrooms.

To meet the needs of the vocational courses we offer, we have an up to date Technology block, including a Construction and Hairdressing Salon and 'The Hub', which is a state of the art ICT facility and social area. Further provision for vocational courses is at The Wakefield South East Training and Enterprise Centre (WSETEC) which has high quality facilities for Beauty Therapy, Hairdressing, Construction, Catering and ICT.

The Academy provides a broad and balanced curriculum that caters for students' interests and aptitudes. In Key Stage 3, all students study English, Maths, Science, Technology, Computing, Modern Languages, History, Geography, RE, Art, Music, Drama and PE. In Key Stage 4, students have a choice of different curriculum pathways. All pathways include core studies, comprising English, Maths, Science and PE with a wide range of GCSEs and Vocational Qualifications. We have a large and thriving Sixth Form, offering over 30 courses at 'A' Level (Level 3) and a range of courses at Level 2. In our recent Ofsted Inspection in May 2017 provision for Post-16 was judged to be GOOD.

Please contact the school if you would like a tour of the academy or any further information.

Outwood Grange Academy

Potovens Lane, Outwood, W

www.grange.outwood.com

Tel: 01924 204350

Chief Executive &

Academy Principal: Mr Martyn Oliver

Principal: Mrs Sabiha Laher

Age: 11-19

Type: Academy

Number on roll (11-16): 1787

Annual Admission number: 360

Outwood Grange Academy opened in September 2009 as an Academy of Excellence, sponsored by the Outwood Grange Academies Trust. Outwood Grange Academy has founded the Trust to lead the improvement of other schools in the North East of England.

The Trust currently sponsors a number of secondary and primaries in the region. Outwood Grange Academy was accredited as one of the country's first Teaching Schools and has established itself as a successful core element of the Academy. It has recently been rebranded as the Outwood Institute of Education.

The predecessor school Outwood Grange College of Technology was judged by Ofsted in 2006 to be "Outstanding" in every single category and "Outstanding" overall. The Academy received an Ofsted monitoring visit in January 2011 and was judged to have made "Outstanding Progress" since opening in 2009.

The Academy received a full Ofsted inspection in February 2012 and again was awarded "Outstanding" in all categories and for overall effectiveness:

- Overall Effectiveness OUTSTANDING
- Achievement of Pupils OUTSTANDING
- Quality of Teaching OUTSTANDING
- Behaviour & Safety of Pupils OUTSTANDING
- Leadership & Management OUTSTANDING

Outwood Grange Academy

Ofsted Inspection 8-9 February 2012

"Outwood Grange Academy provides an outstanding quality of education."

"Students' achievement is outstanding"

- "The Sixth Form is outstanding"
- "The overwhelming majority of students are successful in going on to education, employment or training after they leave the Academy."

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- “Outstanding teaching is at the root of students’ excellent achievement. Teachers have very high expectations and they provide challenging, interesting activities which considerably extend students’ skills of learning independently.”
- “The excellent behaviour of students contributes to an outstanding climate for learning.”
- “The drive for the Academy’s success comes from the outstanding work of its leaders”

Our Academy vision is “Students First.” We put our students at the heart of everything we do.

In 2017, examination results were once again exceptionally high, with 84% of students gaining A*-C in English and Maths. The Academy has received record results every year for fourteen years running! Outwood Grange Academies Trust is the highest performing Trust in the country with Outwood Grange Academy being the highest performing, non-selective state school in Yorkshire and the Humber.

We are committed to providing high standards of education for students. Our innovative curriculum centred on a 2-year Key Stage 3 and a 3-year Key Stage 4 personalises the learning of all students. Vocational, practical, creative and academic qualities are valued equally in the Academy where we really do embrace the ‘Every Child Matters’ agenda.

Our ‘Praising Stars®’ system rigorously monitors each student and provides accurate progress information for parents and carers six times a year. This continual monitoring allows us to identify where we need to intervene quickly to support students, if required, in order to get them back on track. All intervention strategies are designed to have real impact on the attainment of students. It also gives us an opportunity to recognise and celebrate achievement.

