



THE KING'S
SCHOOL

PROSPECTUS 2020/2021





PONTEFRACT ACADEMIES TRUST

The King's School is a part of Pontefract Academies Trust (PAT). All the schools in the Trust 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."

WELCOME

Welcome to The King's School. Information for parents/carers and students

I am delighted that you are showing interest in The King's School and I hope that this prospectus helps you to understand the many opportunities available here. The school has gone through significant change in the past couple of years which has resulted in my appointment as Headteacher and other key appointments across my Senior Leadership Team. Our key focus has been to put achievement very much at the forefront of what we do and to ensure that the school runs for the benefit of the students. All our people, whether it be students, parents or staff are individuals and an exception to be valued. If we ensure our teaching and learning in the classroom is of the highest quality and we look after our students in a pastoral context, they will flourish.

This is a fantastic time to be joining The King's School. Already an Ofsted 'Good' school, we are now firmly on the journey to becoming outstanding. We have implemented several systems and it is no exaggeration to say that there has been a real transformation in how the school operates. Behaviour is excellent which ensures our students can really focus on their learning and teachers can focus on delivering excellent lessons. We believe our students all have strengths and areas to develop and we take great pride in developing and building on those strengths and helping them improve where they need to. It is a privilege to work with the students at The King's School and since I arrived, I have been constantly impressed with their attitude, manners and the way they represent the school in the community.

The King's School is one of the highest performing in the Wakefield Authority, but please believe me when I say that our ambition goes further than a local context. Our ambition is to be one of the highest performing schools at a national level; not for accolades or awards but so we are supporting all our students achieve their full potential.



We are committed to developing teaching and learning to ensure we provide a first-class experience for all students. Our students make new friends, mature in a positive environment and have the opportunity to engage in a wide range of extra-curricular activities designed to develop social skills.

Our students are at the heart of everything we do, and we believe it is our duty to convert their potential into reality. We live by the mantra of compassionate rigour – we will not apologise for having high standards, but we will walk alongside all our students to allow them to become the best version of themselves.

I hope this prospectus gives you a flavour of what you can expect at The King's School. We are a happy, caring, welcoming school who aim to get the best outcomes for our students, whilst appreciating that grades are just one piece of the jigsaw for a rounded education.

Dominic Pinto
Headteacher



ACHIEVE EXCELLENCE WITH THE KING'S SCHOOL

We have a mantra of Culture + Consistency = Excellence. In practice, this means having a disciplined environment where students can focus on learning and teachers can focus on delivering the best lessons. We do the simple things right with an attitude that anything is possible.

70% of our students

achieve at least a grade 4 (national pass mark) or above in both English and Maths.

Our Maths department

is one of the highest achieving in the Wakefield Authority.

An extra curricular

package which would rival any school.

Our students make

above average progress across all academic, vocational and creative subjects.

Outstanding performance

in the wider curriculum areas, with Art, PE, Drama, Design & Technology and Social Sciences in the top 10% nationally.

A Key Stage 3 Graduation

which ensures students in years 7, 8 and 9 have a real focus with clear targets in their first three years. A great way to build cultural capital!

Outstanding performance

in BTEC qualifications with Business and Engineering in the top 10% nationally.

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. The King's School achieved one of the highest Progress 8 scores in the Wakefield Authority.

Rugby and Netball Academies

so students have an opportunity to specialise in their chosen sport.

THE KING'S SCHOOL'S MOST IMPORTANT CHARACTERISTICS INCLUDE:



Outstanding leadership

At the heart of every outstanding school is a strong leadership team. Our Headteacher and his senior team have invaluable experience of guiding institutions to success, and this is reflected in the rapid progress we have been making. The King's School also has an Executive Director of Secondary Education who divides his time with our sister school, Carleton High School. He ensures that both schools make the best use of the systems, processes and resources that guarantee success and achievement. Directors of Core Subjects work across both schools ensuring consistent excellence.

Support for students

Effective pastoral care goes hand in hand with academic success. We value all our students as individuals, and we make sure there is always someone available to help them with their various needs both inside and outside the classroom. Our full-time support staff – Student Liaison Officers (SLOs) and Key Stage Leaders (KSLs) – keep a close eye on the students in each year group, and act to help individuals who may need assistance. SLOs and KSLs are on hand all day at The King's School for any young people, or indeed parents / carers, who want to talk about issues of any kind.

