**Head of School Report**

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| School Name | Rastrick High School |
| Head of School | Mat Williams |
| Capacity | 1750 |
| % Pupil Premium | 25.6 |
| Numbers on roll (NOR) | 1647 |
| LGB Chair | Mr D Brundell |

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| Leadership and Management  |
| CPD, performance management, ECF, Staff, Students and parental feedback |
| The leadership team continue to focus on the key elements of the school improvement plan. A sharp focus remains on the quality of teaching, however over the last term there has been additional emphasis on the Provision of Personal development for the pupils of Rastrick high school, in line with the school improvement plan priorities.This term Subject and Year team reviews have taken place, providing the leadership team with clarity and confidence on the performance of staff and pupils. The outcome of the reviews demonstrated a clear understanding of the school key priorities but in addition they could clearly articulate their priorities for their own subject and year group.The school continues to deliver an extensive CPD programme supporting areas such as professional growth, improving the quality of teaching, personal development and tackling the performance of key cohorts such as DS and Boys.The introduction of a new Personal Development faculty, with the appointment of a Director of Faculty and appropriate TLR holders to ensure it has the capacity to provide support to all staff. This has been well received by the staff and they have made an excellent start to the year. **Whole school CPD has delivered training on**:Peer on Peer abuse/safeguarding, The role of the form tutor **NPQ leadership qualification**The school has 9 members of staff who have successfully applied for the NPQ qualifications. This ranges from senior leaders to aspiring leader across the school.**Middle leader training:**Training on data analysis and wave 1 intervention, accountability and owning your own classroom.**Subject Pedagogy sessions:**Subject leaders continue to deliver subject based CPD, enhancing the subject knowledge and pedagogy of all practitioners in school**Teaching and Learning Briefing**:The Wednesday briefings continue to support the school’s priorities with reminders and tips on the key elements of teaching and whole school priorities including the delivery of the personal development and key areas of statutory work in PSHCE**Performance management** Interim Performance management is due to take place in the month of April.**Student and parent feedback**The school systematically collates parent and student feedback to inform future practice. The below document consists of the National average response to the Ofsted Parent view questionnaire and the collation of the same questionnaire with RHS parents’ responses, following three of the five parents evening. The analysis of which indicates, parents and guardians are predominantly positive about the school and the service provided.**Student voice**We have commenced a systemic programme of student voice, including Year group feedback sessions and feedback from key cohorts. In addition, student voice has been externally verified through the CSIIC and the external Peer on Peer and safeguarding reviews. Student voice demonstrates that students feel safe in school, they have trusted adults in the building they can speak to if they have an issue and know that if they do report something that it is dealt with. They believe their teachers help them do their best. They are all aware that they have a wide variety of enrichment opportunities available to them. Students can confidently discuss key PSHE issues such as Consent, Healthy Relationships, Diversity and Personal Safety. The students would recommend this school to another child moving into the area. |
| Quality of Education  |
| Curriculum, quality of teaching, CPD,  |
| Year 11 Assessment point 2 FebruaryThe table above demonstrates current performance for the Year 11 cohort. Due to the current climate (Pandemic affecting 2020 and 2021 external datasets) making direct comparisons to 2019 terminal examinations is not appropriate. This is due to the uncertainty of benchmarking examination results for the last two years and the changes to exam content for the 2022 examination series. This year Ofqual have provided additional support and guidance, however this has added to the uncertainty of grade allocation, due to the following changes: coursework adjustments, optional content, support materials, advance information, and generous grading. However, Year 11 continue to demonstrate a positive work ethic across the school and the vast majority of pupils are working exceptionally hard in preparation for their summer exams. Wave 1,2 and 3 interventions are in place, complimenting the high-quality day-to-day teaching. This in tandem with the quality of Teaching report, evidences the school that the pupils are making the correct progress towards their challenging academic targets. The school’s 6-week cycle of teacher judgements continue, and the vast majority of teachers are performing to at least the expected level. The school uses the outcomes for the teacher judgements to continually improve the craft of teaching and identify areas of professional growth for staff development. A key aspect of this process is the immediate feedback from a member of the senior leadership team or a middle leader, this continues to drive standards upwards.**Internal Quality assurance cycle** Overall quality of teaching as judged at the last cycle; * 94% teaching which equates to 90 members of staff are judged as *good* or *outstanding*
* 6 % teaching which equates to 5 staff members are judged to be *working towards*
* The 5 members of staff have a support plan in place, targeted at the areas of their practice they need to improve
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| Behaviour and Conduct |
| Rewards, Abs, PA, FTE, PEX, Bullying |
| The school continues to have a calm and productive climate as stated in the term 1 SIP report, low-level disruption is infrequent and where it occurs it is appropriately dealt with.The numbers of pupils needing to be placed in Internal isolation are low, on average 4.5 children are in isolation daily, this is 0.26% of the whole school cohort. This is a significant improvement on the figures recorded in Term 1. Suspensions (previously referred to as fixed term exclusion) are low, with only 1.6% (27 pupils) receiving at least 1 suspension. The National average for this figure is 6.9%. The analysis from the LA continues to demonstrate an increase in suspensions and permanent exclusions across the authority. Currently the trend at Rastrick remains in line with previous academic year’s and is (as highlighted above) significantly below the local and National benchmarks.The school continues to focus on changing behaviours and as such, all pupils who have been in receipt of a suspension or repeatedly been in internal isolation, have a package of support to manage their behaviours. The statistics continue to demonstrate we have a small cohort of pupils whose behaviours are consistently below expectations, and as a result are party to repeat sanctions. Most pupils return to school and conduct themselves in the appropriate manner, indicating that the strategy is having a positive outcome for almost all pupils. There are currently 10 students who have received repeat suspensions (or 0.6%of the school population). This is significantly below the 2019 full year national figure of 4.7%.Attendance and PA figures to date for Rastrick High School:

