

Headteacher's Welcome

Dear Parents and Students,

We are delighted to welcome you to Plashet School. Plashet offers a rich, stimulating and rewarding learning environment. Plashet is a caring, multi-cultural and fully comprehensive school. Our students are a credit to themselves and the school. They are smart, respectful and committed to their learning. There is a real flavour of industry and ambition here. Our school caters for all students' needs and ambitions. The education provided at Plashet will develop your child's knowledge, understanding and skills such that they can become highly qualified, responsible citizens, able to participate fully in all areas of community life.

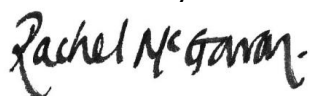
Our school motto is "*working together to promote and celebrate achievement*". Your daughter should find her learning highly challenging and stimulating. She will be taught by teachers with very high expectations about your child's excellent attitude and preparedness for learning and life.

We set high standards in every area of school life. Learning is stimulating and uses the latest technologies. Examination results and rates of progress are very strong. There are many activities beyond the classroom to involve your child further in the life of the school. The school is a caring, disciplined and happy place. Our young women have many opportunities and responsibilities. Their views are important as are their working relationships with each other. There are many clubs, activities and out of school visits. Our learning spaces are a vibrant celebration of our students' learning.

We work closely with parents. We will involve you fully in what your child is studying, how they are performing and targets for future progress. Our staff are talented, experienced and committed to helping all students. Your child's education is of total importance to us and we will make every effort to set out a wide ranging curriculum that will set them up for success in their later lives. We will give you lots of information to help you appreciate more about your child's progress and their courses of study, starting with this induction booklet. A partnership between us based on excellent communication and collaboration is the foundation of a child's future success.

We look forward to working with you and your daughter.

Yours sincerely



Rachel McGowan
Headteacher

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Plashet School

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	Miss Sarah Heath
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	Mrs Kalash Thakor
	Miss Louisa Sanderson
Bursar	Mr Stephen Beach
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Characteristics of the School

We are a highly successful, oversubscribed comprehensive girl's school situated in the heart of East Ham. The school is a nine form entry school with an average of 270 students per year group. The school is housed in two main buildings on opposite sides of Plashet Grove that are linked by the award-winning Plashet Unity Bridge. East Ham tube station and High Street North are within five minutes' walk of the school. Plashet has a long history dating back to 1932 when East Ham Grammar School for Girls first opened on the South site. In the 1950s, the North site was built and Plashet County Secondary Modern School for Girls was opened. These two schools were amalgamated in 1972 and the two sites physically linked in November 2000 by our Unity Bridge.

'Working together to promote and celebrate achievement' underpins all we do. Our 1350 students are highly motivated and keen to achieve their potential but their success does not happen accidentally. We are a school where everyone has a passion to learn; our students are encouraged to be curious, inquisitive and co-construct their learning. We employ a strategic set of interventions to target learning at the individual level. Your daughter's learning at Plashet will be designed, analysed and guided by us throughout her five years in a personalised and bespoke way that means she is happy and successful whilst at our school and in her life beyond Plashet.

Year on year, the school attracts a high number of first choice applications. The school has a curriculum that meets the needs of all the students and provides them with a pathway towards their chosen careers. The school is a happy, flourishing and mutually respectful place of learning.

Success and Happiness

We achieved Leading Edge Status in September 2004 and have since then extensively shared our practice with other schools. Our last two OFSTED inspections in 2005 and 2008 deemed our school to be outstanding and led us to be included in OFSTED's 'Twelve outstanding secondary schools – Excelling Against the Odds' report. Our inspectors commented: *'Plashet is a happy and harmonious place'* and *'Students' achievement is outstanding because GCSE results are very high compared with the national average'*. This is still the case with our summer 2015 GCSE results of 69% A*-C including English and Maths. Outstanding achievement at Plashet is in our DNA. The examination results achieved by our girls as well as the progress they make, have, for the last six years, placed us in the top 10% of schools nationally. Whilst exam results are not representative of the whole experience a young person has in their education, we acknowledge they provide a passport for life and can open doors to a wide range of experiences.