First class teaching

One of our top priorities is to attract exceptional staff to The King's School, and we have already successfully recruited a number of highly gifted teachers to join the new team. Nothing makes a greater difference to learner outcomes than quality of teaching. Our emphasis on excellent behaviour in the classroom means that teachers at The King's School can focus on excellent teaching, providing what Ofsted call 'lively and engaging' lessons. We invest in all our teachers, and they receive high quality training on a weekly basis.

Investment in resources

Raising academic standards is always one of our priorities, but it reflects a broader mind-set of pride in our fantastic school community, shared by teachers and students alike. Along with the investments we have made in the classroom, we are continuously investing in the school itself including, this year, our newly refurbished art rooms, deli area and Thornton Suite to make The King's School a place where people want to perform to their very best. We believe in giving the students excellent facilities to create a first class experience.

FROM GOOD TO OUTSTANDING



The King's School has a long tradition of academic success: it is a strong foundation to build on and take the school to the next level – the 'Outstanding' Ofsted rating which is well within reach. The new senior leadership team have an exceptional track record of creating cultures of achievement, and we have tried and tested systems that underpin our constant focus on the highest standards.

The King's School is a place where teachers can really focus on their teaching and students on their learning. It is a disciplined environment where behaviour is managed consistently – students understand our high expectations and how to meet them. This approach develops a culture where every student understands there is no limit to what they can achieve.

Our vision is to provide the best possible quality of education within an outstanding environment. We are on an exciting journey to this end, consistently and regularly delivering improvements.



“Pupils make strong progress.”

“Leaders at all levels have high expectations.”

“Under the leadership of a highly effective senior leader, the best practice in teaching and learning is being shared widely across the school.”

“Leaders and teachers promote good behaviour consistently well. Most pupils respond very positively to the school's expectations. They are polite and show good attitudes to their learning.”

“Pupils feel safe. Bullying is rare and dealt with effectively. Pupils work well together and show a high level of respect for diversity.”

HIGH STANDARDS HIGH EXPECTATIONS

Our senior leadership team know from long experience that there's no limit on what can be achieved if teachers can truly focus on their teaching and students on their learning. But that cannot be done without a commitment to the very highest of standards from teachers and students alike.

Excellent behaviour at all times is paramount here at The King's School. We set clear boundaries and apply standards consistently and fairly at all levels of the school: we believe students work best in an environment where there is consistency alongside a culture of praise and encouragement.

Our school 'non-negotiables' are displayed in each classroom, so all our students understand our high expectations and how to meet them. A 'Consequence Board' sets out clearly what will happen on occasions when they fall short.

Non-negotiables at The King's School

- Follow staff instructions first time and without question.
- 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 school; do not make physical contact with others.
- Respect your environment. Never drop or leave litter.



It is important to stress, though, that we approach our commitment to the highest standards in a constructive way, celebrating the positive. Students who consistently meet our expectations, produce something exceptional or go the extra mile receive Epraise points, which add up towards certificates and prizes. Every half term we hold a rewards assembly, putting motivation and achievement at the heart of our culture.

Uniform

Our uniform is a sign that we are all part of a community here at The King's School, and in this – like in everything else we do – we aim for the highest standards. A smart, correct uniform reflects pride in who we are and shows respect for others, and we expect all our students to wear the right uniform at all times.

Attendance

Research links a good attendance record with academic and social achievement. We encourage all our students to work towards 100% attendance, with a minimum target of 97% (equivalent to the top 25% of UK secondary schools). Punctuality matters, too. Arriving ten minutes late each day adds up to a loss of six whole school days each year: we expect all pupils to be with us on time every morning. Excellent attendance is celebrated at our awards assembly each term.

AN INSPIRING CURRICULUM FOR A LIFE OF OPPORTUNITY

At The King's School our primary focus is to instil a lifelong love of learning while creating confident learners who can live a life full of opportunity and choice. To this end, we offer a broad and balanced curriculum which inspires and challenges all our students.

In terms of classroom standards we take a rigorous approach, and we push our students to exceed their own expectations. We ensure that the curriculum is accessible to all, but we tailor its delivery so individuals are truly engaged whatever their level or ability. Different pathways are available for students with different needs, and we offer challenging vocational opportunities to students who are less focused on taking academic routes alongside the many GCSE courses.

