

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

THE HOLY FAMILY CATHOLIC SCHOOL
Spring Gardens Lane
Keighley

School URN	107428
School DfE Number	380/4610
E-mail address	hfcschool@holyfamily.ngfl.ac.uk
Chair of Governors	Mrs Joann Robinson
Headteacher	Mr Lawrence Bentley
RE Subject Leader	Mrs Mary Gannon
Date of Inspection	28 th - 29 th January 2013
Section 48 Inspector/s	Paul Martin Marie Evans

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

2

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

- The Holy Family Catholic School is a Good school where there is much evidence of a caring and truly supportive community following the school's mission in providing 'a contemporary education rooted in traditional gospel values' (School Mission Statement).
- The Headteacher has led the school on a difficult journey from a position of inadequacy (Ofsted Dec 2008) to a strong and improving position where progress in academic standards has gone hand in hand with a revitalising of the school's Catholic identity and purpose. The Head has shared and actively promoted his vision with passion and skilful leadership, resulting in a strong and vibrant school community.
- Leaders, managers and governors all demonstrate a clear determination to further strengthen the school's mission and Catholic identity.
- Pupils value and have pride in the Catholic tradition of the school and they take part enthusiastically in a range of quality school activities beyond the normal curriculum designed to develop their spiritual knowledge and understanding.
- The school is in a good position to make further improvement towards becoming an outstanding Catholic school.
- Standards and progress are improving in RE as a result of a rigorous system of monitoring and evaluation.
- The overall effectiveness of The Holy Family Sixth Form is good and has recently separated from its partnership with a neighbouring school to ensure a fully Catholic experience.

What the school needs to do to improve further.

- Fully implement the directives of the Bishops of England and Wales that 10% of curriculum time be allocated to RE.
- To continue to raise attainment by further developing the quality of teaching through sharing good and outstanding practice.
- To develop further opportunities for pupils to take leadership roles in spiritual development.
- To formulate Catholic Life development plans as part of the overall school improvement plan.

Information about this inspection

The Inspection of The Holy Family Catholic School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection feedback schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspectors reviewed in detail the following aspects:

- Observation of thirteen lessons covering all key stages and all teachers of Religious Education (RE).
- Two observations were undertaken jointly with Senior Leaders and with the RE Director of Learning (DoL) to evaluate the accuracy of the school's self-evaluation judgements in teaching and learning.
- Examination of pupils' written work, teacher assessment and written feedback.
- Meetings with the headteacher, members of the senior leadership team, RE DoL, KS3 / Post 16 RE coordinators, SENCO, lay chaplain, governors, pupils and parents.
- Examination of school and department documentation including school improvement plans, policies, monitoring and evaluation records, planning and assessment files, external pupil questionnaire records, minutes of meetings.
- Acts of worship in two year groups and in four form groups covering all key stages.

Information about this school

- Holy Family Catholic High School is an oversubscribed, average-sized Catholic secondary school in Keighley having 156 in the sixth form and 756 in years 7-11.
- It serves the parishes of St Anne's, St Joseph's and Our Lady of Victories in Keighley, Our Lady of Lourdes in Haworth, Our Lady of Mount Carmel in Silsden, St Joseph's in Crosshills and St Stephen's in Skipton.
- 52% of pupils are baptised Catholic representing a declining trend with 60% in year 11 down to 42% in year 7. The number of pupils of other faiths, mainly Muslim, has increased across the same year groups from 23% to 40%. The percentage of pupils with English as a second language (6.5%) is currently below the national average.
- The proportion of disabled pupils and those with SEN (school action, action plus, statement of special need) are all above average. The proportion of pupils known to be eligible for the pupil premium, which includes pupils in receipt of free school meals and those who are looked after by the local authority, is below average.