A dedicated team of 7 Year Learning Managers play a vital role in the monitoring of the students in their year group as well as looking after their general welfare. They are the first point of contact for any parent or carer who has any concerns about their child, along with the personal mentor. Vertical Mentor Groups, incorporating students from Year 7-11 are now embedded across the Academy. They meet for a 15 minute session each day which is structured and purposeful, incorporating focused activities such as peer mentoring and learning conversations. These are crucial in giving our students high quality individual advice and guidance enabling them to make valid and coherent choices, work as part of a unit and develop life skills.

We have a thriving, all inclusive Post 16 Centre which achieves superb results and offers many opportunities for both academic and extra-curricular experiences. Students are challenged to do well and supported by an experienced team of staff. The Value Added to students’ education in our Post 16 Centre is significantly above the National Average. The majority of our Post 16 students progress to university, or we prepare them well for the world of work.

Life at Outwood Grange Academy extends well beyond the classroom. There is a wealth of cultural, sporting and other challenges for students who wish to take part in activities at the end of the day. They are also encouraged to complete their ‘Pledges’, 10 things to do before university, which includes an Outward Bound residential in Year 9 and an international experience.

It is an exciting time for us at Outwood Grange Academy as we move forward with a determination to be the best we can be for our students as we progress our journey to become world class.



St. Thomas à Becket Catholic Secondary School

Barnsley Road, Sandal, Wakefield WF2 6EQ

www.st-thomasabecket.bkcat.co.uk

Tel: 01924 303545

Principal: **Mrs Cathy Baxendale**

Age: 11-16

Type: VA Academy

Number on Roll: 752

Annual Admission Number: 150

St. Thomas a Becket Catholic Secondary School is a Voluntary Academy and is part of the Bishop Konstant Catholic Trust in the Diocese of Leeds.

The school is situated in the Sandal area of Wakefield but our catchment area covers the Catholic Parishes of Wakefield City and Ossett together with the Catholic Parish in Rothwell, Leeds. Our size enables us to offer the fullest range of courses and learning opportunities possible, whilst being small enough to provide the individual pastoral care, which is so much a part of our ethos.

Our academic results are consistently among the best in Wakefield, and a very high percentage of our pupils go on to Further Education. We have a highly motivated, experienced and committed staff.

As a Catholic school, there is a strong emphasis on RE, Liturgy and Worship in which all children participate. The school makes explicit its commitment to the pastoral care of all members of its community and the full development of each individual in a living, celebrating community, with a sense of their own value and worth, based on the example of Jesus Christ enhancing our belief that 'the Glory of God is a human being fully alive'.

At Becket's, students are 'fully alive' by following a broad, balanced curriculum throughout the college as well as experiencing the fullest range of extra-curricular activities. We feel that the best way to develop human potential is to encourage the pursuit of individual excellence within the context of personal faith development and fostering confidence and a positive attitude to encourage each pupil in taking responsibility for contributing positively within the community as well as the local and global communities.

The success of these values enabled Ofsted to state " The college has many good features. In particular, it makes a very strong contribution to the social, moral, spiritual, and cultural development of the students, which parents and carers, justifiably, value particularly, and this is seen most clearly in the harmonious relationships between the different groups of students represented at the college.'

Message from the Principal, Cathy Baxendale:

The vision we have for Catholic education offers young people the chance to be fully human and fully alive to the possibilities of living a fulfilled life through realising the Glory of God in everything they do.

Our school aims to do this by insisting upon excellence from all members of our community and the search for and development of Faith. By becoming an Academy, and as part of a wider family of Catholic schools, we now have greater resources and freedom to support this.

We are very proud of our excellent reputation, which is built on outstanding exam results consistently above local and national averages

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The size of the school as well as the way we structure learning allows us to know each child as an individual, enabling them to realise their God-given potential.

We place significant value on preparing our students for a rapidly changing world. They are our future; we must equip them with the all round skills and values to contribute to that world. The teaching of the Catholic Church provides the basis for this preparation.

The pages in our prospectus, available on our website and from the school, will tell you more about our school and the unique way we aim to offer a distinctive Catholic educational experience. I hope you helps you to make the right choice for your child's future.

Catholic schools are unique and distinctive. Becket's is, I believe, unique and distinctive amongst other Catholic schools but, of course, the best way to find out what we're really like is to visit us.

The following points form a summary of the Admission Policy for entry to Year 7 in September 2019; for a copy of the complete policy please visit the school's website or contact the school directly.

