

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

The Holy Family Catholic High School
Longhedge Lane
Carlton
DN14 9NS

School URN

121718

School DfE Number

8154610

E-mail address

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Chair of Governors

Mr. Peter A O'Neill

Headteacher

Mr Darren Beardsley

RE Subject Leader

Mrs Marie Evans

Date of Inspection

3rd- 4th October 2013

Section 48 Inspector/s

Anne Winfield and Mary Mollicone

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.

1

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

1

THE PROVISION FOR CATHOLIC EDUCATION

1

LEADERS AND MANAGERS

1

Summary of key findings:

This is an Outstanding school

- There is a very strong commitment to the school's ministry in Education in the practices of Governors, senior leaders, staff, parents, parishioners and the students themselves. This commitment is clear in the high status accorded Religious Education (RE) by staff and students alike, excellent liturgy and worship driven and led by students with staff support, and the high quality pastoral care.
- The students are excellent leaders in Catholic Life, at school, in the local primaries and in the parishes. They are articulate and confident in their faith which they live out in their daily lives.
- Leaders and Managers at all levels are highly effective in managing and developing the Catholic Life of the school including the provision for, and outcomes of, RE. The school has a clear view of its own strengths and areas for development. The school has already shown its commitment to, and success in, making further improvements.
- Standards and progress in RE are consistently very good for all groups of pupils. RE is the highest achieving department in the school.
- The quality of teaching and learning in RE is good with many outstanding features. Students make excellent progress and enjoy their RE lessons. Autistic students make good progress alongside their peers.
- The school's capacity for improvement is Outstanding, as shown by the improvements brought in and embedded in the last few years, as a result of the commitment of staff and students. Areas for improvement identified in the last inspection have generally been met and the school's development plan shows clear foci for improvement. Best practice is shared across the school, and the Head of RE has an important role in this.

What the school needs to do to improve further.

- Appoint a lay chaplain to co-ordinate and further develop the excellent work carried out by the Chaplaincy Team and others.
- Involve all stakeholders in a review of the Mission Statement to ensure that it remains relevant in the modern world.
- Fully implement the directives of the Bishops of England and Wales that 10% of curriculum time be allocated to RE.

Information about this inspection

The Inspection of Holy Family 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 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 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 5 lessons covering all years in both key stages and 3 teachers of Religious Education (RE).
- Examination of pupils' written work, teacher assessment, and written feedback
- Meetings with the Governors, Headteacher, Deputy Headteacher, Heads of Year, Head of RE, Head of PHSE, SENCO, Catholic Care worker, counsellor, CAFOD worker, Priest Chaplain, parishioners, Chaplaincy Team, a cross-section of students, the Genesis/Ambassadors of Faith group and parents.
- Examination of school and departmental documentation including school improvement plans and monitoring documentation, attainment and tracking data, liturgical and school calendar, policies, monitoring and evaluation records, schemes of work and detailed action plans.
- Acts of worship in year and form groups covering both key stages and a voluntary Mass.

Information about this school

- Holy Family is an 11-16 oversubscribed secondary school.
- It serves 2 Catholic feeder parishes, St Mary's Selby, and St. Joseph and Sacred Heart in Goole and Howden, and their primary schools.
- There are 483 students on role, 40.7% of whom are Catholic and 59% from other Christian faiths.
- There are 31.4 f.t.e. teachers, 2.4 in the RE Department, of whom 1 has the CCRS and one is working towards achieving it.
- The proportion of pupils supported by the pupil premium is well below the national average.
- Most pupils are white British, and the proportion of pupils who speak English as an additional language is well below average.
- The proportion of students with a statement of special educational needs, or supported through school action and school action plus is well below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

- The school is an Enhanced Mainstream School for high-functioning autistic pupils and also provides support and guidance to other local schools, such as training staff in teaching autistic pupils.
- The school has assisted another secondary school in supporting the quality of teaching and learning.
- A few pupils in Y10 and Y11 spend part of their time studying alternative courses at Selby College.
- The Head and Deputy have been in post since September 2011.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are Outstanding

