

DIOCESE OF LEEDS DBI



SECTION 48 REPORT

DRAFT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

HOLY FAMILY CATHOLIC HIGH SCHOOL
Longhedge Lane
Carlton
Goole
DN14 9NS

School URN

121718

Chair of Governors

Mr D Fagan

Headteacher

Mr R A Pritchard

Date of Inspection

18th June 2009

Section 48 Inspectors

Helen Gilroy & Joe Ginty

INTRODUCTION

The Reduced Tariff Inspection of Holy Family Catholic High School, Carlton 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 inspectors evaluated the Overall Effectiveness of the school and investigated in detail aspects arising from the last s48 inspection in March 2006.

Evidence was gathered from the school's Self Evaluation Form (SEF); Action Review 2006-2009; RE Action Plan, RE draft schemes of work (KS3), observation of an RE lesson (KS3); discussions with Chair of Governors, Headteacher, Senior Staff and Pupils.

Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its SEF and accompanying documentation, were not justified and these have been included where appropriate in the report.

BACKGROUND DETAIL

The Holy Family Catholic High School is an 11-16, Roman Catholic, voluntary aided, comprehensive school located in the most southern part of North Yorkshire in the village of Carlton. The Holy Family is the only faith-based secondary school in a wide geographical area admitting pupils living in three local education authorities. It is a smaller than average Catholic secondary school with mathematics and IT specialist status. There is a lower than average proportion of pupils who are eligible for free school meals. The proportion of pupils from minority ethnic groups and whose first language is not English are also lower than average. There is a higher percentage than average of pupils with a statement of special educational needs, but a broadly average proportion with learning difficulties and/or disabilities. Attainment on entry is just below average for most recent years.

Although the school is a Catholic school it welcomes young people of other Christian denominations and those pupils whose parents or carers support the ethos and values of the school. The school has an admission number of 90. There are currently 450 pupils on roll of whom 42% are of the Catholic faith and a further 58% of other Christian background. On entry pupils' understanding of Catholic beliefs and rituals varies. For many pupils, Holy Family is their only experience of formal religion.

The headteacher has been in his current post for little under a year and there has recently been a major restructuring of the school leadership team. There are significant staffing changes pending in the RE department with a new subject leader heading a department of 2.4 teachers from September 2009.

OVERALL EFFECTIVENESS

The Overall provision at Holy Family School is good with aspects which are outstanding. There are some areas identified as requiring improvement and the school is rigorously addressing these.

Leadership and Management are highly effective in developing the Catholic life of the school.

Governors make a highly significant contribution to the work and the Catholic dimension of the school particularly through their Development Plan and Chaplaincy Committees. They have high levels of expertise, are extremely well organised and thorough in their approach. In discharging their statutory and canonical responsibilities, they have highly robust systems for evaluating the effectiveness of their implementation, keeping the work of the school under review and acting upon their findings. Governors are innovative, flexible and adapt to new ideas quickly, supporting the work of the staff in improving outcomes for all pupils. They are confident in providing high levels of professional challenge in Religious Education. Governors engage very effectively with parents, pupils and the staff as a whole and are well informed about their views of the school. They use these views to inform strategic priorities for development.

Senior leaders are deeply committed to the Church's mission in education. They are highly motivated and are a source of inspiration for the whole community. There is clear evidence that the Catholic mission of the school is a priority along with spiritual and moral development of pupil. Self evaluation at all levels within the school is a coherent reflection of rigorous monitoring, searching analysis and self challenge. The inclusion of all is a central goal and a shared vision. Leaders and managers work with others beyond the school to ensure that pupils are given opportunities to enter into dialogue and collaborate with people from different backgrounds.

As a result pupils have clear understanding of the school's mission, share its purpose and are keenly and actively involved in shaping and supporting it. Pupils lead and take responsibility for shaping activities with a religious character, in the school and the wider community. They express their own views and beliefs with confidence and are able to refer to the teachings of Jesus and other key religious figures. Within the school, there is concern, respect and hospitality towards the other. They value and respect the Catholic tradition of the school and its links with the parish communities. They make appropriate use of the chaplaincy. They treat others with high levels of respect and know acutely that their behaviour always has consequences. They are alert to the needs of others and seek justice for all within and beyond the school community. They take full responsibility for themselves and their actions. They are quick to congratulate others.