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

Parent Evenings

It is very important to us that we maintain a close relationship with parents and carers: education is a partnership between school and home, and we get the best results by working together. We organise regular evenings when our students' parents and carers are invited in to school to talk about their progress in and out of the classroom; and staff are always available for ad hoc appointments to discuss concerns or questions of any kind.

Key Stage 3 Graduation

At Key Stage 3 all students will work towards a graduation. Students have to complete certain tasks and show specific levels of commitment to school, not just through regular attendance and having a good attitude to learning but by immersing themselves in other aspects of the school. This includes taking part in extra-curricular activities, being involved in school teams, taking part in school productions, going on trips, going on a residential, fundraising and organising or taking part in community events. At the start of Year 9 students will receive their classification during a graduation ceremony with caps and gowns.

Achieve – extra support

In addition to regular lesson time, we run an after-school Achieve programme where students who would benefit from extra support to reach their full potential get personal coaching in the areas where they need it the most. Achieve is a compulsory activity for those selected – and it gets real results.

SMSC

Spiritual, Moral, Social and Cultural development deals with the more elusive aspects of personal development. Education is about enabling children to learn; the content of core subjects are balanced by learning the important lessons in life; who to trust, how best to relate to one another, understanding others beliefs and opinions. These lessons are mostly learnt implicitly rather than by direct instruction. As a school we wish to enable students to build relationships, have confidence in their own ability and have a positive impact on society.

Academic Reports

We produce regular academic progress reports for parents and carers, ensuring they are clear and easy to understand. These reports are also an important way of tracking a student's expected rate of development through the school – if the report shows a student is starting to drop behind, we make sure they receive the support they need to get back on track.

Academic Monitoring

Throughout the year, all pupils are given the opportunity to review their progress through our Academic Monitoring schedule. For students in Year 10 and Year 11, students will be given questionnaires to complete after each assessment point, asking students to consider their strengths and areas for development in each subject. Then, individual meetings are set up with subject teachers, to ensure students are fully aware of how to improve within their chosen subjects. The meetings allow students to set SMART targets which enable them to progress academically. These individualised plans will be recorded in student planners and re-visited periodically through the form time curriculum. The process empowers students and creates a model of self-reflection, allowing students to continually improve. Students in Key Stage 3 also have the opportunity to undertake Academic Monitoring through their form time curriculum. Again, this is to provide the opportunity to create manageable but aspirational targets for which the students have ownership.



WHAT TO EXPECT ON YOUR JOURNEY AT THE KING'S SCHOOL

By the end of Key Stage 3 we will expect students to have:

1. Had access to future study options.
2. Had access to Labour Market Opportunities.
3. Met a careers advisor as part of a larger group of students.
4. Had implicit links made between subjects and certain career paths and job sectors.
5. Had at least 2 encounters with an employer or employee to give a greater understanding of workplaces and careers paths and job sectors.
6. Spent at least one day independently in a place of work which was organised by the student.

By the end of Key Stage 4 we will expect students to have:

1. Continued to have implicit links made between subjects and certain careers paths and job sectors whilst receiving more explicit advice and how it may suit certain individuals.
2. Have more explicit encounters with employers or employees to give a greater understanding of workplaces and careers paths and job sectors.
3. Had encounters with the two main FE providers in the area via assemblies, parents evenings, taster days and information evenings. Students will have been provided with an opportunity to apply for college in school.
4. Understood what an apprenticeship is.
5. Visited a post 16 careers and HE fair.
6. Had 1:1 guidance with a trained careers advisor.
7. Records about their destination data.