St Thomas a Becket Catholic Secondary School was founded by the Catholic Church to provide education for children of Catholic families. The school is run by its governing body as part of the Catholic Church in accordance with its Trust Deed and instrument of government, and seeks at all times to be a witness to Jesus Christ.

If the number of preferences received is less than the admission number then all preferences will be met. However, when there are more applications than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria listed below. By applying to this school parents, or carers, are declaring their support for the aims and ethos of the school.

The governing body has responsibility for admissions to the school and intends to admit 150 pupils to Year 7 in the school year which begins in September 2019.

Oversubscription criteria

At any time where there are more applications for places than the number of places available, places will be offered in the following order of priority:

1. Looked after children from Catholic families or children from Catholic families who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order with a sibling who attends St Thomas a Becket.
2. Looked after children from Catholic families or children from Catholic families who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order.
3. Baptised Catholic children with a sibling who attends St Thomas a Becket.
4. Austins, (inc parish of St Peter & Paul), English Martyrs, St Ignatius, Rothwell St Mary's, and go to the Catholic primary schools serving those areas.
- 5.
6. Baptised Catholic children who currently attend one of the Catholic primary schools serving these areas but do not live in the
7. Other Baptised Catholic children.



8. Other looked after children or children who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order with a sibling who attends St Thomas a Becket.
9. Other looked after children or other children who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order and who live in the primary school defined areas of St Thomas a Becket and go to the Catholic primary schools serving those areas.
10. Other children who attend one of the above named primary schools.
11. Other children with a sibling who attends St Thomas a Becket.
12. Other children.

Tie Break - where the offer of places to all the applicants in any of the categories listed above would still lead to oversubscription, the available places will be offered to those living nearest to the school. 'Straight line distance' will be used as the measure.

A standard application form - known as the Common Application Form - must be completed and returned to the School Admissions Team, Wakefield One, PO Box 700, Burton Street, Wakefield WF1 2EB, by 31 October 2018. The completed Supplementary Information Form should be submitted by 31 October 2018 to the school, marked for the attention of Mrs B Bannister. Parents or carers will be advised of the outcome of their applications on 1 March 2019.

Unsuccessful applicants will be given reasons related to the over-subscription criteria listed above and advised of their right of appeal to an independent appeal panel.

Failure to provide a Common Application Form (CAF) would mean that the application is not valid and failure to provide a Supplementary Information Form (SIF) could affect the category your application is placed in.

Pupils with an Education, Health & Care Plan

The admission of pupils with an Education, Health & Care Plan is dealt with by a completely separate procedure. This procedure is set out in the 1996 Education Act. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

Catholic means a member of a church in communion with the See of Rome. A certificate of baptism in a Catholic church, or a certificate of reception into the full communion of the Catholic Church, will normally evidence this.

This includes the Eastern Catholic Churches.

Looked after Child has the same meaning as in section 22 of the Children Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. children with foster parents).

Looked After Children from Catholic Families – this could be the child themselves who is baptised Catholic, or that the family who are caring for the child is Catholic. If the child is a baptised Catholic, normal rules apply and a baptism certificate should be seen. However, this may not always be possible and in these cases the admission authority should seek to ensure that the child is baptised. If a child is placed with a Catholic family who wish the child to have a Catholic education this should be evidenced by a letter from a priest evidencing the baptism of the parent carer.

Siblings (brother or sister) includes children with a brother or sister (including step-siblings, adoptive siblings and foster

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siblings) of statutory school age, living at the same address, in attendance at the same school on the date of admission.

Twins or Triplets - where a family of twins or triplets (or multiple births request admission and if one sibling has been offered the last place the 'excepted pupil' rule comes in and the other twin/triplets are offered a place.

Live - In all categories "live" means the child's permanent home address. A child is normally regarded as living with a parent or guardian and we will use the parent or guardian's address for admission purposes. You cannot lodge a child with a friend or relation in order to gain a place at a school. When a child lives with more than one parent/carer, at different addresses, we will use the preference expressed by the parent/carer at the address where the child lives the majority of the time during the school week.

