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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

The Holy Family Catholic School
Spring Gardens Lane
Keighley BD20 6LH

School URN	107428
Date of S48 inspection and OE grade	8-9 March 2018 Grade 2
E-mail address	hfcschool@holyfamily.ngfl.ac.uk
Chair of Governors	Mrs Joann Robinson
Headteacher	Mr Martin Hings
RE Subject Leader	Dr Christopher Banham
Date and grade of last S48 Inspection	Grade 2
Section 48 Inspector/s	Meg Baines Paul Martin

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 is the school in providing Catholic Education.

2

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

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

2

Summary of key findings:

This is a Good school

- The Holy Family Catholic School has at its heart a deep and visible commitment to the traditional gospel values. The school uses this to steer a path of kindness and counter-culturalism in an area where there is significant deprivation and much need of healing. A well-established triangle between school, home and the community supports all the school is doing to provide a contemporary education alongside a commitment to service and moral responsibility.
- The strength of relationships between staff and students is evident. This offers students a safe environment, conducive to learning.
- Effective strategies for tracking and monitoring student progress are now in place and used diligently to identify students who need intervention.
- The school has recently negotiated sweeping changes at management level and within the Religious Education (RE) department. Initial observations suggest a positive future for the school and students' outcomes thanks to the commitment and drive of incumbent leaders.
- Standards of progress and attainment in RE require improvement but the quality of teaching is good overall. Teaching areas are bright and well resourced and are conducive to learning.
- Progress and attainment in Sixth Form are good. There are plans to introduce general RE in the Sixth Form in the coming summer term.
- The Catholic Life (CL) and ethos are alive in the interactions between students, staff and visitors and in the iconography and outward signs of the Catholic faith visible to all. Weekly Mass is open to all. All staff demonstrate a firm commitment to the Catholic ethos of the school regardless of their own religious background.
- Collective Worship (CW) is good and supported by committed senior leadership and clergy who give clear direction and who provide appropriate challenge.

What the school needs to do to improve further.

- Ensure that RE, CL and CW enjoy a high profile on the School Improvement Plan
- The school RE provision does not currently meet the Bishops' Conference requirements for curriculum time. School must address this in order to raise achievement in KS4 RE by:
 - fully implementing the directives of the Bishops of England and Wales that 10% of curriculum time be devoted to RE
 - continuing to monitor the progress of all groups
 - providing challenge and intervention where appropriate
 - ensuring that all teaching is at least good
- Ensure 5% of curriculum time is given to general RE in Year 12 and 13.

Information about this inspection

The Inspection of 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 Bishop 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 schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspectors reviewed in detail the following aspects:

- Consistency in teaching and learning, planning and assessment for learning in the RE Department.
- Analysis of outcomes for pupils and the tracking of their progress across the key stages.
- Changes to roles within the RE Department and SLT and the impact they have had since the last Section 48 inspection.
- Allocation of curriculum time across the key stages.
- The monitoring and evaluation of Catholic Life in the school.
- The provision for Collective Worship in the school.
- The provision for students' social, moral and cultural development.

The inspection was carried out by two inspectors over two days:

- Observation of fourteen lessons from all key stages covering all teachers of RE.
- Examination and close scrutiny of pupils' work in books and files noting teacher feedback, target setting and monitoring.
- Meetings with the headteacher, senior leadership team, RE coordinator, head of Sixth Form, lay chaplains, governors, clergy governors, parents, middle leaders, new staff and pupils from all key stages.

- Examination of school and departmental documentation including school improvement plan, diocesan school improvement plan, policies, monitoring and evaluation records, planning and assessment files, minutes of meetings.
- Acts of collective worship (CW) in two year-groups and three form groups.
- Visit to outreach events ('Fuel for Food' and 'Lenten Lunches') assisted and led by Holy Family pupils and staff in Keighley town centre.