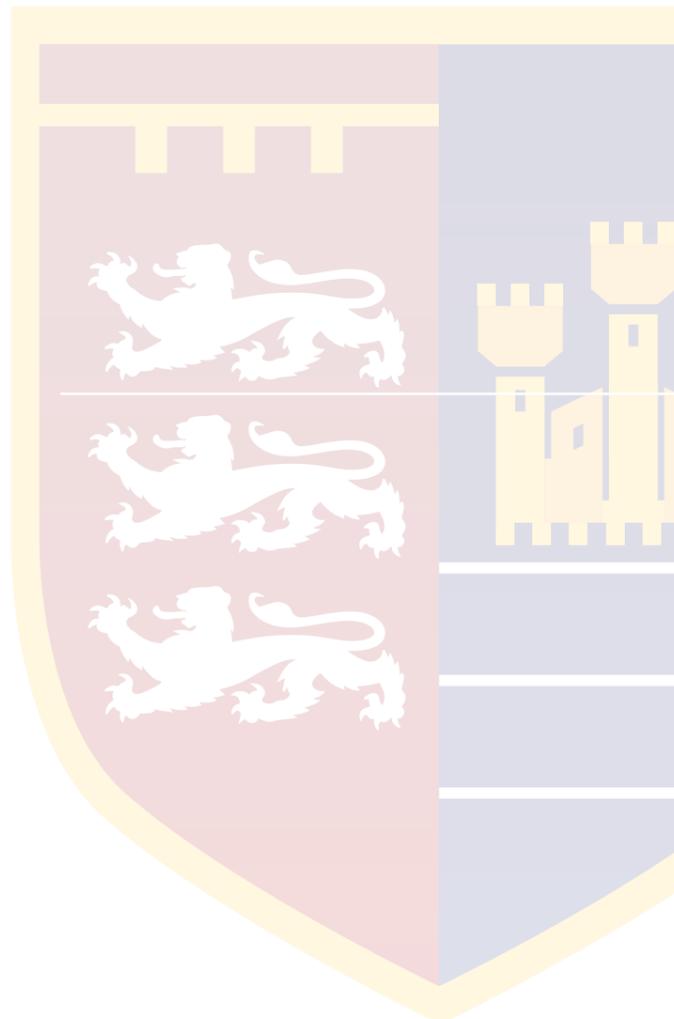


INDIVIDUAL SUPPORT FOR EVERY STUDENT

At The King's School we pride ourselves on balancing our unwaveringly high expectations with outstanding pastoral provision; we walk the line with students between challenge and support. Our systems are underpinned by our belief in practising compassionate rigour.

We have a large team of dedicated, non-teaching staff committed to development and personal progress of our students. At King's we operate a three tiered system. This begins with form tutors. They are there every morning to welcome our students. Over the course of five years, they build strong relationships with their tutees and offer daily contact and guidance, as well as monitor student attendance and behaviour. Every year group also has a designated Student Liaison Officer. They are involved with every aspect of a child's school career and have a holistic awareness of how best to support when needed. Above this, sits our Key Stage Leaders. They strategically lead the pastoral support and make the link between this and academic progress.

Alongside this core pastoral structure, we have Attendance support and Education Welfare, Child Protection and Safeguarding Leads, as well as our SEND support team. This reflects our commitment to the belief that every child matters, every child is an individual and every child can meet their potential with the right support.



WHAT OUR STUDENTS SAY

"YOU CAN TALK TO YOUR SLO ABOUT THINGS YOU MIGHT NOT WANT TO MENTION IN CLASS. I THINK IT'S GOOD THAT WE HAVE ANOTHER LEVEL OF SUPPORT AT SCHOOL, BECAUSE LIFE IS QUITE STRESSFUL WITH EVERYTHING THAT'S GOING ON."

- YEAR 9 STUDENT

SHAPING THE FUTURE AT THE KING'S SCHOOL

Student Leadership Group

Our Student Leadership Group comprises of eight Year 11 Students who were voted into position by their peers and their teachers after incredibly successful, diverse campaigns. The group has set up a range of committees within school, including "Diversity and Inclusion", "The Environment" and "Wellbeing". Each committee has a clear mission statement and vision, which is shaped by the students themselves. They use the committees to work alongside younger students to shape events and strategies to use across school. The group are pivotal in voicing student ideas and they collaborate with students from all year groups in order to empower them to make positive changes within The King's School. The Student Leadership Group also focus on supporting local charities and are keen to create a positive legacy across the wider community.

Words from our Head Boy Elliot Prentice.

The King's School was the best option for me.

As a person I would say I am positive, outgoing and confident. That didn't come naturally to me. Since moving to The King's School from my primary in 2016, I have grown and developed as a person. This, I believe is the direct result of attending a school such as The King's School. At King's I am surrounded by positivity, from staff and students. All of the teachers that I have encountered over the past four years genuinely love to teach, and they want the best for each and every student that walks through the school gates, regardless of that student's circumstances. From the minute you walk onto site on your very first day here, you feel part of The King's School community. From that day, every lesson taught, every trip taken, every club attended is geared to preparing you for life, and providing you with opportunities that you would not necessarily get elsewhere.

"I HAVE GROWN AND
DEVELOPED AS A PERSON
- THIS IS THANKS TO
THE KING'S SCHOOL"

The whole atmosphere of The King's School is almost tangible. At The King's School, nobody is on their own. King's is community, King's is positivity, King's is opportunity, but more importantly King's is family, family for life. The King's School, I can confidently say, has made me into the positive, wholehearted and outgoing person I am today.