**Admission Appeal
Catholic Schools Appeal Service
Hinsley Hall
62, Headingley Lane
Leeds
LS6 2BX
Tel: 0113 261 8034**



St Wilfrid's Catholic High School and Sixth Form College: A Voluntary Academy

Cutsyke Road, North Featherstone,
Pontefract WF7 6BD

www.st-wilfrids.bkcat.co.uk

Tel: 01977 691000

Headteacher:	Mrs H Gilroy
Age:	11-18
Type:	VA Academy
Number on Roll:	1588
Annual Admission Number:	280 (+4 to the Communication and Interaction Resource)

St. Wilfrid's Catholic High School and Sixth Form College is a highly successful school. Our students make outstanding progress and are well supported in a caring Christian environment. Visitors to the school frequently comment on the special atmosphere, made visible in our pupils, who behave with respect and tolerance to all members of the community. We welcome applications from Catholic and non-Catholic boys and girls and draw from a very wide catchment area. We are a fully comprehensive school with a strong reputation for supporting all children from the less able to the most able to achieve to their full potential.

Our most recent Ofsted report describes us as a good school with a strong, focused determination to enable pupils to flourish and achieve well. Our unwavering focus on improving outcomes for pupils and ensuring that they are kept safe and safeguarded is reflected in our commitment to pupils shown in the day-to-day work. We have maintained high levels of attainment over a number of years with attainment well above national averages. This strong performance continues into our sixth form, which attracts many of our Year 11 pupils and others from a wide range of schools.

We aim to provide each young person with a broad and balanced curriculum with the aim of enabling them to make not only academic progress, but also to develop as fully rounded individuals fulfilling their unique potential. All our young people follow a core curriculum including a Modern Language.

Where necessary some students have extra support to develop their skills in literacy, English and Maths. At Key Stage 4 students are able to choose from a broad range of subjects while still studying a meaningful core.

We offer something for everybody in our extracurricular programme that includes numerous clubs, sports teams, trips and other activities. Our team organise a wide range of liturgical events that students of all faiths find thought provoking and supportive. There are also many opportunities to participate in fund raising for charities.

We are proud of our strong partnerships with our neighbours; our parishes, Primary and Secondary schools, local businesses and our local community underpin our curriculum and the ethos of the school. Our range of courses provides students with the opportunity to gain qualifications at levels 1, 2 and 3.

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Our primary links are important to us and reflect our desire to make the transition process, from Primary to Secondary, as smooth as possible. The work particularly with our Catholic partner schools is developing rapidly across curriculum areas.

Pastoral care is especially strong. We are a truly inclusive school that helps pupils of all abilities and backgrounds become confident, caring young men and women. We attribute this to the opportunities presented to students, together with the support of dedicated staff who take an interest in developing the whole child. A form teacher monitors students' academic progress and ensures that they are happy at school.

Facilities at St. Wilfrid's are very good and still improving. Recent years have seen upgrades to our catering facilities, teaching areas for technology, the sixth form study, the library and science labs. We also invest heavily in new technology and are well resourced.

Should you apply for a place or visit St. Wilfrid's you can be assured of a warm welcome and we are confident you will be impressed. We are very proud of our community, all of whom benefit from the experience for the rest of their lives, being developed spiritually, morally, culturally and academically.

The following points form a summary of the Admission Policy for entry to Year 7 in September 2019; for a copy of the complete policy please visit the school's website or contact the school directly.

St. Wilfrid's Catholic High School was founded by the Catholic Church to provide education for children of Catholic families. The school is run by the Bishop Konstant Catholic Academy Trust along with the Academy Council Committee as part of the Catholic Church and seeks at all times to be a witness to Jesus Christ.

If the number of preferences received is less than the admission number then all preferences will be met. However, when there are more applications than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria listed below. By applying to this school parents, or carers, are declaring their support for the aims and ethos of the school.

The Academy Trust is the admissions authority, which has responsibility for admissions to the school and intends to admit two hundred and eighty (280 pupils to Year 7 plus 4 in the Communication and Interaction Resource) in the school year, which begins in September 2019.

