

# Rastrick High School

## Inspection report

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<b>Unique Reference Number</b>	107576
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	336913
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Bernard Campbell HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1430
Of which, number on roll in the sixth form	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Wilby
<b>Headteacher</b>	Mrs Helen Lennie
<b>Date of previous school inspection</b>	13 November 2006
<b>School address</b>	Field Top Road Rastrick Brighouse HD6 3XB
<b>Telephone number</b>	01484 710235
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<b>Email address</b>	rhs@rastrick.calderdale.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The inspectors spent the majority of their time in classes, observed 45 lessons and held meetings with governors, staff and groups of students. They observed the school's work and looked at school improvement plans, monitoring records and safeguarding documentation. They also took account of questionnaires from 157 parents and carers, 303 students and 92 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the evidence of past and current attainment and progress, especially in English
- the effectiveness of teaching and assessment across subjects
- the extent to which the curriculum and the care, guidance and support meet the diverse range of students' needs and interests
- outcomes, provision and leadership in the sixth form
- the effectiveness of leaders at all levels in bringing about improvement.

## Information about the school

Rastrick High School is a larger than average school with a sixth form. It has foundation school status. The proportion of students known to be eligible for free school meals is below average. The proportion from minority ethnic groups is average. The proportion with special educational needs and/or disabilities is average. The proportion with a statement of special educational needs is above average. The school hosts a resource for students with physical disabilities and others with complex medical needs. The school has a technology specialism. It has gained an award for its work in the community as an extended school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Rastrick High is a good school where students achieve well. Students' overall attainment is above average. In 2009 the proportion who gained five GCSE grades A\* to C, including English and mathematics, was average. Evidence from the school's data and tracking systems, which have proved accurate in the past, indicates that GCSE results are on track to improve further in 2010, including the results in English and mathematics.

Students make good progress overall. In 2009 the GCSE results showed that they made satisfactory progress in English, mathematics and science. A more vocational curriculum which provides a wider range of courses has made a significant contribution to overcoming past underachievement. Effective systems of target setting and monitoring progress successfully promote good progress in the main school. A wide range of interventions are effective in promoting the achievement of particular groups of students of higher and lower ability.

Successful strategies have reversed a decline in attendance and in the current year it is high. A significant reduction has been made in the small number of students who are persistently absent. Behaviour is good in lessons and around school. On occasion, when there are weaknesses in teaching, there is a little disruption. Students treat each other with respect and are polite to each other and adults.

Most teaching is at least good. Inspectors found that the school was more generous in its judgements of the quality of teaching than the inspection team. The inspection found a higher proportion of satisfactory teaching than school records show. However, in joint observations, inspectors and school leaders agreed on the lesson judgements. The school has effective professional development strategies to promote improvements in teaching and learning. The school has prioritised the improvement of the minority of satisfactory teaching to good. Some middle leaders have underdeveloped skills and confidence in leading and managing staff to bring about improvements to the quality of teaching and learning. The school has already prioritised plans to further develop middle managers.

Care, guidance and support are outstanding. Students most at risk are extremely well supported. The school's work with these students has improved their behaviour and engagement and, in some cases, has helped them to achieve in line with or above their expected target levels.

The sixth form is satisfactory. Students make satisfactory progress but this is inconsistent between subjects. The leadership of the sixth form has been unstable. A new sixth form leader has been appointed with convincing plans for improvement.

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Over the last two years the headteacher and governors have strengthened the senior leadership team. Good leadership and management have led to significant improvements in the curriculum and assessment. Performance in English and overall achievement at GCSE have improved significantly. Self-evaluation is accurate, well informed by data analysis and leads to effective action. The school has a good capacity for sustained improvement.

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

- Further raise attainment and increase progress by ensuring that students meet their challenging targets.
- Further improve the quality of teaching by ensuring that:
  - satisfactory teaching becomes good
  - subject leaders further develop their skill and confidence in managing improvements in teaching and learning.
- Improve outcomes in the sixth form by making sure that students make equally good progress in all subjects.

**Outcomes for individuals and groups of pupils****2**

Past underachievement in English has been overcome by having more stable staffing, and by improving aspects of teaching, including a stronger focus on the skills to be taught and more systematic and detailed assessment of progress. The school has reliable evidence of improved progress in English and mathematics in the current Year 11. Appropriate plans to improve achievement in science, by increasing the range of courses, are yet to be implemented.