Opportunities at The King's School are endless

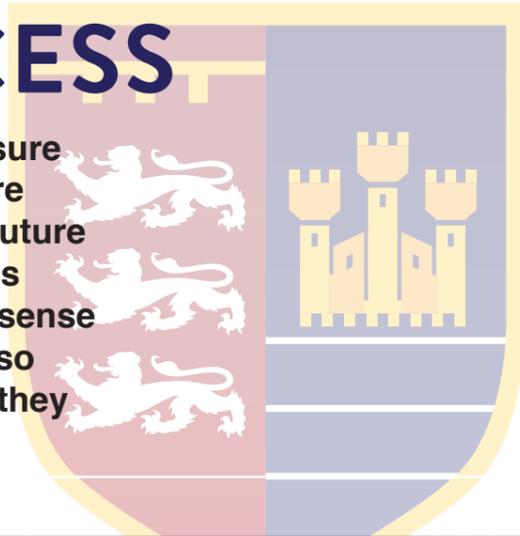
From ski trips, to Student Leadership, to an unrivalled selection of sports, there really is something for all here. I have never seen a school with such an array of enrichment activities. The focus is on learning, but enjoyable learning. Learning through music, through STEM, through sport. I couldn't pick a single subject that I enjoy the most, nor could I pick a single enrichment activity. A typical week at The King's School would have enrichment before or after school every day for each year group. Some enrichment clubs are across different year groups, allowing younger students to learn from older students, but also for older students to learn valuable skills by mentoring younger year groups. This is so that students from all year groups have the opportunity to socialise with people they might not otherwise socialise with, adding to the tangibility of community.

Success IS always possible

Success, we are taught from very early on at King's, is not money, it is happiness, doing what you want to do in life. Every teacher has a common goal, success for their students. That is where the shared passion stems, each and every student also wants the best from themselves, because they are surrounded by staff and other students who want the same. The King's School is genuinely an amazing place to learn and to be. As Head Boy here, I know staff encourage students to contribute to making the school an even better place, through Student Leadership, as King's teaches you that there are no limits to greatness, and every single student can excel in school, as well as in life.

STUDENT SUCCESS

At The King's School we see the true measure of student success is how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance. We are so proud of all of our students and how hard they work to make the impossible possible.



ELEANOR JACKSON

Eleanor worked consistently hard in Maths and made significant progress from a grade 4 in year 10 to a grade 8 in her March mock exam. Maths was a subject Eleanor always struggled with and felt it was a weak point of her studies. She continued to put more time, effort and dedication into her work throughout year 11 and kept working hard when she felt she had plateaued in her studies. She met her own disappointment in her grades with focused study which led to success. In addition to this she performed as a singer at musical events for the school and has always balanced her demands without detriment to any area.

In science, Eleanor is quoted as being one of the best triple scientists the school has seen in recent years! She Achieved 9s in her Sciences at GCSE. Eleanor came to The King's School from Larks Hill Junior and Infant School – another school withing the family of Pontefract Academies Trust.



