

# Rastrick High School

Field Top Road, Brighouse, West Yorkshire, HD6 3XB

**Inspection dates** 28–29 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Sixth form provision	Good		2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well across the school. Attainment in five or more GCSEs including English and mathematics has improved consistently and is now significantly above the national average.
- Progress in English and mathematics has improved and is now good.
- The progress of all groups of pupils, including those who are disadvantaged or who have special educational needs, is good.
- The proportion of pupils making more than the progress expected of them in English and mathematics is in line with what is seen nationally. This demonstrates strong improvements in both subjects.
- Teaching is good. Teachers have positive relationships with pupils. Teachers question pupils skilfully and check their understanding regularly to ensure that activities suit their needs.
- Pupils have good attitudes to learning. They like to participate in lessons and they have a clear understanding of teachers' high expectations of them in class.
- Pupils enjoy coming to school. Attendance has improved in the past year and is now above the national average. Around school, pupils are respectful towards each other and adults. They are always punctual to lessons and follow instructions promptly. They take pride in their appearance and in the presentation of their work.
- Pupils behave well and feel very safe in the school. They have a very clear understanding how to keep themselves safe. Parents also believe their children are happy and safe in the school. Parents are pleased with the amount of information the school provides.
- The headteacher, appointed in September 2013, and other leaders, including governors, have worked well to ensure teaching is now consistently good and all groups of pupils are achieving well.
- The sixth form is good. Students taking vocational courses make at least consistently good progress. Students taking academic courses are now making good progress as a result of improved teaching and better advice and guidance for students when opting for courses.

### It is not yet an outstanding school because

- The quality of teaching, including in the sixth form, does not yet result in outstanding progress and attainment.
- Feedback to pupils is not always clear enough to help them to improve their work and they do not always respond to the advice.
- A small number of middle leaders are not always clear on what to look for when using the school's systems for checking and improving teaching in their areas of responsibility.
- In modern foreign languages, the quality of teaching and the achievement of pupils are not good enough.

## Information about this inspection

- Inspectors observed 35 part-lessons, nine of which were observed jointly with the headteacher, senior and middle leaders.
- Inspectors observed, and spoke with, pupils during lessons and at break times. Inspectors also met formally with groups of pupils from key stages 3 and 4 and students from the sixth form. Inspectors observed a tutorial session.
- Meetings were held with senior and middle leaders. Telephone conversations were held with the Chair of Governors and the school improvement partner. Inspectors observed the school's work and looked at a range of documents, including pupils' work in their books, the school's arrangements for safeguarding, performance management procedures, and the pupils' attendance data. Inspectors also looked at information about pupils' progress and attainment.
- There were 97 responses to the on-line questionnaire (Parent View) which were used to help inspectors to gauge the views of parents. Inspectors looked at the most recent parental surveys taken by the school, to which there were over 180 responses.

## Inspection team

Fiona McNally, Lead inspector	Additional Inspector
Bimla Kumari	Additional Inspector
James McGrath	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Peter McKay	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized secondary school.
- Rastrick High School converted to become an academy on 1 September 2011. When its predecessor school, also called Rastrick High School, was last inspected by Ofsted, it was judged to be good.
- The large majority of students are White British.
- There is a smaller than average proportion of disadvantaged students. These students receive support through the pupil premium funding, which is additional government funding for students who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of students who are disabled or have special educational needs is near to the national average.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in reading, writing and mathematics by the end of Year 11.
- A small number of students attend Calderdale College to access appropriate courses.

### What does the school need to do to improve further?

- Continue to improve the attainment and progress of all groups of students in all subjects, especially in modern foreign languages, by continuing to increase the proportion of teaching which is good and outstanding by:
  - ensuring that when marking students' work, teachers always offer students clear feedback to help them improve their work
  - ensuring that students have time to act on the advice that teachers give them.
- Improve progress and raise the standards reached by students completing academic courses in the sixth form.
- Ensure all middle leaders understand fully the school's systems for checking the quality of teaching and use these rigorously to continue improving teaching in the subjects and areas they are responsible for.

