



CARLETON
HIGH SCHOOL

PROSPECTUS 2019/2020

Welcome to Carleton High School

Information for parents and students





MAKING SUCCESS INEVITABLE

Our 2019 GCSE results produced record breaking results which are the best results in the history of the school:

- **Science:** Our Biology, Chemistry and Physics results are in the top 10% in the country.
- **English:** A quarter of all our students achieved GCSE grades 7-9.
- **Maths:** Our students achieved over a quarter of a grade better than their peers nationally, making us the second highest performing Maths department in the Wakefield authority.
- **Subject successes:** We're in the top 25% of the country for 11 different subject areas including Sociology, Computer Science and History, to name a few!
- **High Grades:** 47 grade 9s were awarded (the new, very highest grade achievable) and a third of students achieved at least one grade 8 or 9!
- **Progress 8:** This measure demonstrates how well a school can support students to achieve beyond the levels they are predicted from their starting point in Year 7. Carleton High School achieved one of the highest progress 8 scores in the Wakefield authority. CHS students achieve better than their peers nationally in all key measures.

WELCOME

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

If you're thinking about joining us, you've come at an exciting time. We were judged by Ofsted to be a 'Good' school in July 2019, and the GCSE results we achieved in the summer mean that Carleton High School is one of the most improved schools in the country. This makes the school one of the highest performing schools for progress in the Wakefield authority. This remarkable improvement is only the start of our journey and we are now on our way to becoming an 'Outstanding' school.

Our vision is to provide a first-class education where all our pupils have the opportunity to make outstanding progress. This really matters; academic results open doors for young people, and in our achievement-focused learning culture, we do whatever it takes to make sure our pupils – no matter what their starting point or background – get the chance in life they deserve.

On top of this we're committed to caring for each and every member of our school as individuals, nurturing their strengths and passions, and helping them grow to be confident and successful young adults in today's fast-moving world.

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

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

I hope this prospectus gives you an insight into what our school has to offer. It really is a special place to be and we'd be delighted for you to join us

Jo Cross
Head of School





PONTEFRACT

ACADEMIES TRUST

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

ACHIEVEMENT WITHOUT EXCUSES

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

OUR PEOPLE MATTER

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

EXCELLENCE AS STANDARD

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

STUDENTS COME FIRST

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

“STRONGER AS ONE”

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

“We have an unwavering focus on achievement.”

CORE STRANDS



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

Outstanding leadership

At the heart of every outstanding school is a strong leadership team. Our Head of School and her senior team have invaluable experience of guiding institutions to success, and this is reflected in the rapid progress we have made in the last 12 months. Carleton High School also has an Executive Director of Secondary who divides his time with our sister school, The King's School, and makes sure that both schools benefit from the best and most effective systems and processes available.

Pastoral support

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

First class teaching

One of our top priorities is to attract exceptional staff to Carleton High School, and we've already successfully recruited a large number of highly gifted teachers to join the new team. Nothing makes a greater difference to learner outcomes than the quality of teaching. We want students to enjoy their lessons, because we know that when they do, they will achieve more. Our staff undergo weekly training to help them deliver lessons that are consistently engaging yet challenging; our teachers inspire our young people, and offer a vast range of opportunities inside and outside of the classroom.

Investment in resources

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

WE ARE A GOOD SCHOOL

Ofsted September 2019



Ofsted
Good
Provider

“Leaders have significantly improved the school since the previous inspection.”

“Accountability for improving pupil achievement is a golden thread that runs through the work of the school.”

“Behaviour routines are well embedded and conducive to learning throughout the school.”

“Pupils feel safe in school.”

“Pupils are courteous, polite and welcoming.”

“The quality of teacher explanation and questioning are strong.”

“Pupils take a real pride in their school.”

“There is a wealth of emotional and academic support.”

“The school pervades an air of calm and orderliness.”

“Leaders and managers have shown a steadfast determination to improve the school. Leaders have built a climate in which consistently high expectations for both staff and pupils are now the norm.”

“Exceptionally well done on the fantastic achievement with the Ofsted “Good” rating. The leadership, teachers and staff have worked very hard for this and transformed the school within a year, a remarkable result. We are proud that our daughter attends the school, well done again.

Parent, September 2019

CLEAR EXPECTATIONS OF BEHAVIOUR AND STANDARDS

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

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

Non-negotiables at Carleton High

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

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



Uniform

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

Attendance

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

AIMING HIGHER CELEBRATING SUCCESS

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

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

In addition to this, when students join us in Year 7 they are enrolled on to our KS3 Graduation Programme. By achieving a set of core goals during Years 7 – 8, students will graduate at the end of Year 8. Students who excel may also be part of an elite group who graduate with honours. Our KS3 Graduation includes a celebratory ceremony for parents and guests at the end of Year 8, where students wear a traditional cap and gown and receive a certificate – recognising their successes at KS3 before moving onto KS4 and their GCSE studies.

We monitor our individual students closely, and we use our assessments to actively shape their future learning.