Pupils participate in local, national and international religious and community activities which bring them close to people in other walks of life, those who suffer and those unable to care for themselves.

Collective Worship is central to the life of the school and a key part of every school celebration. The provision for liturgy, prayer and worship is outstanding and is a significant strength in promoting the close, caring and supportive family ethos of the school. Prayer opportunities for staff and pupils are planned in a manner that attracts and facilitates attendance including adults associated with the pupils and school. Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression.

Collective Worship is very well planned and covers themes which mirror the RE schemes of work and the liturgical cycle. This thematic approach reflects a deep understanding of the Church's mission and includes the spiritual aspirations of all pupils. Pupils prepare and lead some acts of worship at whole school, key stage, and form group level. The school intends to further encourage the active participation of pupils in all forms of worship and particularly pupils from the upper end of the school. The school is also proposing to introduce a personal prayer book; the contents of which the pupils will construct during their time at Holy Family.

It is estimated that 90% of pupils have little or no liturgical experience outside of the school and senior leaders are determined to ensure that all provision for liturgy and prayer is practical and relevant.

RELIGIOUS EDUCATION

Historical data from 2006-2008 inclusive indicates that pupil attainment in RE at the end of Key Stage 3 is broadly in line with their attainment in the Core subjects and generally meets national expectations with some pupils exceeding national expectations.

Based on historical evidence from those same years pupil attainment in RE at GCSE is inadequate. A significant minority of pupils have not been entered for GCSE at either full or short option and of those entered less than 50% gained level A*-C on average across the three years. This figure is well below those of the Core subjects.

Recent evidence would suggest however, that attainment is improving across all groups of pupils and that the level of achievement for the majority of pupils in RE is approaching good.

In the past, the progress made by pupils in RE has been satisfactory at best but again, the indicators suggest that the majority of pupils should now make progress which is good.

This momentum now needs to be sustained. There is potential for great improvement in the overall standards in RE due to several factors. These factors include the recognition of the importance of RE reflected in the staffing developments; re-structuring of the schemes of work and course options and a greatly improved variety and range of teaching styles.

Pupils' perception of the subject now gives cause for celebration as they value the openness and sincerity of staff, the teachers' active interest and involvement and the assured subject knowledge they as pupils have experienced in RE lessons in recent months.

THE SCHOOL'S CAPACITY FOR SUSTAINED IMPROVEMENT IS GOOD

Action to overcome areas for development has been concerted and effective. The senior leadership team is highly motivated and consistently communicates high expectations to staff about securing improvement. Realistic and challenging plans are grounded in detailed and accurate analysis of the pupils' achievement and are being used effectively to improve outcomes.

It is recommended that the members of the RE teaching team formulate an RE Subject Action Plan for 2009-2011 which identifies priorities for action in line with whole school priorities with clear time scales, responsibilities, resource implications, success criteria and review arrangements, covering:

1. the identification of assessment opportunities within the KS3 schemes of work for RE;
2. the inclusion of appropriate module assessments in KS4;
3. the identification of cross-curricular links particularly with English, history and geography;
4. ongoing in-service training and professional development, and networking with other RE subject leaders to consolidate and affirm good subject knowledge and understanding.
5. the provision in academic year 2010 - 2011 for greater curriculum time at KS4 level in order to be able to fully meet the requirements of the specification.

INSPECTION JUDGEMENTS SUMMARY

ASPECT	GRADE	DESCRIPTOR
OVERALL EFFECTIVENESS	2	Good
THE CATHOLIC LIFE OF THE SCHOOL		
How effective are Leadership and Management in developing the Catholic life of the school?	1	Outstanding
How good is the quality of Collective Worship?	1	Outstanding
RELIGIOUS EDUCATION		
How well do pupils achieve in RE?	3	Satisfactory
How effective are Teaching and Learning in RE?	2	Good
How well does the RE curriculum meet the needs and interests of pupils?	2	Good
How effective are Leadership and Management in raising achievement and supporting all pupils in RE?	2	Good