Information about this school

- Holy Family Catholic School is an oversubscribed, average sized Catholic secondary school in Keighley. There are 932 pupils on roll of whom 140 are in the Sixth Form. Class sizes range between 25 and 28 pupils in Key stages 3 and 4.
- The school serves the parishes of St Anne's and 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.
- 34.2% of the whole school are baptised Catholics. When combined with other denominations 41% of students are of the Christian faith. There are 45% of pupils with other faiths. This represents a decline since the last section 48 inspection in 2013 when there were 52% baptised Catholics.
- A larger than average number of pupils have English as a second language (E2L), amounting to 12.8% of the school roll. This figure is affected by a large number in Year 7 where 73 out of 170 pupils (43%) have E2L.
- The school has a dedicated autism unit with 17 pupils. The proportion of disabled and SEN pupils is above average. There are 119 pupils on the SEND register (12.8%) and 266 (28.5%) qualify for pupil premium, above the national average.
- There are 51 full time teachers and 19 part time, of these 33 (47%) are Catholic. There are 7 teachers with the Catholic Certificate in Religious Studies or equivalent (CCRS). There have been a great number of changes in the school staff since September 2017. 23% of current staff were appointed on or since that date. There is a newly appointed RE subject lead. There are 7 members of staff who teach RE.
- The last Ofsted inspection in January 2017 stated that the school required improvement. Since then a monitoring visit in November 2017 highlighted a large number of positive changes and improvements the school has made. Ofsted stated in their January report that the school is meeting the government's current "floor standards", which are the minimum expectations for pupils' attainment and progress by the end of year 11.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is good

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
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The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	2

- The school’s mission statement includes the lines: “we believe that Christ is at the heart of all our endeavours inspiring us to excellence, where justice, compassion, a commitment to service and moral responsibility pervade everything we do”. This ethos can be found in the good relationships evident between students and staff. The richness of opportunities for ‘doing good’ is great. The school offers opportunities for its community to live out their faith.
- The senior leadership team has been significantly extended. Senior leaders spoke eloquently and passionately about their role in modelling social justice. Significantly, 25% of the continuous professional development programme is dedicated to Catholic Life. Catholic life (CL) is reviewed by a member of the senior leadership team on a weekly basis and reported to the governing body.
- A strength of the school is its pastoral system. Praised by pupils and parents it affords pupils the opportunity to develop a reflective style. It is a well understood system and pupils know who to ask for help. Junior leaders spoke of their pride in helping with liturgies and Masses. Pupils made special mention of pilgrimages to Lourdes and Croagh Patrick as well as supporting events such as Danny Ryan Memorial Evening and in school activities such as the school ‘buddy system’.
- A large number of pupils attend the Lourdes pilgrimage each year. They return enriched. Parishes and school support the pilgrimage through fundraising.
- Two pupil groups, CATHSOC and B’Attitudes provide opportunities for service to the community in and beyond school. Pupils involved spoke passionately about their involvement in these groups.
- Two staff members take responsibility for Chaplaincy. The school benefits from a chapel which can be opened out into the main hall for whole school Masses.
- Pupils say they feel safe in school and speak highly of their headteacher and teachers.
- Behaviour around school is good, pupils respect each other and staff. Very good relationships exist. This is demonstrated in the positive attitudes to learning inside the classroom and the steady rate of decrease of the use of fixed term exclusions which stood at 209 at the time of the last Section 48 inspection but at 77 for school year 2016-17. The school is highly inclusive, often taking pupils rejected by other schools. Inclusion is understood by all the school community and they demonstrate clearly the Christian values of tolerance, understanding and forgiveness. Holy Family has a very mixed cultural and ethnic pupil body. There is a strong emphasis on inclusion and mediation throughout which is appreciated and endorsed by both parents and students. Pupils are well informed about the diversity which exists and are knowledgeable and understanding of each other’s faiths. Pupils, parents and governors praised the dedication and care given by all the staff, which they feel helps to create a caring, family atmosphere where all are valued and all can achieve their potential. Many parents are past pupils of the school, affording a sense of continuity.
- Most pupils understand the liturgical year and the key celebrations therein. Many articulated their involvement in parish and diocesan events.
- All staff are committed to implementing the school’s mission statement. It is included in all documentation and forms part of the recruiting process of staff.
- A sense of passion for Catholic education is detectable in and around school.
- The sense of community cohesion and drive is strong. Leaders and staff work within school and the wider community demonstrating gospel values which are at the heart of all they do.