Regular reports

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

Parent evenings

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

Achieve – extra support

In addition to regular lesson time, we run an afterschool Achieve programme to help students accelerate their academic progress. Achieve sessions are compulsory for those students selected and provide extra tuition to improve students depth of knowledge so they achieve the results they are capable of.





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

Carleton High School



“

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

INSPIRING OUR STUDENTS INSIDE AND OUTSIDE THE CLASSROOM

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

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

While excellent academic results are a central priority in our achievement focused culture, we firmly believe that opportunities beyond the classroom also play a critical part in the personal development of our students. We offer an exciting range of possibilities outside of the classroom through our after-school enrichment programme. This encompasses all of the extra-curricular clubs and groups that students can join, such as Eco Club, Street Dance, Learn a Language, Ping Pong World, etc. There is something for every student and we ask all students to get involved in an activity of their choice.

In addition to this, we have a large range of sporting clubs and activities. Students can choose to join one to stay fit and have fun, or may choose to play

competitively. We participate with school teams in a wide range of sporting fixtures such as rugby, football and netball.

The Duke of Edinburgh Award is also offered to students from Year 9 and above, where they get the chance to take Bronze and Silver levels of this challenging but very enjoyable personal development programme. We also encourage Year 11 students to take part in the nationally recognised 'National Citizenship Programme'.

We believe strongly in the value of educational trips and visits, providing opportunities for students to expand their knowledge and broaden their horizons, allowing them to learn in a way that is not always possible within the classroom. A wide range of trips take place, both within the UK and internationally. Students with us have travelled as far as New York and this year we are heading to Iceland for the first time.

Finally, Carleton High School is very much part of the local community, and students are given lots of opportunities to become active citizens, such as volunteering to sing at local care homes, litter picking as part of the 'Keep Britain Tidy' campaign, amongst others. We're also immensely proud of the charitable work our students take part in. Their recent fundraising for worthy charitable causes including MacMillan, Cardiac Risk in the Young, Help for Heroes, Books to Africa and Comic Relief has been incredible.



CARING AND BEING THERE FOR OUR STUDENTS

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

We have many staff focused on supporting pupils at the school. Each year group is led by a full-time non-teaching Student Liaison Officer (SLO), who our pupils know are there to help them with any issues they may encounter, in or outside of school. Pupils' academic progress at each Key Stage is also monitored by a Key Stage Leader who is on hand to ensure all students make outstanding academic progress. There are other staff who support pupils with issues including attendance and welfare, and we work closely with a range of external agencies. The Key Stage Leaders and SLOs meet regularly with all our pupils; and are also a point of contact for parents and carers concerned about any aspect of their child's development, academic or otherwise.

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



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

Year 10 student



Being a student ambassador means I've become a lot more confident, and I've really enjoyed fundraising for lots of different charities.

MAKING A SMOOTH START AT CARLETON HIGH SCHOOL

We know that the prospect of starting at a new school can be daunting for young people and parents alike, so we make sure we do whatever we can to make the process as smooth as possible for pupils and their parents or carers. Everyone whose child is offered a place at Carleton High is invited to a special transition evening, where the Head of School will give a welcome presentation. Other members of staff – including form teachers, senior leaders and the non-teaching pastoral team – will be on hand to meet parents and answer any questions they may have, outlining what we offer to our pupils and the commitment to learning we expect in return. This also lays the ground for the partnership approach we build with all parents: parental support is crucial for a child's academic success.

In addition to the transition evening, Year 6 students join us over several days in the summer term to experience

a carefully tailored and exciting timetable, allowing them to gain a real insight into being a Carleton High School student. Our positive links with primary schools in the local community and beyond, allow us to create a seamless transition for your child- students entering Year 7 settle in quickly and with ease.

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

“

I was quite worried about moving up to a much bigger school when I was in Year 6, but the transition days really helped, by showing us that it's a friendly place here. My SLO and form tutor were both really kind to me while I settled in too.

Year 7 student





ADMISSIONS POLICY ACADEMIC YEAR 2019-20

Pontefract Academies Trust is the admission authority for its schools:

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

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

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

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

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

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

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



BRIDGE IS SAN FRANCISCO'S MARVEL OF MODERN SUSPENSION BRIDGE THAT SPANS BAY WITH THE SAN FRANCISCO GOLDEN GATE BRIDGE OVER A 16 KM (10 MILES) KNOWN AS THE



McDonald's logo the most popular in modern

You can quickly find golden arches long distance

What sets it apart from the rest is its design

born Andrew Warhola; (6 August) an artist, director and producer of the pop art movement known as pop art. His work is a blend of artistic expression, commercialism, and design that flourished by the 1960s.



**CARLETON
HIGH SCHOOL**

Green Lane
Carleton
Pontefract
West Yorkshire
WF8 3NW
T: 01977 781555
W: carletonhigh.patrust.org.uk
E: admin@carletonhigh.patrust.org.uk

increase risk for health conditions such as high blood pressure, diabetes, and obesity.