Curriculum Overview

Our young women receive specialist teaching in all subjects and are offered a modern, diverse curriculum as well as a wide range of extra-curricular activities to enable them to advance their learning. They are informed about the progress they are making and how to further develop. They work on relevant, challenging home study tasks and know they can approach their teachers for extra guidance. We offer real quality of provision for meeting each child's specific learning needs. Our commitment to the importance of Science and Mathematics is affirmed by our Specialist School status.

At Plashet, our curriculum includes timetabled lessons as well as a varied programme of extra-curricular enrichment and out of school activities. We believe that this reflects the ethos of the school and provides the context for our students to develop a love of learning that stretches beyond their time with us and one that continues throughout the rest of their lives.

As a state comprehensive secondary school, the National Curriculum forms the basis of our curriculum, through both the subject areas discretely taught as well as through the themes and dimensions that connect them. Our curriculum involves areas of experience that we feel enrich the learning of our students and helps equip them for their lives beyond Plashet. These are: Physical, Spiritual, Moral, Human and Social, Scientific and Technological, Mathematical, Linguistic and Literary, Aesthetic, Expressive and Creative. We believe that developing skills and understanding across these domains is crucial and our designs for learning across discrete subject areas have this at their core.

The curriculum at Plashet School enables learners to:

- develop a growth mind-set that enables them to meet their full learning potential in their lives at home, at work, at leisure, in the community and as active empowered participants in society;
- develop a strong sense of self in terms of value and respect and also to understand and respect the right to social and cultural differences amongst others;
- acquire knowledge, skills, understanding and practical abilities with the motivation to use and extend them;
- develop and extend their effective use of language and number;
- appreciate human achievement in all areas of activity (scientific, technological, sporting, literacy, artistic);
- acquire an understanding of the social, economic and political nature of society;
- develop personal and social qualities which allow them to establish successful personal relationships;
- develop a critical and questioning approach to society and prepare them for an active role in shaping a better society;
- extend their horizons in terms of future careers, jobs and opportunities in their lives.

Key Stage 3: Years 7, 8 and 9

We aim to follow the recommended time allocation for statutory National Curriculum subjects and Religious Education, within the constraints of our overall teaching time, teaching staff and the organisation of the school day. Students study fourteen discrete subjects.

In terms of learning Languages, we offer a choice of French, Urdu and Bengali in Year 7. The language chosen is followed through to Year 11.

ICT and Computing is taught as a discrete subject throughout KS3. Digital literacy skills are also developed across many other subject areas of the curriculum. Within the PE curriculum, all students in Year 7 go swimming and parents should note this is not optional as we deem this a crucial life skill. Swimming lessons and some other PE activities are conducted at off-site venues due to our lack of on-site PE facilities.

Most teaching groups at KS3 are mixed groups. By this we mean that there is no deliberate setting by ability. Most subjects are taught in groups with a maximum of thirty students.

Key Stage 4: Years 10 and 11

All students follow a core curriculum of English, Maths, Science, a Language (the one they are studying), Physical Education and Religious Education. Students then personalise their curriculum by choosing three additional subjects. Within English, students are prepared for two GCSE examinations – English and English Literature. Core PE is a non-examination subjects (GCSE PE is offered as an option choice).

There are alternative and more appropriate accredited courses for those students unlikely to achieve success at GCSE Level 2 and these personalised courses are decided upon during the summer term of Year 9 in discussion with Parents/Carers.

PLASHET SCHOOL Curriculum Diagram 2015-2016

Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Y11	English							Mathematics							Science										Languages					Option 1					Option 2					Option 3					PE		RE		CPHSE	
Y10	English							Mathematics							Science										Languages					Option 1					Option 2					Option 3					PE		RE		CPHSE	
Y9	English							Mathematics							Science					Languages					History		Geog		Art		Dr		Mu		Computing		PE					D&T					RE		CPHSE	EN
Y8	English							Mathematics							Science					Languages					History		Geog		Art		Dr		Mu		Computing		PE					D&T					RE		CPHSE	EN
Y7	English							Mathematics							Science					Languages					History		Geog		Art		Dr		Mu		Computing		PE					D&T					RE		CPHSE	EN

Support for Learning

Teachers in the Special Educational Needs department are especially concerned with any students who, for a period of time, require additional support and intervention in order to make the expected levels of progress. In line with Newham's Policy of Inclusive Education, the Special Needs Department intends to work in a way that promotes inclusion and aims to include all students in all activities of the school.