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|  | % Att ALL | % Att PP | %Gap |
| School | 91.9% | 88% | 3.9% |
|  | % below 90% All | % below 90% PP | % GAP |
| School | 26.5% | 39.7% | 13.2% |

The overall attendance compared to National and local benchmarks for this academic year are strong, although there has been a decrease in attendance from Term 1. This was due to additional absence incurred because of the impact of the omicron variant of Covid 19. Attendance for RHS 91.9% v attendance National 85% for the same period. The attendance of DV compared to their peers nationally is strong RHS 88 % v National 82.%. SEN attendance is 89.12 compared to 81% Nationally.Overall, PA figures are high, compared to previous academic year outcomes, this is in line with the National picture and is a direct consequence of Covid-19. The school has adapted the attendance strategy to match the current climate surrounding attendance. |
| Personal Development |
| Curriculum enrichment, extra-curricular activities |
| A Director of Personal Development has been appointed internally and is in post. Additional staff have also been appointed on temporary TLR 3s to support the new faculty. The school participated in an external review by Calderdale Secondary School Improvement Cluster (CSSIC). This was led by a lead HMI inspector Jim McGrath. The focus of the review was the school’s provision for Personal Development. Overall, the review was exceptionally positive, and the school will be considering the recommendations made.Please see attached CSSIC review. |
| Pupil Premium Plan  |
| Introduction, review and/or update of the success of the strategies in the plan |
| Reviewed term 1 additional review will take place term 3. |
| Early Years (primary only) |
| Summary of the impact of strategies directly related to the early years provision at the school |
| HoS comment: n/a |
| Catch-Up Premium |
| Introduction, review and/or update of the success of the strategies in the plan |
| The National tutoring programme commenced on the 31st January and 60% of the school’s DS cohort will receive an additional 15 hours of small group Maths or English tuition before the end of the academic year. |
| Sports Premium Plan (primary only) |
| Introduction, review and/or update of the success of the strategies in the plan |
| HoS comment: n/a |
| Exception report on the School Improvement Plan if not covered above  |
| Introduction, review and/or update of the success of the strategies in the plan |
| HoS comment:The school has reviewed the SIP in Term 1 and is due to review the SIP again on the 23rd of March please refer to the attached review document. |

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| Safeguarding Update: |
| Training completed by staff, compliance checks conducted, updates to practice based on policy development |
| The school participated in an external peer on peer abuse review commissioned by the local authority. The outcome of which is currently under discussion. On completion of the review the school will analyse recommendations and act appropriately. To assure governors, there were areas of concern highlighted by the review.The Single central record is compliant, the review took place on the 25/11/21 and the second review is due on the 17/3/22. |
| Staffing update |
| The school has appointed a New Director of Computing and Business, Director of Personal development. The school has also recruited (internally) TLR 3 holders in SEN support, Enrichment and Personal Development, Achievement Manager and a Behaviour Support Worker.Six members of the support team have left two of which are leaving education, one is for a promoted role in another school and the final member of staff is leaving to pursue a career in Marketing.The school is advertising for several posts in administration to ensure there is capacity in these areas to support the smooth running of the school.One member of the teaching staff team will be leaving at Easter.Sickness absence continues to remain high with an average 5 teaching staff absent each day and on occasions absence has reached 14 members of teaching staff. This has incurred an average daily cover cost of the 5-supply staff. The school staff absence rates are in line with the local and National picture. |
| Finance, Premises and Health and Safety update |
| The classrooms damaged during the (LRC 2 and SC5) building of the atrium are now fully refurbished and functioning, The 3G Pitch has been handed over to the school on time and on budget. The commencement of the building of the changing pavilion is expected in late March / early April.**Admission Numbers for Sept 2022**Admission numbers are very strong. The school will be working with the Local authority on appeals and any additional admissions. |

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| Trust Updates |
| The Trust will be leading a review of the school alongside the School Improvement Partner on the 14th, 15th and 16th of March. A detailed report will be communicated to the LGB at the next meeting.The Trust has received the resignation of Phillip Cockcroft from the Rastrick Local Governing Body. I’m sure you will join me in thanking Phillip for his many years of service. To ensure that Rastrick has the pre-requisite number of governors, we will be writing to parents shortly, requesting both parent and co-opted applicants to the governing body.The Trust has installed updated signage to the outside of the school building to ensure that we are compliant with Ofsted. You will now see that the signage records Mathew Williams as the Head of School and that Rastrick High School is a school in the Polaris Multi Academy Trust. |