Oversubscription criteria - At any time where there are more applications for places than the number of places available, places will be offered in the following order of priority:

1. Looked after children from Catholic families or children from Catholic families who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order with siblings who attend St Wilfrid's
2. Looked after children from Catholic families or children from Catholic families who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order
3. Baptised Catholic children with a sibling who attends St Wilfrid's
4. Baptised Catholic children who live in the primary school defined areas of Holy Family & St Michaels Pontefract, Sacred Heart Hemsworth, St Benedict's Garforth, St John's Normanton, St Joseph's Castleford, St Joseph's Moorthorpe and St Joseph's Pontefract; and go to the Catholic primary schools serving those areas

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5. Baptised Catholic children who live in the above named defined areas
6. Baptised Catholic children who currently attend one of the Catholic primary schools serving these areas (listed in 4 above) but do not live in the defined area
7. Other Baptised Catholic Children
8. Other looked after children or other children who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order with a sibling who attends St Wilfrid's
9. Other looked after children or other children who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order and who live in the primary school defined areas of Holy Family & St Michaels Pontefract, Sacred Heart Hemsworth, St Benedict's Garforth, St John's Normanton, St Joseph's Castleford, St Joseph's Moorthorpe and St Joseph's Pontefract; and go to the Catholic primary schools serving those areas
10. Other looked after children
11. Other children with a sibling who attends St Wilfrid's
12. Other children who currently attend one of the Catholic primary schools serving the areas of: Holy Family & St Michaels Pontefract, Sacred Heart Hemsworth, St Benedict's Garforth, St John's Normanton, St Joseph's Castleford, St Joseph's Moorthorpe and St Joseph's Pontefract
13. Other children

Tie Break - where the offer of places to all the applicants in any of the categories listed above would still lead to over-subscription, the available places will be offered to those living nearest to the school. 'Straight line distance' will be used as the measure.

A standard application form - known as the Common Application Form - must be completed and returned to the School Admissions Team, Wakefield One, PO Box 700, Burton Street, Wakefield, WF1 2EB, by 31 October 2018. If parents feel that they should be in a specific category i.e. Baptised Catholic, then they are required to complete a Supplementary Information Form and provide the required evidence. The completed Supplementary Information Form should be submitted by 31 October 2018 to the school, marked for the attention of the Headteacher, St Wilfrid's Catholic High School and Sixth Form College, Cutsyke Road, Featherstone, WF7 6BD.

Parents or carers will be advised of the outcome of their applications on 1 March 2019. Unsuccessful applicants will be given reasons related to the oversubscription criteria listed above and advised of their right of appeal to an independent appeal panel.

Failure to provide a Common Application Form (CAF) would mean that the application is not valid and failure to provide a Supplementary Information Form (SIF) could mean that the applicant is placed in the last criteria.

Appendix 1

Admission to the sixth form

St Wilfrid's has a popular and vibrant Sixth Form. Students make good progress and are extremely well supported in a caring, Christian environment. We welcome applications from young people of all faiths who wish to benefit from, and are able to support, our Catholic ethos.

Students consistently achieve excellent examination outcomes and the college provides a varied curriculum. Through careful guidance and support by a dedicated team, students can choose from a wide range of subjects and Level 3 qualifications at Advanced Level and Technical Level. We also offer a range of level 2 programme of qualifications.

The Sixth Form is available to all existing pupils of St Wilfrid's who meet the eligibility criteria. Applications from external students are growing and are limited to 80 places, as stated in the Sixth Form Student Admission Policy:

1. Admission to the college will be made by the Governing Body.
2. St Wilfrid's Sixth Form is available to all existing Year 11 students who wish to enrol, providing that an appropriate course is available and the student meets the entry requirements for study on courses.
3. Some subjects have a minimum GCSE entry requirement (these are available from the Sixth Form).
4. A limit of 80 places is set for admission of external candidates. Places will be offered subject to appropriate, viable courses being available and the student meeting the entry requirements to take courses:
 - i) 5 good grades in 5 separate subjects to follow Level 3 courses. Each technical Level 2 qualification is counted as one subject. Some subjects have a minimum entry requirement and these are available from the Sixth Form.
 - ii) Any student embarking on Level 3 courses, who has not obtained a Level 2 (GCSE or equivalent) in Maths and English, will be required to continue to study for a Level 2 q
 - iii) Entry to Year 13 is dependent upon good attendance and commitment to the programme of study in Year 12
5. Subject to the above over-riding consideration, in the event that the Sixth Form is over-subscribed, places will be allocated according to the over-subscription criteria for entry to year 7.

Appendix 1

Specialist Provision for Pupils with Special Educational Needs



Highfield School

Gawthorpe Lane, Gawthorpe, Ossett, W

admin@high

www.highfield-school.co.uk

Tel: 01924 264240

Acting Headteacher: Rebecca Thompson

Age: 11-19

Type: Special

Number on Roll: 174

Highfield School is a very successful Foundation Secondary Special School for learners aged 11 to 19 years from across the Wakefield District. We provide a unique learning environment designed to make a real difference to the lives of young people with statements of Special Educational Needs, and their families. Ofsted December 2012 rated the school to be good in all areas.