Students are successfully motivated by the high frequency of assessment that is carried out in all subjects and year groups. They appreciate the regular feedback on their academic progress and their attitude to learning. This enables them to appreciate the steps they are making in their progress and is a spur to making an extra effort to meet their challenging targets.

Students with a wide range of needs receive well-targeted support which enables them to progress well. Students with low levels of literacy in Year 7 make good progress on literacy and reading programmes. Physically impaired students and those with complex medical needs are well supported in classroom and extra-curricular activities and achieve well. Students with negative attitudes to learning are guided well, which results in improved engagement and achievement.

Students feel safe at school. They are listened to when they have concerns and the school deals appropriately with the issues. Students develop a good understanding of healthy lifestyles through the curriculum. There is a good take-up of healthy school meals and good participation in sport and leisure activities. Some students increase their understanding of sustainable development by growing a range of food crops which they later harvest and cook. Students are actively involved in the school community and a

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good number are involved in leadership roles. The school council plays an influential role in making decisions about aspects of school life. Students have good involvement in work with local primary schools and in organising charity events.

Students develop good skills in numeracy, literacy and ICT. They work well in teams to solve problems. Work-related learning provides them with relevant understanding and skills and they show good punctuality. They have good knowledge of the steps needed to make progress and they have positive aspirations for the future. More students than average stay in education, training or employment at age 16.

Students' spiritual, moral, social and cultural development is good. They engage in assemblies which encourage them to reflect and they have regular opportunities to consider the views of other faiths. There are strong relationships between the diverse groups of students. They gain strong awareness of local traditions and wider cultures, for example through their sampling and celebration of a range of activities from clog dancing to Caribbean cuisine.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teaching is good. In the best lessons there is a studious classroom atmosphere conducive to learning. Good relationships encourage students' engagement. Teachers use their subject knowledge well to develop students' understanding. Probing questioning stimulates thinking and curiosity. Practical strategies and the effective use of pair and group work promote enjoyment and enable students to learn actively. Less successful lessons are too teacher-led and they lose the attention of some students. Lesson objectives are not clear or are not revisited during the lesson, which results in a lack of direction and challenge. On occasion teaching does not spot opportunities to extend learning and planning does not extend the more able.

Assessment is well developed and students and staff are frequently informed about the progress being made. Students know their levels and the criteria for the next steps in learning. The great majority show genuine aspiration to improve on their current performance. Self-assessment and peer assessment is used constructively in lessons. There is some inconsistency in the usefulness and frequency of day-to-day marking. Underachieving individuals and groups are identified precisely. Prompt decisions are taken about who to target for additional support and its impact is reviewed regularly. The curriculum is tailored well to meet specific needs. Key Stage 3 is enhanced by effective new programmes to improve the skills of students with low literacy. The Key Stage 4 curriculum has a wide range of vocational courses enhanced by good partnerships with other providers. The wide range of choice meets students' needs and interests. This contributes to students' improved attendance, motivation and achievement. The wide range of extra-curricular, enrichment and enterprise activities are appreciated by students. Extended school activities successfully involve a wide range of students, including a wheelchair basketball club with able-bodied and physically impaired students. The technology specialism has had a significant influence in promoting the use of practical learning activities across the curriculum and in helping teachers in other subjects to focus on skill development.

The school's Key Stage 3 and 14–19 learning centres provide excellent support for students with special educational needs and/or disabilities and for students whose circumstances make them vulnerable. Robust procedures are used to identify students who may be at risk and to monitor their progress. Pastoral care is very well developed and ensures that all students are well known, valued and supported. The school's work with families and other agencies is highly effective in promoting students' personal development. Information, advice and guidance on subject choices at Key Stage 4 are highly valued by the students. Strong systems of support, and effective liaison with external agencies, ensure that few drop out of education, training or employment at age 16. Transition from primary school and between key stages is managed very effectively and is enhanced by specialist school technology activities with local schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2

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<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and senior leadership team are thoughtful and analytical and have the loyalty and respect of staff and students. They have a clear strategy for improvement and effective actions have been taken. The improved curriculum has resulted in increased accreditation and better achievement. A wide range of support staff are well deployed to meet students' behaviour and learning needs. The school has high expectations, and systems for target setting and monitoring progress are robust and challenging for staff and students. Data analysis provides a rigorous focus for the school's self-evaluation and for the regular reviews of students' progress and departmental performance carried out by senior and middle leaders.