- There are good links with the Catholic feeder primaries. An induction day in the summer term offers an opportunity for Year 6 pupils to come into school and meet staff and other pupils.
- Parents spoken to were very supportive of the Catholic ethos within the school, citing examples of how the school had supported their children during difficult times. Parents also stated that channels of communication between them and the school were good.
- Charities and charitable giving are part of the culture at Holy Family. There is evidence of charitable giving to charities such as Christmas Box Appeal, CAFOD, Lenten lunches and the local food bank.
- PHSE and RSE are taught and planned thoughtfully and conform to Catholic teaching and diocesan guidelines.
- The school's behaviour policy demands the highest standards of moral and ethical behaviour. It is proving highly effective. It is understood by all the school community and demonstrates clearly the Christian values of tolerance, understanding and forgiveness.
- Leaders and managers demonstrate their commitment to the church's mission. They act as excellent role models for staff and pupils in their dealings with each other.
- Leaders conduct a range of monitoring activities including weekly monitoring ensuring that provision for and outcomes relating to the Catholic Life of the school are strong.
- Leaders at all levels ensure that the Catholic Life of the school continues to be the priority. However, this needs to be clearly identified within the school improvement plan.
- Senior leaders and governors developed the DSEF together, identifying areas for development and planning to build on strengths.
- The school is effective at communicating with parents and key partners, including informing all stakeholders of the school's mission statement and its identifiable ethos.
- Governors are frequent visitors to the school and are fully involved in evaluating the Catholic Life of the school.
- An autism unit is based at the school. The staff and pupils from the unit run a food bank in the centre of Keighley. It is a great success, supporting the community and offering the pupils an opportunity to develop essential skills. This endeavour has received offers of funding to enable it to continue and develop. This is a prime example of 'faith in action'.

RELIGIOUS EDUCATION

Religious Education is good

How well pupils achieve and enjoy their learning in Religious Education	3
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

- To provide context for the school's achievement, its academic profile is significantly weaker than the national average on entry (27.0 as opposed to a national average of 28.7 KS2 APS score).

- Pupils mostly enjoy their RE but are not yet achieving well. They are well behaved and mostly focused in their lessons. Some show a genuine interest in the subject and work steadily.
- In some lessons pupils worked with engagement and interest, in others low-level disruption was observed which distracted pupils.
- Progress pupils make in RE over time is limited. Interventions are now in place to address this. Assessment without levels is now in operation in KS3. This means more focus on developing skills and enjoyment of learning. The present Year 9 continue with levels as they have begun the GCSE programme. Faculty leads and pastoral leads all receive data on progress. Senior leaders use the data to measure pupil challenge, teaching and faculty-based predictions and then review interventions. Praise and achievement assemblies follow each round of data capture. Focused reviews take place to monitor and evidence progress.
- Some groups, including the Year 12 and 13 A Level students are making progress. A large Year 12 group was observed. Pupils were very focused and eager to achieve. Progress here is in line with national standards. L3VA for 2017 was recorded as +0.30. Data in January this year indicated +0.32.
- Outcomes for some groups including disabled and those with special educational needs are below the national average. These pupils have not been developing skills appropriate to their age and ability. However, according to a recent Ofsted monitoring letter (December 2017) “there is an improving picture of pupils’ achievement for current disadvantaged pupils in years 10 and 11. Improving the progress of these pupils remains a high priority for leaders.”
- Standards of attainment are below the national and diocesan average for Key Stage 4 and this is a three-year trend. There is some evidence that these gaps are closing in Year 10 and Year 9.
- At Key Stage 3, a new curriculum has been developed and implemented. It is more appropriate and better resourced.
- Teaching is mainly good with some examples of outstanding teaching. There is currently a mismatch between teaching and outcomes. New staff and revised curriculum, in place since September 2017, have yet to make their mark but effective teaching, marking and monitoring are now in place and evidence from work scrutiny demonstrates higher expectations are beginning to have an impact on pupil work. There is a need for consistency in teaching across the age range. Pupils are not making sufficient progress in some lessons. It should be a focus for the SLT to ensure that all teaching is at least good.
- Teaching ranged from outstanding to requires improvement, and was good overall.
- Specialist expertise in the department is being utilised, consequently some lessons observed were outstanding.
- Homework is not a consistent feature and therefore in only some cases does it allow pupils to consolidate their learning.
- Teachers effectively checked pupils’ learning and understanding throughout the lessons and in the best examples were able to intervene to impact on learning.
- All books seen were marked according to the school ‘feedback policy’. Pupils are encouraged to ‘green mark’ or respond to teacher comments. More recently, peer marking has been introduced.
- Achievements are celebrated through the school’s reward system.
- Leaders and governors now conduct a range of systematic monitoring of both provision and outcomes for pupils. They use this information to inform the school DSEF and RE development plan. These interventions have yet to have an impact on pupil outcomes but they are now firmly embedded and were highlighted in the Ofsted monitoring letter January 2017.