The Special Educational Needs and Disability Department (SEND) operates within the Special Educational Needs and Disability Code of Practice: 0 to 25 years. They liaise with mainstream teachers and external support teams, including the School Psychological Service, to identify the particular needs of the students to establish an individual education plan for each and to negotiate the appropriate support. Staff from the SEND team support students with a range of difficulties including moderate and severe learning difficulties and those with emotional and well-being issues. Peripatetic staff from the Learning Support Service form part of the support available for students at Plashet, offering specialist help with hearing impaired and visually impaired students. All support staff work closely with teachers in the classroom to design and scaffold learning opportunities. On occasions, students are withdrawn from the classroom to be given specific help. The progress of students on the Code of Practice is reviewed regularly and parents are invited to attend meetings to discuss this.

English Language Support

English language support is provided for those students at Stages 1-3 of English language development. The English as an Additional Language Department consists of five teachers who work in partnership with subject specialist teachers to develop the English language skills of students. Each English language support teacher is attached to a year group and, after the assessment of students' language needs, a timetable of support is drawn up. All Year 7 students have their language needs assessed on arrival at Plashet and are given support as necessary.

Stretch and Challenge

The school has a programme for developing the learning of all students including those identified as More, Highly and Exceptionally Able (MHEA). Students are assessed and identified in each subject area by November of Year 7. Departments produce learning materials, which are designed to 'stretch' able students so that they can maximise their learning potential. Our more, highly and exceptionally able students are centrally monitored by Sarah Heath, Deputy Headteacher, who:

- keeps departments informed of any learning challenges identified by the students' whole school performance profile
- monitors any special provision which departments may wish to make for a particular student and ensure through discussion with others that this will not have a detrimental effect on other areas of the student's curriculum or personal and social development
- maintains contact with other agencies that provide specialist teaching materials and opportunities for our more able students and works with departments to ensure that Plashet students take full advantage of these.

Learning Mentoring

Plasnet runs a Mentoring Programme that aims to enable individual students to fulfil their potential by providing flexible, on-going and responsive support. Students who take part meet with their mentors once a week to look at their skills in areas such as home study, organisation, target setting, action planning and study skills, with a focus on raising student achievement, self-confidence and self-esteem.

Students are referred for mentoring by their Year Co-ordinator or may wish to volunteer to take part. It is a privilege to have this sort of consistent support and many students have found that they gain hugely from mentoring both academically and personally. Students taking part set targets with their mentors. These are monitored and reviewed every three weeks and the mentors keep the student accountable to achieve their targets. Parents are invited to meet with the mentor initially so that a positive home-school partnership can be established.

Curriculum Enrichment Activities

Curriculum enrichment activities take place either within timetabled learning sessions, as part of our bespoke KS3 programme on Wednesday afternoons or through additional educational visits and lectures. Numerous Information, Advice and Guidance days are organised throughout a student's five year school life as well as a bespoke Work Place Learning Experience in Year 10.

A range of extra-curricular activities are organised for students at lunchtime and after school. The school holds annual Inter-Form sporting events as well as a whole school Sports Day each summer. School drama and musical productions take place regularly. External speakers are invited to participate in assemblies, CPSHE lessons and to contribute to other areas of the curriculum where appropriate.

Resources

We make full use of innovative and creative technology. The students have access to desktop computers, laptops, Macs, tablets, visualisers, smartboards and a laser cutter.

Plasnet takes great pride in having two Library Resource Centres that are available for students' use at lunchtimes, before and after school, on Saturdays and Period 5 on Wednesdays for KS3 girls. Students can catch-up with the latest novel in the comfortable seating area, research for elusive facts in the reference section, complete assignments using a PC or spend time quietly working at one of the study tables.

Our Science laboratories, Art, Music and Drama studios and Technology workshops are all well-equipped with up-to-date resources, creating an environment in which young women can flourish and excel.

