

# Inspection of a good school: Rastrick High School

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

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Inspection dates:

10 and 11 October 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The head of school is Mathew Williams. This school is part of Polaris Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Evans, and overseen by a board of trustees, chaired by Duncan Brundell.

## **What is it like to attend this school?**

Pupils at Rastrick High School are part of an extremely welcoming community. They are proud to attend the school. Pupils are happy and safe in school. The school deals with rare occasions of bullying well.

Pupils achieve very well. This is reflected in the high outcomes achieved in external examinations and in the depth of pupils' ongoing learning. Adults have very high expectations for pupils. The school has built a carefully constructed curriculum that focuses incisively on pupils' academic and wider personal development. Staff equip pupils with the knowledge and experience to prepare them well for life in modern Britain.

Pupils behave extremely well. They are polite, courteous and welcoming to visitors. In lessons, they are highly attentive and appreciative of their learning. Pupils are inquisitive and willing to contribute to class discussions in articulate ways. There is a calm and happy atmosphere in the school.

The range of extra-curricular activities on offer is vast. Over 50 clubs run every week that are attended by large numbers of pupils. These clubs range from British Sign Language to pom pom club. Parents and carers value the wide range of opportunities the school provides for their children. These clubs capture pupils' interests and significantly broaden their experience.

## **What does the school do well and what does it need to do better?**

The school has a highly ambitious curriculum in place that enables pupils to acquire an extensive range of knowledge and skills. Staff encourage pupils to take their learning to higher levels. For example, in art, pupils use three-dimensional printers to develop their knowledge of computer-aided design. The school maps out the curriculum journey in highly considered ways. Staff have developed 'waypoints' to show pupils what they have previously learned and how this links to their future learning. These approaches enable pupils to recall and apply the knowledge they have learned in impressive ways.

The curriculum is taught by knowledgeable teachers with considerable subject expertise. The school has thought carefully about what effective teaching looks like. Staff receive highly effective training to ensure that pupils benefit from exceptional learning. Teachers carefully select teaching approaches that are the most conducive to effective learning in their subject. Teachers use perceptive questioning to further develop pupils' understanding and sharply address any misconceptions that pupils may have.

The school offers a broad, academic curriculum that provides pupils with access to deep knowledge. Pupils enjoy the varied subjects that they learn about in key stage 3. They have the opportunity to choose a wide variety of subjects in key stage 4. While staff offer pupils meaningful guidance, there are no constraints on what they can study. The school actively promotes the academic subjects in the English Baccalaureate suite of qualifications that are being followed by increasing numbers of pupils.

Pupils with special educational needs and/or disabilities (SEND) experience a high-quality curriculum. The school ensures that teachers are aware of the support needed to allow pupils with SEND to flourish. Pupils with SEND achieve very well and progress on to their chosen pathways.

Leaders have effectively prioritised the central importance of reading. The school provides bespoke support for pupils at the early stages of learning to read. Pupils who need additional support to develop their phonics skills are expertly helped. These pupils quickly catch up with their peers. In form time, form tutors read to their pupils regularly. Carefully selected books ensure that pupils have ready access to engaging and exciting texts. These also allow the thoughtful exploration of wider issues, such as race and religion.

The school enhances pupils' spiritual, moral, social and cultural development exceedingly well. The wider curriculum develops pupils' sense of responsibility. They are taught the importance of respecting the rights of others and learn about the importance of democracy. Pupils gain insights into other cultures and faiths, which are further complemented by the annual cultural celebration week. The school has an impressive strategic approach to developing pupils' awareness of careers, which enables them to think carefully about their next steps in life.

The school is keen to capture the voice and views of parents. The school responds to the views of parents and carers and recognises the importance of this partnership in securing the best for pupils.

Leaders, governors and the trust work very closely together for the benefit of the pupils in their care. They unite to give pupils the very best experience in school and the best possible chances in life.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2015.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	137444
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10290181
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,790
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Duncan Brundell
<b>Head of school</b>	Mathew Williams
<b>Website</b>	<a href="http://www.rastrick.polarismat.org.uk">www.rastrick.polarismat.org.uk</a>
<b>Date of previous inspection</b>	18 April 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Polaris Multi Academy Trust.
- A very small number of pupils attend alternative provision. The school takes appropriate action to check the suitability of these provisions and to ensure that the pupils are safe.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: art and design, English, mathematics and languages. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the head of school and other senior leaders over the course of the inspection.
- An inspector met with the members of the governing body and board of trustees.
- The lead inspector met with the trust's chief executive officer.
- A range of school documents were reviewed, including the school's self-evaluation and improvement plans.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View. Inspectors considered the views of pupils through their responses to Ofsted's online survey for pupils and through meetings held with pupils.
- Inspectors considered the views of staff through meetings and through their responses to Ofsted's online survey for staff.
- The lead inspector contacted a sample of alternative provisions to understand the measures the school puts in place to ensure the safety of pupils.

### **Inspection team**

Andrew Gibbins, lead inspector

His Majesty's Inspector

Joe Barton

Ofsted Inspector

Lyndsey Brown

Ofsted Inspector

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