- Changes to staffing and operations in the RE department are relatively new and while an impact is beginning to be discernable it will require time and continued support and challenge from SLT. Leaders are well informed about the developments within the RE department. Their monitoring systems both challenge and support staff and make the best of their talents and abilities. As a result, teaching is improving.
- RE has a high status in school and therefore makes a positive contribution to the moral and spiritual development of pupils across the school, enabling them to discern their own unique vocations.
- The newly planned KS3 curriculum has been thoughtfully planned and modelled by the curriculum leader. It has been designed to meet the needs of the pupils and to provide a platform for KS4 learning. The curriculum highlights the liturgical life of the church and also reflects other local religious beliefs and communities.
- RE compares in time allocation with other core curriculum subjects in KS3 and KS5. In KS4 the time allocation is below the requirements of the Bishops' Conference, however minutes of plans to rectify this were seen. This summer General RE in KS5 will be reinstated.

COLLECTIVE WORSHIP

Collective Worship is good

How well pupils respond to and participate in the school's Collective Worship	2
The quality of provision for Collective Worship	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

- Pupils acted with quiet reverence during both acts of CW observed. On both occasions, pupils sang a religious song at the end of assembly. Evidence of pupil preparation and involvement was seen. Pupils interviewed spoke of their enjoyment on these occasions and of how they were encouraged to make up their own prayers and themes. In one session all pupils from one form were involved in some way. A CW planning sheet was used by several pupils to plan for their assembly over a number of weeks, supported by the head of year. Planning was divided into four areas, Welcome/Listen/Respond/Going forth. It was delivered by the form with confidence and commitment. Scripture, music and drama were used effectively and allowed the vast majority of the year group to be involved and interested. Especially pleasing was the range of pupils from other faith backgrounds who engaged with the worship. All were included and all participated fully. Behaviour was exemplary. Pupils have a deep respect for those of other faiths.
- Acts of worship seen in the classroom were less focused and had limited prayerful moments, however strong Catholic themes were explored in one Year 11 class with an emphasis on 'mission and action', this session ended with a very moving self-reflecting activity.
- Students spoke of their understanding and tolerance of their friends with no faith or faiths other than Catholic. "We are just friends in a big community, we help each other". Another said; "Prayer brings us together at the start of the day, it's up to you if you want to join in"

- Evidence was seen of planning for the Church's liturgical year. Pupils, even those from other faiths, demonstrated a very good understanding of the Church's seasons and were able to describe the Church's year. They talked with enthusiasm about what happened in school during Lent, Easter and towards Christmas. Occasions of reflection and prayer were talked about in a very positive way.
- Staff and pupils have regular opportunities to pray, both together and on an individual basis. Meetings begin with a prayer as does every school day. Weekly Mass for all and monthly Mass for staff is the cornerstone of CW. The Lay Chaplains help prepare for and sometimes lead liturgies and prayer groups. The latter are not yet fully embedded, and rely on time being taken from other subjects, usually RE lessons. However, Stations of the Cross at Easter and Advent liturgies are part of the make up of the school. These and the outward signs of Catholic faith have a positive impact on school life.
- The quality of CW was good. There are resources and planning sheets and there is support from lay chaplains and year heads. Staff with no experience of Catholic faith and those new to the school have induction sessions at the start of their time at Holy Family. These are supplemented throughout the school year with on-going formation sessions and support. Class teachers mostly have a good understanding of the purpose of CW and the various forms it can take.
- Leaders, including senior leaders and chaplains know how to plan for and deliver good quality experiences of CW.
- Leaders understand the Church's liturgical year, its seasons, rites and symbols and share their knowledge and passion in a way that engages staff and pupils. A member of the SLT is the dedicated lead for CW. He makes regular reviews of CW in school and as part of his own self-review is keen to seek the views of clergy, pupils and staff in his preparation for providing effective and meaningful CW.
- Leaders are committed to providing preparation and provision for the sacraments of Reconciliation and Eucharist. The Eucharist is present daily in the tabernacle in the chapel. The school benefits from having two priests who visit regularly. They are well known to the staff and pupil body and take their place on the governing body, providing spiritual counsel to those who seek it. The clergy share the rota for the weekly Mass for all and for the monthly staff Mass.