ICT and Fronter Managed learning Environment (MLE)

The school's vision for ICT is to support students with their learning while operating in an efficient and sustainable manner. The school is well equipped with ICT hardware. All our rooms have digital projection facilities, facilitating high quality learning materials being shared with learners as well as all rooms having Interactive Whiteboard (IWB) technology allowing students to actively engage with their learning. We are also very well equipped with

regard to our computer to student ratio and this will be further enhanced this year with the introduction of tablet technology. Students have access to computers and safe internet usage across the school.

Our Fronter Managed Learning Environment (MLE) has rapidly grown into a fully interactive learning resource. It enables our students to submit home study online, download extended learning materials and access resources such as videos, podcasts and blogs to enhance their learning.

Educational Visits

All discrete subject areas organise educational visits that support and develop their designs for learning. Every student has the right to experience and participate in trips and visits as part of her educational programme. Most visits take place during the school day and teachers and other staff members always accompany students. Students visit many different places; for example, The Imperial War Museum, The Commonwealth Institute, The National Gallery, theatres and places of religious worship. Every parent/carer is required to sign the Newham Council Insurance Form, which should be returned to the daughter's Form Tutor. In line with the school's charging policy, no student will be barred from going on an educational visit due to expense.

Religious Education

Our Religious Education curriculum is taken from Newham's Agreed Syllabus, which has been discussed, agreed and ratified by Newham Council, local teachers and representatives of all major faiths and denominations.

Our Aims: (from the Agreed Syllabus for Newham)

- To awaken and develop an awareness of the spiritual side of life
- To know and understand the beliefs of others and respect their right to believe
- To discover the significance of commitment to a personal faith
- To care about and contribute to a multi-faith community
- To examine the questions relating to human existence and purpose
- To understand how religious beliefs and practices affect our lives

All students follow a multi-faith syllabus covering aspects of five major world religions. Students study two religions in detail during the GCSE course in Years 10 and 11. Assessment is based on course work and two examinations. Visits to different places of worship form an integral part of the course.

Collective Worship

At Plashet we are keen to ensure that all students are valued and given the chance to reach their full potential. Collective worship is an important part of the school curriculum, providing a platform for the communication of messages which reflect the general school ethos. Through acts of collective worship, we try to acknowledge the cultural and religious beliefs/practices of all our students, encouraging personal and social responsibility, understanding and tolerance. This, of course, involves showing respect for those who have no particular religious allegiance.

It is our intention that collective worship should involve the whole school community. In view of the multi-cultural nature of the school population, we feel it is inappropriate to expect all students to take part in collective worship which is of a 'broadly Christian' nature (as required by the Education Reform Act, 1989). In view of this, the school approached the local Standing Advisory Council on Religious Education (SACRE) and was given exemption from the condition of this Act. This means that collective worship at Plashet is not based on one particular faith or set of beliefs.

Acts of collective worship are held on Thursdays and Fridays from 9.00 to 9.15 am. A multi-faith programme is followed, covering such themes as festivals, sharing, religious stories, living in a community. There are also separate Christian, Hindu, Muslim and Sikh acts of worship which anyone is welcome to attend. These are led by interested members of staff and members of the local faith communities. We are keen to encourage community participation. A termly meeting is held with all those involved as well as annual training.

Parents/Carers have a legal right to withdraw their daughter from collective worship.

Pastoral Care and Support

Young women at our school can expect the most challenging learning experiences and will receive a high level of care and support from both their form tutor and subject teachers. Our school is well-ordered and purposeful. We expect our students to become independent, mature and empowered, able to make informed decisions about the lives they lead whilst at our school, as well as learning how to be happy and successful in the lives they will lead on leaving us. These expectations, when added to the strong partnership into which we enter with Plashet families, ensure our students consistently out perform their peers, making us one of the most effective schools in the country. Having achieved their potential at Plashet, the majority of our students continue their learning in post-16 education. When they leave us, they are confident, proud of their gender as well as their cultural and religious backgrounds and are ready to grasp the opportunities life beyond Plashet offers them.

Plashet has the reputation of being a caring school. Each student belongs to one of nine tutor groups in each year and each tutor group has its own dedicated Form Tutor. We plan for this teacher to remain with their group of thirty girls for five years. The Tutor is responsible for the day-to-day welfare of their students. The Form Tutor will look at and design opportunities to develop students' learning, track how their learning is progressing, enable them to be an organised learner and keep them informed of activities and events. It is the Form Tutor who takes registration every morning, who distributes any letters that need to be taken home by the student and is parent/carers' first point of contact at the school. An integral part of the Form Tutors' role is to help students with any problems, concerns or worries.