Senior leaders provide effective support and challenge when any weakness is identified in teaching or in the management of subject areas. The school has made good use of external projects and expertise to improve aspects of teaching and learning. These have contributed to improved assessment, provision for literacy and performance in English. Leaders carry out extensive monitoring of lessons, plans and students' work. The programme of lesson observation does not give sufficient priority to improving satisfactory teaching to good. The school is rightly planning a programme of crisper observation.

The governing body puts its wide range of expertise to good use in supporting and monitoring the school. They are actively involved in building community cohesion. They are well informed and influence the school through constructive dialogue with senior and middle leaders. The school has good safeguarding policies and procedures in place and has established good links with key agencies. Positive steps are taken to ensure that students are safe on the school site.

School has a strong commitment to equal opportunities. Rigorous monitoring of performance data and swift intervention has narrowed gaps in performance between different groups. The school takes an effective stance on racism and has created an ethos where all groups of students work together positively and are confident to report any racist incidents.

Parents and carers have a high regard for the school. They are well informed about their children's progress and are consulted on important decisions. The 'Friends of Rastrick' is an effective parent body, which raises funds and, in consultation with other parents and carers, also provides a programme to support parenting skills. The school has good partnerships with other agencies to support students whose circumstances make them vulnerable. Education and business partnerships enrich and extend the curriculum. The school has a good understanding of its community context. The school is a hub of the local community and has an effective outreach programme of learning activities which benefit adults and young people. The school uses students' international experiences



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well to inform a wider audience, for example through students' presentations on sustainable development overseas.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form

Outcomes in the sixth form are satisfactory. There is too much variation in the progress made by students between subjects at both AS and A level. In a few subjects students make less than their expected progress. Much of the teaching is good. In the best lessons students know what is expected of them through clear learning objectives. Effective questioning probes knowledge and understanding. Confident responses by students show initiative and extended explanations. Lessons which are only satisfactory are too dominated by the teacher and are characterised by the limited responses of students. Students follow a largely traditional curriculum. The school has well-developed plans to broaden the range of vocational courses and the levels at which they can be studied from September 2010. These plans are well supported by the new sixth form accommodation and the partnerships with other providers. Students enjoy their time in the sixth form, contribute well to the life of the school and have a positive regard for the way they are taught and looked after. Leadership and management are at a transitional stage and are satisfactory. Clear plans have been established for improving the management and accountability of sixth form teaching and the progress of students. Work is under way to improve the use of assessment data to monitor students' targets.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Views of parents and carers

Most parents and carers said they are happy with the school. They believe their children enjoy school and feel their children are safe. Almost all feel well-informed about their children's progress. They believe their children's needs are being met and that teaching is good. They believe that the school is well led. The inspectors agree with these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rastrick High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 157 completed questionnaires by the end of the on-site inspection. In total, there are 1430 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	23	106	68	10	6	1	1
The school keeps my child safe	43	27	109	69	1	1	1	1
The school informs me about my child's progress	63	40	88	56	5	3	0	0
My child is making enough progress at this school	43	27	95	61	16	10	1	1
The teaching is good at this school	40	25	105	67	9	6	0	0
The school helps me to support my child's learning	30	19	98	62	23	15	2	1
The school helps my child to have a healthy lifestyle	16	10	109	69	26	17	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	25	96	61	9	6	0	0
The school meets my child's particular needs	37	24	107	68	10	6	1	1
The school deals effectively with unacceptable behaviour	38	24	92	59	18	11	2	1
The school takes account of my suggestions and concerns	23	15	91	58	22	14	2	1
The school is led and managed effectively	37	24	105	67	6	4	2	1
Overall, I am happy with my child's experience at this school	45	29	100	64	9	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2010

Dear Students

Inspection of Rastrick High School, Brighouse, HD6 3XB

Thank you for being so welcoming when we came to inspect your school. We enjoyed meeting you very much indeed. We judged that yours is a good school. These were the things we liked most about your school.

- You achieve well at school.
- The Key Stage 4 curriculum gives you a wide range of choices which interest you and meet your needs.
- The frequent feedback on your progress gives you good direction and encouragement to improve.
- Students with particular needs receive outstanding care, guidance and support.
- Your behaviour is good and your attendance has improved this year.
- Teaching is good and the school is well led.

To help the school to improve further, we have said that senior leaders should ensure that:

- you meet your challenging targets
- satisfactory teaching becomes good
- the sixth form improves by making sure that students make equally good progress in all subjects.

I wish you all the very best for the future.

Yours sincerely

Bernard Campbell

Her Majesty's Inspector

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