Our mission is to deliver the highest quality education to every student, tailored to meet their individual needs, whilst supporting them to develop appropriate learning and life skills for independent or supported adulthood, and to create real opportunities for meaningful employment or work experience, where skills and unique personal qualities can be valued, rewarded and celebrated.

Every student at Highfield School has an Education Health & Care Plan. The range of special educational needs at Highfield includes Severe Learning Difficulties, Autistic Spectrum Disorder, Social and Emotional Difficulties including mental health needs, Complex Needs, Speech and Language Difficulties, Visual/Hearing Impairment and Specific Learning Difficulties. A small number of learners have Moderate Learning Difficulties or Physical Disabilities and associated medical needs.

Students attending the school are typically working between P6 and National Curriculum Level 1 on entry in Year 7. They transfer to Highfield from either a primary special school or a primary mainstream school where they will have received full-time support and are working very significantly below their peers.

The school has excellent facilities, including a well-designed wildlife area and large poly tunnel to support the broad range of outdoor learning experiences we provide for all students attending the school. The premises have been updated very recently to include a new, open and welcoming reception area, a state-of-the-art fitness suite, a purpose-built drama and performing arts studio, and new sensory room.

Currently, we are building an extended learning facility for our Post 16 students.

All students at Highfield School experience a timetable of learning which includes the following elements: Core Skills - a high degree of focus on literacy, numeracy, ICT and PLTS; Life and Living Skills; Employability and Enterprise; Sport and Active Leisure; Creativity. There is a strong focus on life and living skills and the development of independence, providing the foundations that help the students to progress into the KS4 vocational or life skills pathways and into Post 16 opportunities beyond. We currently operate two Post 16 partnerships, one very successfully with Ossett Academy and a new Bridge Programme with Wakefield College, to support our more vulnerable young people to make a successful transition from a school to a college environment.

We accept no barriers to learning, hold the highest expectation for all our learners, who always rise to the challenges we set and surprise us greatly with the progress and personal development they achieve.

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Specialist Provision for Pupils with Special Educational Needs



Oakfield Park School

Barnsley Road, Ackworth, Pontefract WF7 7DT
reception@oakfieldpark.wakefield.sch.uk
Tel: 01977 613423

Headteacher: Steve Copley

Age: 11-19

Type: Special

Number on Roll: 121

Oakfield Park School is an LA maintained school providing high class education for children and young people who have severe or profound and multiple learning difficulties. Pupils may have additional complex needs including ASDs, sensory impairment, challenging behaviour and physical difficulties.

At Oakfield Park we endeavour to implement the following school mission statement in all that we do.

"At Oakfield Park, we aim for all our students to develop a 'voice', to be as independent, social and healthy as possible, enabling them to become citizens who engage positively with society, whilst leading happy and fulfilled lives."

In order to reflect this statement, the education we deliver at Oakfield Park is continually evolving to ensure that we offer the best possible preparation for life both within school, and most importantly, for when our students leave school and move on to whichever provision is considered by the students and their families to be the most beneficial. Staff have recently been working hard to develop and deliver an even more relevant curriculum whilst at the same time striving to reflect both our school motto "All Different, All Valued, all Equal" and our school rules "Be Kind, Stay Safe, Work Hard", in all that we do.

Quotes from the most recent full OFSTED inspection:

"It is without question that all students greatly benefit from attending Oakfield Park School."

"The attitudes displayed by students to their work and school life are exemplary. They work exceptionally hard in lessons and are friendly and supportive of one another around school."

"Exceptionally strong leadership is focused on creating a school where students' achievement is outstanding and the quality of teaching goes from strength to strength."

"The school's work to keep students safe and secure is outstanding."

"From their individual starting points, students are helped to make outstanding progress whatever the nature of their disability or difficulty."

"Teachers and support staff work as very effective teams in every class. This ensures everyone makes the best possible progress in lessons."

"Students in the sixth form are exceptionally well prepared for the next stage of their lives."