Each year group has a Year Co-ordinator (YC) who leads the group of nine Form Tutors in looking after the general care and welfare of all students in the year and developing them as young women. The Year Co-ordinator is supported by an Assistant Year Co-ordinator (AYC) and together they monitor the progress of all students and disseminate data to their Form Tutors for intervention purposes. If students are experiencing learning difficulties or exhibiting issues around behaviour for learning, the YC or AYC will organise specific support and intervention. The YC and AYC take an overview of the way all the students develop and make progress with their work.

Timings of the School Day

8.50 - 9.00 am	Registration
9.00 - 9.15 am	Assembly/Tutor Time
9.15 - 10.15 am	Lesson 1
10.15 - 10.35 am	Break time
10.35 - 11.35 am	Lesson 2
11.35 am - 12.35 pm	Lesson 3
12.35 - 1.35 pm	Lunchtime
1.35 - 2.35 pm	Lesson 4
2.35 - 3.35 pm	Lesson 5
3.35 pm	End of school day

Attendance and Punctuality

Students are expected to establish excellent habits of punctuality and attendance as soon as they join the school. Students should always be in school by 8.45 am to enable them to get organised for their lessons. A class register is taken at 8.50 am each day. Any student who is not present when the register is called is marked absent. If a student is late for registration, she must see Miss Begum, the Attendance Officer in Room G27 and sign the late book. There is a sanction system in place in order to deter students from being late.

At Plashet we recognise that excellent attendance is intrinsically linked with achievement. Parents/Carers are encouraged to ensure that their daughters attend school regularly, unless they are unwell. On the first day of sickness Parents/Carers are required to telephone the Attendance Officer to report the reason for absence. On their return to school, all students are required to bring a letter of explanation, which, in most cases, will authorise the absence.

If a student has a medical appointment during the school day, she is required to show her Form Tutor and Class Teacher the appointment card and a letter from home. The appointment card has to be signed by the student's Form Tutor before she may sign out of school at the school office. Upon returning to school, the student must report to the school office and sign back in.

The Department for Education does not permit holidays being taken in school time as it affects student achievement. Parents should be aware that the local authority operates a penalty notice system in relation to term-time absence. Students will be taken off roll if they are absent for more than fifteen school days and parents will need to re-apply to the Education Office for a Secondary School place in the Borough.

Social Time

During break time students remain on school premises. Students are supervised in the canteens, halls, foyer areas and in the playground. They are not allowed to remain in classrooms and are not allowed to leave the premises. During lunchtime, students may: have a school lunch costing £1.90 per day or bring a packed lunch. Students pay for their school lunch each day. We encourage you to apply for free school meals if you think you are eligible as not only does your child benefit from a substantial and balanced meal during the lunch hour but it also attracts additional funding that we can use to support your child within the curriculum.

There are many clubs and activities run by teachers at lunchtime. Ancillary staff and the Leadership Team supervise the students during the lunch hour around the site as well as in both canteens.

Plasht Uniform

Many visitors, almost invariably, note that our young women are polite, welcoming and cheerful, and that they are smartly dressed. There are very clear standards of student uniform as we expect everyone to come respectfully dressed to their work place.

Our school uniform consists of the following:

- Navy school V-neck jumper or school cardigan
- White reverse collar blouse
- Navy school Shalwar Kameez
- Navy school Jilbab (ankle length)
- Navy full length school trousers
- Navy school skirt (knee length or longer)
- Navy headscarf - to be purchased at school
- Black school shoes, no high heels, no open toes, no backless shoes, no fabric slippers

Behaviour for Learning

At Plasht we encourage mutual respect between students and staff. Poor behaviour undermines this by damaging the trust that underpins all relationships in the school and by wasting valuable learning time. Our expectations are clearly defined in our Code of Conduct.

If the Code of Conduct is infringed, a member of staff will take appropriate action. Sanctions will always be fair and appropriate to the poor choices made by the individual.

Parents/Carers will be informed if their daughter's behaviour gives cause for concern and the school expects to work in partnership with parents to improve the student's commitment to learning and support her to succeed.

