



LATEST DRAFT 21/12/23

RUSKIN COMMUNITY HIGH SCHOOL

SCHOOL CONTEXT/INFORMATION

Updated: Autumn 2023

URN: 111417

School Context/Overview

Since the last inspection the student population has grown significantly. There are currently 734 students on roll compared to 490 in 2015 and 630 in 2019. The school is oversubscribed and has a good reputation in the local community and across the town. Parents are keen to send their children to our school.

We have a strong culture of expectation and a focus on achievement and student progress which supports our local reputation. A traditional approach and high standards support this. We have admitted over PAN for the last three years and a building program has allowed us to do this so that capacity increased.

Our core values of respect, confidence, high aspirations and community are embraced by Governors, Leaders and Staff which creates a warm, welcoming environment for students and visitors. Staff and students welcome a high proportion of EAL students and the respect between individuals is demonstrable.

The Headteacher was appointed to post in June 2021 and since then two Deputies and two Assistant Headteachers have been appointed. Areas of responsibility are clear and robust in addressing areas of responsibility in both Curricular and Pastoral areas. The Governing Body is a strong, diverse and experienced body representing a number of different sectors. They are well informed regarding academic performance and have been involved in a range of decision-making aspects since the Headteacher was appointed including build development and curriculum.

The school has recently modernised the Art Block, developed a further Food Technology classroom, built a new four classroom block and developed PE facilities. Further plans will see a new Dance Studio build and a Library development by the end of 2024. New facilities will further support the increase in student numbers.

Our school characteristics show that we are above the national average for FSM and EAL students and these figures remain fairly stable. We currently have:

School number on roll = 734

School FSM % = 32.6

School PP % = 33.5

School SEND Support % = 12.1

School EHCP % = 3.3

School EAL % = 28

Attendance remains a key area of focus for the school. Since appointment the Headteacher has assembled a team around attendance which is having an impact. The school now has two Education Family Support workers in post, a full-time Attendance Officer, an attendance strategy and process co-ordinator led by a Deputy Headteacher. A number of deep dives around attendance have taken place led by the Local Authority to assess and quality assure all of the work around attendance.

Crewe has the highest levels of deprivation in Cheshire East and pupils in the school have an above average level of deprivation. Comparative results with Cheshire East schools show that the school has the narrowest gaps in most baselines measures.

Results in 2023 showed a significant improvement in both attainment and progress with a Progress 8 at national average with a cohort below national average. Progress 8 for the school this year was -0.06.

Following 2023 examination results, areas of focus are:-

Computer Science
Business Studies
R.E.

R.E. uptake has been changed in line with a new curriculum map. This year's result was a legacy of our old curriculum where R.E. was a statutory option for students.

Computer Science and Business Studies now has a new Curriculum Leader in post. Another member of the team is receiving extra support around teaching and learning. A new course was offered in September 2022 in ICT (iMedia) to better suit our students and a KS5 progression route.

Our Pupil Premium strategy has high expectations for all students. We provide a challenging and inclusive curricular enrichment and careers opportunities for disadvantaged students. The schools disadvantaged strategy aligns with the school's overall mission and strategic plan. Our strategy takes into consideration the learning and teaching, academic intervention and wider approaches to support students.

We have recently begun using the RADY program in order to target specific interventions for our disadvantaged students and we work closely with our SIP around narrowing achievement and progress gaps.

English progress was a real strength and progress this year was 0.2. This is a rapidly improving department and internal data suggests that results will continue to improve.

Mathematics also demonstrated a significant improvement and highlighted the curricular change and development that the department have worked on. Progress was -0.1 and internal data again suggests an improvement this year.

Science has new leadership and has undergone significant curricular change and development that the department have worked on. Progress was -0.1 and internal data again suggests an improvement this year. A revised KS3 curriculum to enhance student knowledge is now in place.

Science has new leadership and has undergone significant curricular change recently.

The school has continued to develop SEN provision across the year and there is a continued focus on our SEND register and how best to support students through in-class support. Our Inclusion Hub provides a designated space for SEND learners, particularly those with additional needs around SEMH. The use of provision map has been developed in order to implement strategies to best support our learners and each student has a personalised student passport and their own set of targets which are reviewed and revised during the year.

The Curriculum has been designed to match the needs of our students and their future pathways. The intent of our 5-year Curriculum is to ensure that all students have the skills and knowledge required for examinations and for later life. Our whole school intent underpins our school's Core Values of: Respect, Confidence and High Aspirations.

Cultural Capital opportunities to enhance students learning and life experiences are sought within our curriculum. We have considered where learning may be impeded due to social disadvantage and have planned experiences both in and out of the classroom to inspire students and bring value, enjoyment and memorable experiences to their learning.

We ensure that students are reading at an age-appropriate level. All students' reading ages are tested. Through testing and intervention, students with low reading ages are supported. Intensive

reading intervention has taken place to help increase reading ages, as well as an enjoyment of reading.

Following the pandemic systems and structures linked to behaviour and attitudes have been amended. To support behaviour the school operates a support timetable, on call provision and an inclusion resource centre. Where disruption occurs in lessons it is not allowed to adversely effect learning and is dealt with promptly using a staged approach.

Generally, good working relationships exist between students and staff. Students are also keen to volunteer to support whole school events. As part of the DfE behaviour hubs program new strategies have been implemented and this can be seen in the submitted plan. Supporting the plan are two new Education Family Support workers alongside a Behaviour and Welfare Officer. These roles support the pastoral system and the work of YAMs, SEND and wider school behaviour and attendance systems including a mentoring program.

CEIAG is now a real feature of our school. A full time Careers Advisor is in post supported by a strategic (qualified) lead. Our Careers Lead is an active member of the “pledge” which is a local group focussed upon Careers and Guidance. We engage in programmes which promote Careers and workplace education for all students and have made real progress in ensuring provision identified by the Gatsby benchmarks.

The SLT have a visible presence around the school, creating a calm and cohesive school community. Since appointment the team have made a significant impact on areas of responsibility and have the capacity to bring further school improvement. Collaboration with external partners and agencies is a feature of our work in key areas. School improvement partners are experienced and robust in their evaluation and analysis which further supports the work of the team including SLT and middle leadership. Staff retention is good, recruitment is quick, incisive and focusses on maintaining specialist provision in subject areas.

Our PP strategy statement (see website) is underpinned by a high level of expectation for all PP students. Our priorities and actions are carefully planned and are research driven to ensure best value. Following external reviews an action plan is in place to ensure we further support and challenge our students.

The safeguarding structures and routines embedded at Ruskin allow for a safe environment for all student and staff. Students are encouraged to share their concerns and there is a culture of safeguarding. There is a team around safeguarding who meet every week to discuss students who are of concern. Necessary actions are discussed and taken. This thorough process allows the team to fully understand the needs and difficulties of some of our students and how to support them whilst in school.

The documents:-

1. Progress and Developments since 2021 can be read alongside this commentary.
2. Also, the SDP 2022-25
3. The PP Strategy
4. Behaviour Hubs Action Plan
5. External review reports