At Oakfield Park we provide a safe and supportive school for our young people with special educational needs. We have created an environment, including a wide range of specialist equipment and facilities, that is educationally stimulating and challenging, thus providing optimum conditions for learning and development.

Safeguarding plays a vital role in everything we do.

Our staff team is committed to working in partnership with all stakeholders to ensure the highest standards of care and education are in place for each individual student. We will always offer a warm welcome to all visitors to our school and we are very proud of the positive feedback we receive from friends, families and professionals.

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Specialist Provision for Pupils with Special Educational Needs



Pinderfields Hospital Pupil Referral Unit

Wrenthorpe Centre, Imperial Avenue,
Wrenthorpe Wakefield WF2 0LW
hm@pinderfieldshospitalpru.co.uk

Tel: 01924 298351

Headteacher: Helen Mumby

Age: 2-19

Type: Hospital PRU

Number on Roll: 95 (with 22 on half-days)

Pinderfields Hospital PRU provides access to education for children and young people with medical needs and SLCN.

“In any given year statistics show that there are some 100,000 children and young people who require education outside school because of illness or injury. In addition there is a significant number of children and young people who experience clinically diagnosed mental health problems. The situations of these children and young people will vary widely but they all run the risk of a reduction in self-confidence and educational achievement”. Access to Education Ref: DfES 0732/2001

The aim of Pinderfields Hospital PRU is to enable children and young people to sustain their education and achieve to their potential. Pinderfields Hospital PRU offers an integrated, flexible education service through:

- The Wrenthorpe Centre – A flexible alternative curriculum for Key Stages 3, 4 and 5 students, exam centre.
- Outreach - Advice, in-service training and general support to staff working in an educational setting.
- Off-site tuition - Individual tuition in a range of venues including the home for all key stages, exams can be taken at home.
- Hospital Tuition - Class or bed-side tuition on the children’s ward for all key stages, exam centre.
- The Early Years Assessment Centre – 22 part time pupils. Inclusive, multidisciplinary assessment for preschool children age 2-4 with either a severe medical or SLCN need to inform their next educational setting.
- The Forest Wood Assessment Centre – 16 full time pupils. Inclusive, multidisciplinary assessment for children attending full time school age 4-7 with either a severe medical or SLCN need to inform their next educational setting.
- Woodlands Resource Unit - KS1, 10 full time places, SEMH & ASD. Pupils in setting predominantly need support with their social, emotional and mental health needs, as well as their communication and interaction needs. The focus of the setting is to provide a safe learning environment to ensure that pupils are socially and emotionally comfortable for them to begin to learn and access the curriculum
- Cherry Tree Resource Unit- KS1 & 2, 8 full time places, SEMH & ASD. Pupils in setting predominantly need support with their social, emotional and mental health needs, as well as their communication and interaction needs. The focus of the setting is to provide a safe learning environment to ensure that pupils are socially and emotionally comfortable for them to begin to learn and access the curriculum.
- Thornes Resource Unit – KS2 10 full time places, SEMH & ASD. Pupils in setting predominantly need support with their social, emotional and mental health needs, as well as their communication and interaction needs. The focus of the setting is to provide a safe learning environment to ensure that pupils are socially and emotionally comfortable for them to begin to learn and access the curriculum

Further information can be accessed through the school website at www.pinderfieldshospitalpru.co.uk

OfSTED (HMI Inspection)

- The leadership team has maintained the good quality of education in the school since the last inspection. Parents, staff and pupils praise all aspects of the school.
- At the hospital site staff are skilled in very quickly assessing pupils' needs. Staff provide work that is age appropriate and takes account of children's interests. The work is purposeful and interesting. It is well resourced and takes place in a calm and relaxed atmosphere.
- At the early years assessment centre, teaching is very well planned to meet children's learning needs to develop early reading, writing and numeracy skills, and is linked effectively to children's health needs.
- At the Wrenthorpe site, teachers make learning interesting and check pupils' understanding before they are moved on. This is helping pupils to re-engage in learning.
- Children and young people told us they feel listened to and supported with their learning, and are increasingly confident to take their next steps when they leave Pinderfields.