## Inspection judgements

### The leadership and management are good

- As a result of a relentless focus on improving the quality of teaching, teaching is now consistently good and all groups of students achieve well.
- There are effective systems for checking the quality of teaching regularly. These systems provide useful advice to teachers on how to improve their practice. The systems also help leaders to identify the best practitioners from whom others can learn best practice. As a result, teaching has improved over the past eighteen months, as has the achievement of students.
- The school makes accurate judgements about its work and has a clear understanding of how it can further improve. As a result, the outcomes of boys and disadvantaged students, groups of students which have previously underachieved, are now achieving well and in line with other groups of students.
- At times, middle leaders do not demonstrate a deep enough understanding of the systems for checking on the quality of teaching. The school has several senior leaders who are working to improve this practice and these improvements are already becoming evident.
- The leadership of students who have special educational needs or who are disabled is good. There is a very close understanding of all students' individual needs. The programme of support for these students' results in them now making at least good progress across the different subjects.
- Based on the improvements already achieved, staff are confident that the headteacher and other senior leaders have a clear understanding of how provision can be improved further. Middle leaders share this confidence. They feel there are now much clearer systems for them to work with and believe their training to improve their practice is strong.
- The appraisal system has been used to ensure all staff are clear on the priorities set by leaders. This has meant all teachers have clear targets for improvement and they are rewarded for meeting the targets. Equally, when teachers have not met their targets, support is quickly offered and has improved practice. This has led to an increase in the amount of good and outstanding teaching now seen in the school.
- The quality of marking and feedback provided for students has improved over the past 12 to 18 months and has helped more students to make rapid progress. However, marking is not always good; occasionally it does not offer students specific enough feedback to support them in their future work. In addition, sometimes students do not use the advice given to them.
- Leaders work well with Calderdale College to ensure that students who attend this provision are studying subjects which are of interest to students and which will prepare them for their next stage of learning. As a result of this close work, there are improved outcomes for these students.
- The curriculum has been restricted in recent years and has meant that a limited number of students have been able to access the English Baccalaureate benchmark. This has now been rectified and students are now able to access a broad and balanced curriculum with subjects and courses which allow them to reach their potential and which match their interests well.
- The opportunities students have to enhance their spiritual, moral, social and cultural development are outstanding. This is seen in the way students are given numerous opportunities to take leadership roles in school. As a result, older students are excellent role models and younger students respect them for this, recognising that the school is very safe and harmonious because of this. Students also enjoy a wealth of sporting, musical and artistic events as well as participating in various charity and fundraising activities.
- The school uses tutorial time well to specifically focus on students' spiritual development. There is a daily two-minute silent reflection which follows a focused activity on the theme of the week, which is common to all students in all year groups. For example, students have been hearing about the Holocaust, hearing from survivors and what they endured. Students report that this opens their eyes to a world they may otherwise not understand and that the silent reflection time allows them to consider these issues in the light of their own lives. In this way, students are well prepared for life in modern Britain.
- The school works well to engage parents; this is seen through parents' response to the various surveys undertaken by the school throughout the school year. It is also apparent by the very useable and clear website, where information is updated regularly for parents.
- The good achievement of different groups of students, who have different levels of ability, as well as those who are disadvantaged or come from different ethnic backgrounds, shows the school's dedication to ensuring that all students have an equal chance to achieve well. As a result, the school ensures there is no discrimination between groups of students and good relationships are fostered between all groups of students.
- As an academy, the school works with a private school improvement consultant. The consultant agrees with the school's view of its own performance and what needs to improve further. Improvements already

seen in the school generate a confidence that further improvements will be realised by the leaders and managers here.

- Safeguarding procedures meet all statutory requirements.