MARK FRANCIS

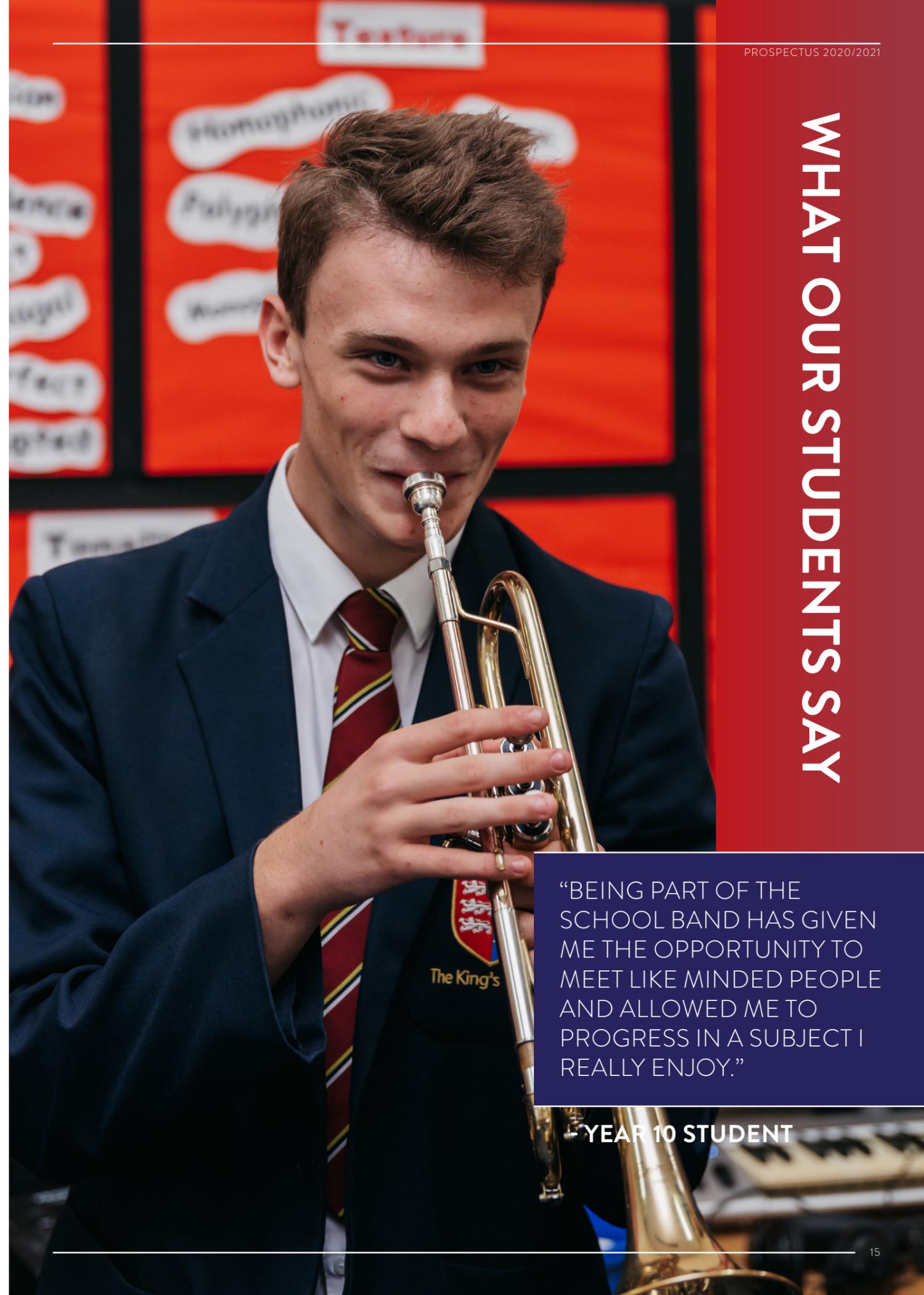
Mark consistently produced work to an exceptional standard in all subjects. His all round subject specific and general knowledge are a result of further study that he did outside of the classroom. His achievements were down to hard work and commitment throughout his five years at The King's School.

Mark achieved exceptionally high GCSEs with 8 grade 9s and will go onto great success at college.

AMELIA PARKER

Amelia's determination to do her best and achieve the best possible outcomes at GCSE meant that she has shown a real commitment and resilience towards her studies. She is renowned for not giving up and this has translated into a set of grades above those targeted at the start of her King's educational journey. She represents that hard work pays off.

Amelia has juggled academic work with cadets. She took a week off school in Y10 to attend a NASA camp in London, which she has a particular interest in and she has ambitions to follow a career in astrophysics.



WHAT OUR STUDENTS SAY

“BEING PART OF THE SCHOOL BAND HAS GIVEN ME THE OPPORTUNITY TO MEET LIKE MINDED PEOPLE AND ALLOWED ME TO PROGRESS IN A SUBJECT I REALLY ENJOY.”

— YEAR 10 STUDENT

INSPIRING STUDENTS BEYOND THE CLASSROOM

Along with our focus on academic achievement, we firmly believe that opportunities beyond the classroom also play a critical part in the development and achievement of our students. These broaden horizons, grow essential life skills, build self-confidence and resilience, increase friendship groups – and they're fun!

We are very proud of the extensive extra-curricular activities we offer at The King's School, alongside the wide variety of school trips and other events we run. These include a range of sports, performing arts, IT, visual and creative arts, and subject clubs. 'Sports for All' is a core ethos within our school and with the help of external coaches and other organisations, we encourage students to develop their skills and to improve their health and fitness to the best of their ability. We frequently organise competitive sporting events with other schools and some King's School students participate in their favourite sports at county, regional and even national level.