Appendix 1

Specialist Provision for Pupils with Special Educational Needs



High Well School

Rook Hill Road, Pontefract WF8 2DD

Headteacher: Louise Quinn

School years: 11-16

Type: Special

Number on roll: 58

We believe that the majority of pupils who exhibit challenging behaviour do so because of having unmet needs. Most of our pupils have experienced disruption in their education and may have limited experience of success in their lives to date. Our principal aims are to identify and address these unmet needs, and support pupils to develop their social and emotional skills in order that they can learn effectively and take ownership of their future.

Behaviour and Exclusion Support Team (BEST)

We are a specialised team, supporting children and young people who have emotional, social and behavioural difficulties (ESBD) and who are at risk of exclusion from school. We offer a proactive and child-centred response to support the needs of children and young people. This helps reduce the risk of exclusion and ensures that children and young people are better equipped to access and engage with their education. We also offer support to families.

Claire Hammerson - Manager. Tel - 01924 307403

Wakefield has two Pupil Referral Units for permanently excluded pupils. These are:

The Priory Centre

Pontefract Road, Crofton, Wakefield WF4 1LL

Headteacher: Tony Phillips

Age: 11-14

The Springfield Centre

St. George's Road, W

Headteacher: Ivor Roberts

Age: 15-16

The LA has a number of specialist provisions based in mainstream schools.

Communication and Interaction Resource (Secondary)

St. Thomas a Becket Catholic Secondary School

Barnsley Road, Sandal, W Tel: 01924 303545

Headteacher: Mrs Cathy Baxendale

Age: 11-16

Resource for Deaf and Hearing Impairment

Castleford Academy, Ferrybridge Road Castleford WF10 4JQ Tel: 01977 605060

Principal: Mr G Panayiotou

Age: 11-16

Resource for the Physically Disabled (Secondary)

The Featherstone Academy, Pontefract Road, Purston, Featherstone. WF7 5AJ

Tel: 01977 722805

Principal: Wesley Bush

Age: 11-16

Communication and Interaction Resource (Secondary)

St Wilfrid's Catholic High School and Sixth Form College Cutsyke Road, North Featherstone, Pontefract WF7 6BD

Tel: 01977 691000

Headteacher: Mrs H Gilroy

Age: 11-18

Resource for Visual Impairment (Secondary)

Crofton Academy, High Street, Crofton, Wakefield WF4 1NF Tel: 01924 862985

Headteacher: Mr P Walker

Age: 11-16

Appendix 2

Children Allocated Places for 2019/2020

School	Admission No. 2019/20	Categories								Children placed by WMDC	Total	Appeals submitted		On waiting list
		SEN	A		B1	B2		C	D			Total Heard	Successful	
Airedale Academy	240	5	4		55	81		7	6	12	170			
Carleton High School	210	3	2		25	65		38	59	6	198			
Castleford Academy	260	9	7		78	157		23	26		300	16	1	45
Cathedral Academy	210	0	1		38	119		6	33	13	210	2	1	10
Crofton Academy	204	3	3		34	63		31	71	5	210			1
De Lacy Academy	210	0	3		45	98		0	10	1	157			
The Featherstone Academy	90	1	0		17	51		2	16	3	90			1
Horbury Academy	210	3	3		52	89		38	50	5	240			3
Kettlethorpe High School	320	3	1		74	147		33	79		337	6	0	
The King's School	210	1	3		33	116		21	37		211	15	1	47
Minsthorpe Community College	300	6	4		94	193		6	8	4	315	6	3	15
Ossett Academy and Sixth Form College	310										310			
Outwood Academy City Fields	150	2	0		37	62		12	19	18	150	5	2	8



School	Admission No. 2019/20	Categories								Children placed by WMDC	Total	Appeals submitted		On waiting list
		SEN	A		B1	B2		C	D			Total Heard	Successful	
Outwood Academy Freeston	210	3	0		41	135		5	7	19	210			
Outwood Academy Hemsworth	270	2	3		55	93		5	12	16	186			
Outwood Grange Academy	360	4	4		104	241		7	0		360	25	2	102
St Thomas a Becket Catholic Secondary School	150										150			44
St Wilfrid's Catholic High School and Sixth Form College	280										280			8

Categories A, B1, B2, C and D refer to the categories detailed in Wakefield Council's Oversubscription Criteria on page 8.

"Children placed by WMDC" refers to those applications where we could not meet any of the parent's preferences and had to allocate the next nearest school with a place.

Information regarding the number of places allocated relates to Offer Day; waiting lists and appeals information was correct as of August 2019.