Code of Conduct

Members of the Plashet school community should show respect, courtesy and consideration for:

- the school building and equipment
- the school grounds
- other people, regardless of their religion, culture, race, gender or ability
- our neighbours
- other people's property

Members of the school community should behave in a sensible, purposeful and safe manner ensuring the safety of other people as well as themselves. Members of the school community should endeavour purposefully each and every day and be proud of what they and others achieve. Members of the school community should work together and support each other in their learning.

Home Study

Each subject sets home study. This can involve a number of different activities such as extension activities that follow on from class work, reading or carrying out research from a range of sources. Students will be given a deadline by which the learning activity must be completed and this means that they have to organise their work very carefully. Facilities are available for students to complete their homework at school, during the lunch hour or at morning break. The Libraries/Resource areas in both buildings are open every day until 4.30pm.

Celebrating Learning and Progress

Recognising, rewarding and celebrating learning is regarded as important at Plashet in terms of raising achievement since they increase student self-esteem and create a climate where learning and progress are admired and desired. Positive behaviour for learning and developing a growth mind-set where the brain is seen as a muscle that can be strengthened is encouraged at all times.

There is a commendation system in Years 7, 8 and 9 where commendations may be given for learning progress within school and home study as well as extra-curricular development or for a leadership responsibility undertaken. Commendations are recorded in the student's planner and certificates and rewards are presented in assembly. In Years 10 and 11, teachers nominate students for awards for outstanding commitment to and progress in their learning. Students at Plashet are made to feel proud of their achievements and Form Tutors will make reference to these in academic reports as well as at Parents' Evening.

Working Together in Partnership

At Plashet we believe that parents can make a valuable contribution to the school community. We believe that parents are partners, together with students and teachers, in the process of learning development and this involvement will ultimately influence student achievement.

Through a series of meetings and an Information Booklet, we try to make it very clear to Parents/Carers what the school's expectations are of our students, along with parents' responsibilities. On entry to the school, students and their parents are asked to enter into a contract with the school where all parties agree their role in the students' education.

The Year Co-ordinator is the person whom parents should contact initially about any aspect of their daughter's school life. S/he will know whom to consult and will be able, where necessary, to arrange a meeting with appropriate individuals. As soon as parents have any concerns or worries, they should telephone the school and make an appointment with the Year Co-ordinator. If s/he is not available, the member of the Leadership team who line manages the cohort will meet with them and talk through the problem.

Students will bring 'Plasnet Post', our newsletter, home fortnightly on a Friday as well as information letters and invitations to school activities from time to time. A prompt return of tear-off reply slips is requested on most letters. These should be given to the student's Form Tutor unless otherwise stated.

Reporting Learning Progress

For students in all years, we report to Parents/Carers three times a year about their daughter's progress. The vehicles for this are:

- A Progress Check
- A Parents' Evening
- A full Academic Report

In addition, there are meetings for Parents/Carers at specific stages of their daughter's education. These are:

- Year 7 Meet the Tutor
- Year 9 Guided GCSE Choices
- Year 9 KS4 Transition
- Year 11 Post-16 Pathways

If at any stage Parents/Carers wish to discuss the progress of their daughter in any subject area, they are encouraged to contact specific subject teachers.

Admissions

There are 270 student places allocated in Year 7. Each year there is an extensive waiting list for places at Plasnet. It is important to complete the Secondary Admissions Form before the deadline date in order to secure a place. Please refer to the **'Moving from Primary to Secondary School'** booklet you should have received via your daughter's Primary School or contact the Newham Admissions Department for further information and details of how to complete the admissions form. Applying for your daughter's secondary school place can be done online at www.eadmissions.org.uk and is easy, secure and fast. Alternatively, information can be obtained from the London Borough of Newham's website: www.newham.gov.uk.

All new students, along with their parents, will attend an induction interview with their Form Tutor to sign our home/school contract. Students with disabilities will have a pre-admission meeting involving parents, our SEND team, and Year Co-ordinator. A protocol will be created to address the needs of the student.