The Duke of Edinburgh Award
The King's School is proud to run the Duke of Edinburgh Award. The scheme is a highly regarded national scheme aimed at young people from age 14 and the positive work they can do. It develops commitment, resilience, self-motivation, leadership, independence and responsibility: qualities that colleges, Universities and employers are looking for. Every participant's programme is personal to them with students of different abilities, backgrounds, beliefs and circumstances working and achieving together.



Trips and Residential Visits

The King's School has a strong and proud tradition of offering a wide range of trips and residential visits for students. Snow sports to Pila in Italy, an environmental awareness trip to Sicily, Drama to New York and Geography to Iceland are just a few of those from last year. We also run day trips to various places as both rewards and as part of the curriculum. Various day trips to Theatres for Drama and coastlines for Geography provide vital knowledge which can be used in the classroom. Trips and visits are of educational value but also provide students with the experiences of a lifetime which we hope will stay with them forever. We do not have to travel far for the trip to be a success; one of the most rewarding trips for students last year was a regular visit to De Lacy Gardens to provide companionship for the elderly residents.

Sports Academies

In addition to our vast array of extra-curricular sporting activities, including football, netball, basketball and badminton, this year has also seen the launch of our Sporting Academies. Year 7 students have had the opportunity to have trials for both rugby and netball academies. This includes regular team breakfasts, bespoke kit and school uniform and the opportunity to represent the school in national competitions. We know the sporting talent we have in the local area and we cannot wait to be part of nurturing this moving forward.

An International School

We have been an International School since 2016, which means that our students have visited different countries and stayed with families abroad. We have also enjoyed hosting foreign students who've come to visit Pontefract.

We were delighted to learn that we have secured a grant of €26,000 from the European Union's Erasmus+ scheme, The King's School is engaged in an exciting two-year project with the Community League for Environmental Action Network (CLEAN). The work is focused on preserving and restoring the planet. Students learn about and raise awareness of our most pressing environmental issues, and work towards finding solutions for a sustainable future. The project involves collaborating with a network of peers across Europe, giving The King's School students the opportunity to broaden their cultural horizons, boost their confidence, develop their language skills and make friends in other countries while learning more about some of the most important issues facing the world today.



Performing Arts Academy

We have recently made a significant investment in all forms of our creative arts provision. We are proud of our budding musicians, artists and performing arts students and we give them an experience that goes above and beyond their normal curriculum. We give students the chance to attend professional workshops with recognised actors and the opportunity to visit a range of theatres and other art environments, providing them with a platform for developing these skills further. The school show is always an event not to be missed and we cannot wait to be amazed for another year by the talent our students demonstrate across a wide range of disciplines.

PREPARING FOR LIFE AT THE KING'S SCHOOL

Starting a new school can be a daunting prospect. We understand and we do everything we can to make the process as smooth as possible, not only for students but for their parents / carers too.

Students offered a place at The King's School are invited with their parents / carers to a transition evening, where the Headteacher will give a welcome presentation. Other members of staff, including form tutors, senior leaders and the non-teaching pastoral team – will be on hand to answer questions, explaining what we offer to our students and the commitment to learning we expect in return. This also lays the ground for the partnership approach we adopt - parental support is crucial for a child's academic success.

In addition to the transition evening, students who will be joining us in Year 7 attend a full transition day with their peers, where they get an early taste of life at The King's School.

The Student Leadership Team is available to support any students if needed to help new students settle in swiftly. When students join us mid-term we offer a similar transition support plan. Parents meet with their child's Key Stage Leader and Student Liaison Officer, who will help their child settle in on both academic and pastoral fronts.

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“The transition day was good because it meant I wasn't worried about what to expect when I started properly – I think it made me more confident when I arrived, and it was good to meet the others who were going to be starting with me.”

Year 7 student



ADMISSIONS POLICY ACADEMIC YEAR 2020-21

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.

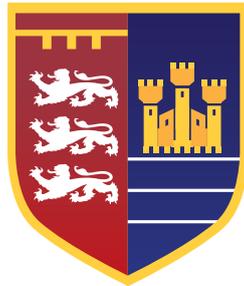
Objections to the admission arrangements of academies can be made to the Schools Adjudicator, whose decisions are binding and enforceable.

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



THE KING'S SCHOOL

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