- The governing body manages a local authority designated base on-site for 11 pupils with autistic spectrum disorders (ASD).
- Sixth form provision is now exclusively on site ensuring a fully Catholic experience from 11-18.
- 38 of the 62 teachers are Catholic.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are Good

The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	3
How well pupils respond to and participate in the school's Collective Worship.	2

- Pupils talk confidently about their beliefs and show understanding of those of other faiths and cultures. Large numbers of pupils and sixth form students make the pilgrimage to Lourdes and they talk positively about the many opportunities provided for spiritual growth and development. A small number of pupils are involved in shaping the provision of the Catholic life of the school through, for example, the Junior Leadership Team representation on the chaplaincy group. Pupils are keen to support others in need in the local community through, for example, the Junior SVP group and sixth form students who organise the annual CAFOD concert and regularly raise money for good causes with national and international charities. The behaviour of the pupils around the site, between lessons, at break and lunchtime, demonstrates good levels of respect for self, property and others. There was much evidence across the school of a climate of understanding and forgiveness amongst staff and pupils. One pupil commented, "My form is like my brothers and sisters and the adults, especially year leaders, are like my parents. We are one big happy family."
- Pupils speak positively about their experiences in RE and appreciate its value and relevance within school. Most pupils have a reasonable sense of where they are in terms of progress but are sometimes vague about how they can improve. At Key Stage 3 pupils perform well, usually better than in English. However, at Key Stage 4 the results in RE fall behind those of the core subjects. A great deal of work has been undertaken over the last two years to address this, including a change of exam boards and specification and, with the exception of a fall in 2012, the results show a marked improvement. There is every indication at this stage that this will continue. At Key Stage 5 students perform reasonably well, but are not in line with core subjects: there is evidence that this will improve with the current cohort and with changes made to exam board and curriculum.

- Pupils take an active part in leading prayer and worship on a daily basis. In form-time the sessions are clearly structured around prayer and reflection, with opportunities for pupils to contribute fully in discussion, prayer and song. Inspectors observed an excellent Year 11 act of worship that included a piece of drama, two musical presentations and formal prayer on the theme of light. Pupils demonstrate respect and behave impeccably during collective worship although some are passive if not directly involved. The school has rightly recognised the need for developing pupil skills in this area and some pupils in each form are now involved in the planning for their own form Mass.

The provision for Catholic Education is Good

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	2

- The majority of teaching in RE is good and sometimes good with outstanding features. Planning is both rigorous and focused covering a broad range of issues and themes, which are delivered through a variety of teaching and learning styles. In one Year 8 class pupils were able to explore the events of Pentecost through a drama activity. At Key Stage 4 pupils were encouraged to debate and discuss a range of issues, encouraging independent thought and reasoning. Pupils were always receptive but not always proactive in their own learning. Most students have a reasonable sense of where they are in terms of progress but are sometimes vague about what they need to do in order to improve. Written feedback from teachers is variable with some outstanding practice detailing where improvements could be made. Occasionally non-subject specific comments are used too frequently. It would be useful, therefore, for leaders to ensure that the marking policy is used more effectively in order to support learning.
- Good and varied resources are used effectively, ranging from relevant clips from YouTube to differentiated worksheets and activities. There are clearly many opportunities created for assessment for learning and pupils are encouraged to reflect and evaluate their own progress.
- The curriculum is carefully planned and in line with guidelines set out by the Bishops' Conference of England and Wales and the requirements of the National Curriculum. Pupils are able to build on their knowledge and understanding of key areas of Catholic life and teachings in Year 7, with a broader focus on other faiths in Year 8. In preparation for the Sacrament of Confirmation pupils explore the gifts of the Holy Spirit and Pentecost, supported by an annual retreat to Croagh Patrick. In Year 8 pupils spend time exploring the Eucharist and the Mass, though there is perhaps the need to explore this earlier in Year 7, thus ensuring that the Eucharist becomes central and familiar to students from the very beginning of their faith life in the school. At Key Stage 4 pupils study two units for Edexcel, the first focusing on Catholic Christianity, the second focusing on Religion and Society with equal time spent on Islam and Christianity. This helps to ensure that learning is fully cohesive for those of other faiths within the school.