#### ■ The governance of the school:

- Governors are now well trained and have a thorough understanding of the school's data. In this way, governors are able to identify where improvements have been made and where more are still needed. Minutes from meetings show that students' achievement data is analysed and discussed regularly and that governors have the confidence and understanding to challenge leaders, where necessary.
- Governors have been aware of when groups of students' achievement has not been good enough and can now cite what strategies have been put in place to generate much more success by different groups. In this way, governors are able to demonstrate that the funding given to support stronger achievement of disadvantaged students has had a good impact on their achievement.
- Governors ensure that the appraisal system identifies and rewards teaching which is consistently good or better. They are aware of the link between students' achievement and teachers' pay progression. The governors manage the school's financial resources effectively.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of students is good.
- Students' attitudes to learning in all key stages are good. This is seen in the positive impact of their behaviour on their progress across all subjects. They conduct themselves well in class and very well around school. Students are never late for lessons and they always show courtesy and respect for each other and adults around school. Students report that this is because adults treat them with respect. As a result, the school is calm and there is very little low-level disruption and learning time is not wasted.
- In recent years, attendance has been below average. In addition, there has been a higher than average proportion of exclusions of students. This has now improved and as a result, attendance is above average and exclusion numbers have reduced greatly to below the national average. Largely this has been due to good support of students who have experienced difficulties in managing their own behaviour. It has also been as a result of better teaching, which engages and interests students.
- Students say they enjoy coming to school. Students from all three key stages reported that expectations of them have greatly increased in the past 18 months. They say they now feel they are more likely to succeed in their learning and are much keener to be in lessons. Students appreciate the opportunities to hold leadership roles in school because this makes them feel like important members of the school community and that the success of the school is their success as well.
- There are very few students who are absent repeatedly, as a result of the concerted effort of leaders who work with students and families to ensure very regular attendance. In particular, this has shown a significant improvement in the attendance of disadvantaged students.
- Students are proud of their school as seen by their involvement in many aspects of school life. Examples of this are the musical, sporting and artistic activities which take place after school finishes. It is also seen in the good presentation of their work, although this is not always the case. Sometimes students' work is not presented neatly enough.
- Students, parents and staff all say that poor behaviour is rare in this school.

### Safety

- The school's work to keep students safe and secure is outstanding.
- Students say they feel very safe at school and believe they are very well cared for by adults in the school. They feel this is helped by the organisation of tutorial time and the opportunity to reflect on issues that may concern them. Tutorial time also means students develop strong relationships with adults and say they feel they can discuss any issues which trouble them. Students demonstrate a very strong capacity for getting on well together, with older students understanding they are role models for younger students and believing they have a duty of care for students of different ages.
- Students are aware of different types of bullying, including cyber-bullying and prejudiced-based bullying. Students of all ages in school believe bullying is very rare and parents agree with this. Parents feel the school responds very well to any issues they may have about bullying or other behaviour issues. Students agree with this. The school's own logs of bullying incidents show there are very low rates of bullying.

**The quality of teaching****is good**

- Over time, the quality of teaching is good. Students' work in books, their assessment outcomes and the progress they make demonstrate this. In addition, the school's own thorough systems for checking on the quality of teaching demonstrate that teaching is good.
- Teachers plan lessons well to ensure that they meet different groups of students' needs well. Teachers plan activities and create resources which ensure that work is challenging and this allows students to make rapid progress and move to the higher levels more quickly than seen previously in the school. As a result of this, students are engaged well in lessons because they understand teachers' high expectations of them and they enjoy their learning.
- Teachers check on students' understanding frequently and question them well in lessons and this means students have to think hard. Teachers insist on students using key terminology and make sure students give full answers with reasons for their answers. As a result, students recall learning well and regularly deepen their understanding and knowledge. In one lesson seen, Year 11 students were in full control of the lesson with two students leading the learning. Such was the excellence of the teaching prior to this lesson, students were very highly engaged and demonstrated excellent historical knowledge and understanding. As well as preparing them well for their upcoming examinations, the learning also served to ensure that students developed a very strong sense of taking responsibility for their own learning.
- The teaching of reading through English and other areas of the curriculum is strong and contributes to the good progress students make in this subject. There is a well-used library with regular events taking place to encourage students to read for pleasure and to try new authors. There is extra support built into the curriculum for those students who need it.
- English and mathematics are now taught consistently well, resulting in good progress in these two subjects in all year groups. This represents a strong improvement in the progress students make, including that of disadvantaged students and the most-able students in these subjects.
- Teaching assistants work well with teachers to support students. The strength of teaching assistants has led to better outcomes for disadvantaged students and those who are disabled or have special educational needs. Teaching assistants regularly work with the same students and groups of students and, as such, know their individual needs very well.
- Marking of students' work is regular and the feedback offered to students is used well by students to move their learning on. However, at times, the advice given by teachers is not specific enough to help the students make the necessary improvements.
- In modern foreign languages, work is not always challenging enough and students do not make the rapid progress they make in other subjects. There are too few opportunities for students to write extensively, thus students are not regularly given the chance to use vocabulary and grammar points in full sentences or to create increasingly ambitious and varied language. English is used too often, meaning students do not practise their speaking and listening skills often enough. As a result, students' achievement in French and Spanish require improvement.

