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**CSSIC**

**School Review Visit Process: from September 2021**

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| School name | Rastrick High School |

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| Principal | Matthew Williams |

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| Date of review visit | 10 February 2022 |

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| Review team | |
| Peer Headteacher | Andrew Fisher – North Halifax Grammar School |
| Supporting consultant | Jim McGrath |
| Peer Senior Leader | Laura Farley – The Brooksbank School |

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| Focus of review | A focus on the quality of the school’s offer to support pupils’ personal development. |

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| Distribution of report | Matthew Williams  Chris Sylge |

**School context**

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| * The school continued to be good when Ofsted reported in April 2018 * The school is much larger than the average sized secondary school * The school serves a very wide catchment area. |

**Personal Development**

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| Leaders are ambitious and have an effective programme in place to secure pupils’ personal development. They have spent considerable time developing an ethos that is shared and understood by all staff. Leaders continually check and finesse the personal development programme. There is a strong commitment to developing pupils’ personal skills using all the experiences provided by the school. All subject leaders have worked with staff to show how personal development is linked into their subjects.  A coherent programme of PSHE has been developed using PSHE Association materials. The scheme is well-sequenced with topics revisited and reinforced. Leaders have re-established a strong enrichment programme and a careers programme that runs in every year group. The PSHCE curriculum is of high quality with waypoints making it clear for all stakeholders to see starting and clear end points. They provide half-termly CPD for staff so the form time programme can run smoothly. Sex education lessons are delivered by specialists to Year 10 and11. During the coming term the school has planned CPD for all staff so they can teach consent and sex education appropriately. Relationships education and family structures are focused on with LGBTQ+ integrated into these aspects of learning.  Assessment is developing. Pupil booklets capture work and there are plans to make sure there is on-going checking by staff. This should assist with a clearer assessment of what pupils are learning securely and what needs further work.  There is an impressive systematic scheme for ‘Climate for learning’. It covers rights and responsibilities as well as acceptable behaviours and attitudes to learning. Pupils know what is expected of them as rules are highly visible around school. Generally, behaviour is very positive although there are a few occasions when pupils’ focus can slip.  Pupils enjoy school. They appreciate all of the opportunities on offer and the relationships that have been established with their teachers. They say there are lots of clubs and activities including creative writing sessions, lots of sport, music and also clubs such as 3D design, samba drumming, computer coding and Geography Volcanoes Club. Pupils say that the wide range of activities is highly supportive of their well-being. However, some live too far away to participate in evening activities and would like some morning clubs.  Student leadership is embedded throughout the school. Student leaders collect ideas and opinions from others in their classes. They are well-respected and help pupils to influence life in school. Pupils’ faces ‘light up’ when asked about debate as they get many opportunities to air their views and enjoy debate. Pupils know that they should not keep personal problem to themselves. They are exceptionally confident that adults take action to support and help them overcome problems. Year 10 pupils were very positive and eloquent. Pupils are proud of their school. Pupils have a good understanding of what it is to be a good citizen in the modern world. They understand the value of democracy, liberty and equality as well as understanding different people and other cultures. Pupils say the PSHE scheme is well-structured and relevant to them with topics taught at the right time.  Disadvantaged pupils and those who have special educational needs engage fully in the PSHE curriculum and wider enrichment activities. The school gives priority to these pupils when filling courses. Inclusive sports are integrated into the enrichment offer for pupils including those with SEND. This is a very positive move by the school to include opportunities for all and promote equality. The enrichment programme continues to be extended to meet increasing pupil demand for activities. For example, this year, all Year 9 pupils will participate in the Duke of Edinburgh’s Award scheme. Two thirds of pupils regularly participate in enrichment activities. The school knows the non-participants and takes steps to engage them.  Some very brief observations of PSHE in form time showed that Year 7 pupils engage very well with the programme and contribute well to discussion. Resources for staff are of high quality and support effective teaching. Safety and keeping safe is well taught, with pupils knowing the key message of ‘always tell’ if you have any issues. The equality work during Year 8 assembly was followed up diligently by form teachers. However, the follow-up questions in form-time were very challenging and this led to many pupils disengaging. In ‘read aloud’ sessions, most pupils engaged well. Texts such as ‘Roll of Thunder Hear My Cry’ are chosen to highlight key issues such as diversity and equality. They are clear about treating others equally and recognising differences in opinions and lifestyles.  In a range of subjects such as mathematics, modern foreign languages (MFL) and English pupils cooperate well. There are good relationships between pupils and staff. Pupils are respectful to each other and to adults. They are clear that mathematics helps to develop character traits such as resilience and they are willing to give challenging work a go. In MFL, cultural capital was promoted well in the lessons visited. Teachers refer to the importance of learning a foreign language and pupils have no hesitation in speaking foreign languages. Texts, including Shakespearean plays, are used to raise current issues around life in the modern world.  The subject leader for careers education is aspirational for all pupils. The Gatsby benchmarks are checked and the school’s work is strong. Pupils have a wide range of engagement from external providers and specific careers advice for option choices and the world of work and further education. Careers education is developed right from Year 7 with pupils being well-prepared for choosing appropriate courses and workplaces. Consequently, the numbers of pupils not engaging in training or education after leaving school is low. These pupils are supported for three years after leaving school to obtain places in education or in the workplace. |

**Areas for the school to consider**

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| Leaders could reflect and consider -   * how well key knowledge in PSHE is assessed * how well teachers recap and reinforce key knowledge before moving on * how well PSHE concepts are delivered in assembly and followed up in form time * how expert are those checking the PSHE programme and the quality of teaching. |