- There is much value placed within the curriculum on the development of the individual and the community as a whole. The RE team are a fully committed and enthusiastic team, whose personal commitment and witness has a significant impact on the school community. In Year 7 the RE Department organises retreat days for each form group, allowing for time and reflection on the nature of the school as a community and the part each pupil can play in enhancing this. The RE Department has also spent time building cross-curricular links, particularly on days where a particular theme or issue becomes a focus. For example, last year all departments were involved in a CAFOD focus day, an idea that was driven by the RE Department. The Chaplaincy team ensures that the wide range of extra-curricular activities provided are appropriately engaging and stimulating. One parent commented that her three children had, “Developed their spiritually as a result of the excellent provision of a range of retreats and days of reflection.”
- Displays around the school, for example along ‘The Pilgrims’ Walk’ corridor, provide the pupils with inspiring messages about the school’s mission as well as giving due testimony to the pupils’ *outstanding* service to others. The school uses a range of agencies, both within and beyond school, to support and enhance learning. Examples of this include the presentations given by Islamic pupils and staff about their faith and Bradford Youth Workers, in partnership with staff, running a Youth Club to support and enhance community cohesion. The citizenship, sex and health education programmes are planned cross curricular and along with the RE curriculum make a significant contribution to the spiritual and moral development of pupils. The school provides for a wide range of special needs and learning difficulties within ‘The Bridge’ unit with effective support and care for vulnerable pupils. This resource includes teaching areas where individual programmes of support and access to a reduced curriculum are provided by caring staff within a safe environment.
- The school is at the forefront in its use of ‘Twitter’ to enable absent pupils to access daily prayers and the Diocesan Youth Service through their mobile phones.
- The school provides a range of spaces for worship and quiet prayer, which can be used for different groupings, and styles of worship. The latest facility, the TAIZE room, is a peaceful space with activities designed to support the spiritual development of the pupils. Worship is inclusive and everyone has the opportunity to be involved with the faith backgrounds of pupils frequently acknowledged. The lay chaplain provides a daily reflection and prayer for all form groups and this is led by the tutor with some pupils being asked to read. Tutors sometimes engaged the pupils, to good effect, in further reflection and discussions linked to the day’s theme. The SLT and Chaplaincy Team review and plan collective worship and ensure that pupils have a good understanding and experience throughout the liturgical year.

The Leadership and Management are Good

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
---	----------

- Leadership and management in the RE department are now good and there is clear evidence of self-evaluation and forward planning. The RE DoL has worked closely with senior leaders along with other Diocese leaders to bring about this improvement. RE has a high profile in the school and improvements have ensured that teaching is good. Written reviews are regularly undertaken and all aspects of performance are discussed with a member of the senior leadership team. The performance management and quality assurance cycle that runs throughout school enables strengths and areas of development to be identified. This will enable teachers who are currently good to achieve outstanding teaching through the sharing of excellent practice with other departments. Similarly, those with aspects to improve should be able to see good practice across the school, focusing on specific areas, for example, in managing group work and differentiation.
- The Governing body has reshaped itself and is wise to begin planning for what Catholicism might look like in future years. Catholic ethos is now part of the remit of a sub-committee and leaders are held to account with respect to all aspects of the school's provision.
- The headteacher is a member of the Leeds Diocesan Catholic Secondary Heads Group and as such is playing a key role in initiating discussion and planning around strategic partnership models.
- Members of the Chaplaincy Team, made up of a cross section of staff, contribute effectively to the overall leadership and management of the Catholic life of the school and meets frequently to plan and evaluate. This work, along with developments within the governing body should be embedded within the overall school improvement plan. All staff are involved in the school's annual Catholic Ethos day when there are opportunities for training and reviewing of the provision. Senior Leaders regularly monitor tutor time although this is limited with respect to *quality* of Collective Worship and concentrates mainly on the administrative side of this time.
- Spiritual, moral, social and cultural (SMSC) issues are frequently addressed by senior leaders and plans are devised for further development. Faculty improvement plans outline each year how each subject area intends to develop SMSC and this is closely monitored by senior leaders.
- Parents feel they can be involved in decision making through representations on the Governing Body and through normal communication with the school. In the results of a recent survey, conducted by an external company, over three quarters of the pupils rated the school's 'community spirit' as outstanding and nearly all parents rated 'Developing Moral Values' at least good.
- Generally, the schools accurate self evaluation is evidence of a good range of systematic planning, monitoring and evaluation across most aspects of the Catholic provision. However, there was little written evidence of detailed improvement planning linking, for example, the work of the Chaplaincy Team to the overall school improvement plan.