**The achievement of pupils****is good**

- Students achieve well in all key stages including disadvantaged students and students who have special educational needs. From their different starting points, students make good progress across the large majority of subjects and in all year groups. As a result, the proportion of students gaining top grades in both English and mathematics is increasing, as it is in most subjects. The proportion of students gaining A\*-C grades in five subjects, including English and mathematics, is now well above average.
- The proportion of students achieving the English Baccalaureate benchmark by the end of Year 11 in 2014 is below average because not enough students took a language, which was as a result of a limited curriculum for those students. This has been rectified. However, progress in modern foreign languages is not good enough. Students' progress in other key subjects, such as English, mathematics, history, geography and science is consistently good.
- Disadvantaged students make good progress in all year groups from their starting points. This means that the gap between the attainment and progress of disadvantaged students and non-disadvantaged students is closing quickly. In the latest published data, results across eight qualifications showed disadvantaged students were just over a grade behind their peers in school. In comparison with all students nationally, the disadvantaged students in school were just under two grades behind. This demonstrates a wide gap. However, it also represents a closing of the gap compared to previous Year 11 students. The gap seen between these groups of students in the school currently is much smaller, representing an improving

picture.

- Students who attend Calderdale College have access to courses which meet their needs well. As such, the college reports excellent attendance and punctuality of students. In addition, students are achieving well and are prepared well for their next stage of learning.
- The achievement of disabled students and those who have special educational needs is good. This is due to these students' various needs being met well by leaders and teachers. As a result, the progress of these students is good and has improved well in the last year and a half.
- The most-able students achieve well. They make good progress in English and mathematics, as well as other subjects. The proportion of the most-able students on track to reach the English Baccalaureate benchmark is significantly higher than it has been in recent years.
- Students for whom English is their second language and who are from minority ethnic groups achieve well. The attainment of these students is above average and the proportion of them making more than the progress expected of them is in line with the national average.

### The sixth form provision

is good

- Achievement in the sixth form is good. Students are making good progress due to good teaching and support from the leaders in the sixth form.
- Robust systems are in place to track students' achievement and are used well to identify students who might be falling behind. Additional support is provided swiftly for students and as a result progress, particularly in Year 12, has improved strongly in the past two years.
- Those re-sitting GCSE English and mathematics start with low levels of prior attainment. By the end of the sixth form, average proportions of students pass at GCSE grade C. The school gives students extra time and additional lessons and support to be well prepared for their future courses.
- Students are given good guidance for their future careers and entry into higher education. There are close links with several universities to ensure that the students maximise their opportunities to move on to higher education. The curriculum offers a wide range of opportunities for students to participate in work experience and training. All students enter future education, employment and training when they leave the sixth form.
- Those disadvantaged students who enter the sixth form are guided and supported very effectively and attain standards similar to those of other students.
- There are good systems of support for students with special educational needs or who are disabled. They make good progress in the sixth form.
- The vocational courses are a strength of the school with achievement in them being well above average. Achievement in academic courses has been improving over time and is now good.
- The quality of teaching is good and is ensuring that achievement in academic subjects is good and improving.
- Sixth form students are good role models for younger students in school. They take a lead in organising collections for charity. They make a good contribution to improving the main school by mentoring and coaching younger students, as well as supporting them in the classroom. Students in the sixth form have a good understanding of how to keep safe.
- Leadership is good. There is a strong focus on developing teaching quality and checking on students' achievement. Their actions have improved outcomes for students.
- Students are well prepared in Year 11 for the sixth form. Improvements in information, advice and guidance are ensuring that students are placed on appropriate courses. The curriculum has improved over time and the range of academic and vocational courses now matches the needs of students well.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137444
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	449706

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,430
<b>Of which, number on roll in sixth form</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Duncan Brundell
<b>Principal</b>	Steve Evans
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	01484 710235
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