Governors

Our Governing Body has four Local Authority (LA) Representative Governors, seven elected Parent Governors, five Community Governors and four Staff Governors (including the Headteacher). The Governor's role is to monitor the strategic direction of the school as well as to ensure that there is due regard of process in the school's daily actions. Between them the Governors bring a wide variety of expertise from their professional lives. They provide an immense service in directing the school strategically.

The Governors and Headteacher now have greatly increased responsibilities and powers. Complaints, in the first instance, should be referred to the Headteacher. Matters which remain unresolved will then be referred to the Chair of Governors.

Equal Opportunities

The school's Equal Opportunities Policy has been separated into distinct areas:

- Race Equality
- Disability Equality Scheme
- Gender Equality
- Accessibility Plan

A copy of these policies can be made available on request and are available on the school website.

Disability Access

The school has a ramped entrance on its south site to comply with DDA requirements. The North site foyer complies with DDA requirements and the North building is served by a lift. We have clearly marked hallways and staircases and large print signage. These measures enable access for visitors and parents to attend school functions.

Health and Safety

The school aims to provide a healthy and safe environment for its students, staff and visitors. The school recognises that effective health and safety management is an essential element of its activities and is committed to an on-going programme of upkeep and improvement of the premises. The school works to achieve the standards as outlined in the Health and Safety at Work Act 1974, its regulations and associated legislation.

As far as is reasonably practical, the school seeks to:

- Provide and maintain equipment and systems of work that are safe to use and do not risk the health of our students, staff and visitors.
- Provide information, instruction, training and supervision to ensure a healthy and safe working environment.
- Keep the school in a healthy and safe condition and to provide safe means of access and use for all students, staff and visitors.
- Provide adequate facilities and arrangements for the welfare of students, staff and visitors.

Security

The school makes every endeavour to achieve the safety and security of its staff, students and visitors. It is further committed to taking reasonable steps to protect the physical environment in which education takes place, as well as all valuable items kept on the premises; this includes not only items of monetary value but also individual records and evidence of students' learning.

The school benefits from a secure site using security pads on all external doors. Students are thus able to enjoy a safe and secure environment.

Catering

The school recognises the importance of providing a wide variety of freshly cooked food, to suit the tastes of our students and staff. Working very closely with our catering contractors, Olive Dining, we are able to offer a nutritionally balanced, quality, and value for money service in accordance with the Government's Nutritional Food Standards.

The school appreciates the need to provide a healthy, balanced meal to equip our students for a full day of learning. The school makes provision for breakfast, break and lunchtime services, including a number of optional extras on offer such as salad, fresh fruit, fruit juices and milk.

Examination Results

A comparison of Plashet with national and local results 5+ A*-C including English & Maths

	2013	2014	2015
England - state funded schools only	60%	56%	tbc
Local Authority	57.70%	57%	59%
Plashet School	69.5%	70%	70%

¹ 2015 Results are provisional as reported by schools on 20 August 2015

² Results for 2009-2014 are taken from the DfE Performance Tables

The core purpose of our school is to ensure that our young women are happy and successful whilst at our school and in their lives beyond Plashet. Whilst exam results are not representative of the whole experience a young person has in their education, they provide a passport for life and open doors to a wide range of experiences.

Students at Plashet School have performed superbly in their 2015 GCSE examinations with **70% (185)** students) gaining five GCSEs grades A*- C or better including both English and Maths. Many of our young women excelled. **129** gained 10 or more GCSEs at C grade or better and **67** of these gained 5 or more GCSEs at A* or A grade. **28%** of all our GCSE grades gained were at A* or A grades.

We believe our young women have achieved great success because they have shown fantastic resilience in their learning, never giving up when times were difficult and as a result have overcome the challenges GCSE courses within a rapidly changing educational landscape present. We are immensely proud of their outstanding attitude to their learning and the success this has brought them is well earned and will carry them forward with great purpose in their lives.

At Plashet, education is a partnership between our young women, their families and our staff. We know that all our now ex-students would want to offer thanks to their teachers and to their families for the superb support they have provided, helping to secure their success.

	2013	2014	2015
Number in Year Group	266	266	265
5+ A* - C including English & Maths	69.5%	70%	70%
5+ A* - C	82%	82%	82%
5+ A* - G	98%	98%	99%
Average Capped Score (Best 8 Subjects)	346.21	346.5	347

Please see our website for more examination information.