The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	1
How well pupils respond to and participate in the school's Collective Worship.	1

- The school's mission in Catholic education is supported strongly by all sectors of the school community – Governors, many of whom have served the school well for a number of years, staff who often fulfil a variety of roles to support the school, parents who send their children long distances despite the lack of bus fare subsidy and the students themselves.
- Students are respectful to all and both knowledgeable and tolerant of the beliefs of others. They are confident and articulate in their faith and conscious of their own worth and that of others of all ages and backgrounds. They are curious, always willing to develop new contributions to Catholic life in school and the community and very willing to listen, contribute and forgive. The words 'mutual trust and respect' and 'we are a family' were heard many times from students, staff and parishioners.
- The Genesis group is key in the Catholic Life of the school. It consists of 60 students, 4 of whom lead still further as Ambassadors of Faith. The group is held in high esteem by students and staff. These students, as well as leading worship in assemblies and form times, also plan, prepare and lead Family Masses in the parishes and plan and lead a 'boot camp' for altar servers, (with a test at the end). They act as catechists for Confirmation and will be leading workshop days in the local primary schools this term, for a number of year groups. This is their initiative and is entirely planned and driven by Holy Family students. There have been a number of students convert to Catholicism during their time at school.
- 'The Holy Family' is real to all members of the school community. The phrase was used many times by students to refer to their experiences in the family of the school, and this spirit continues after they leave. Parishioners were uplifted by students' warmth and friendliness in the community, as well as their contribution to parish life, and ex-students, now at University, volunteered to help Holy Family students lead Sports Day at the local Catholic primary school. Students live out their concept of Holy Family after they have left the influence of the school and home.
- Opportunities for leadership are taken up eagerly by students in all areas. They volunteer for duties such as representing the school on Open Evening. There are bus prefects ensuring all students behave in accordance with the school's beliefs and the Head Boy and Head Girl act as ambassadors for the school on official occasions.
- Charity work is well-supported by the school, local, national and international. The food donated at the Harvest Mass was given for the local Food Bank and Good Shepherd,

Macmillan Cancer Care and the education of an African priest were all supported last year. This priest was invited into school during his time at Bradford University to tell the students how their support was helping him. Over £2,000 was raised for CAFOD and 10 students did the 'Walk for Water', being sponsored to carry 9 litres of water from Leeds centre to Kirkstall Abbey to contribute to give clean water to those in need, and raise awareness of the need.

- Retreats and Days of Recollection are well supported as student evaluations show.
- Students and staff join with parishioners to make the pilgrimage to Walsingham, Y10 enthusiastically join the Diocesan Lourdes Youth pilgrimage and last year there was also a pilgrimage to Rome. The Head of RE organises and supports these pilgrimages.
- Pastoral Care in the school is Outstanding. It was said by the students that there is very little bullying in the school and it was always dealt with quickly and firmly. They felt safe, and could talk to anyone. The school has a counsellor and a worker from Catholic Care who work sensitively with students and families as appropriate. Behaviour is excellent, both in and out of class, and students are friendly, responsive and respectful at all times.
- Attendance is good, because students enjoy school. There are few fixed-term exclusions and there has been only one permanent exclusion in 10 years. The school works very hard with students experiencing difficulties, and their families, to ensure that they can continue to learn in the family of the school.
- Since the school is small, everyone knows everyone else and it truly feels like a family. The autistic children have very positive learning experiences and the community is close. The school were able to support students and the child's family when one young man died during his time there. He is now commemorated in the Peace garden.
- There is an excellent system of transition with feeder primary schools. Students from Holy Family go into the primaries while the children are still there, then each new pupil has a 'buddy' to help them settle in.
- The Catholic Life of the school is enhanced by cross-curricular work and experiences.
- Results in both Key Stages have greatly improved since the last inspection to the extent that Religious Education is now regarded as one of the strongest departments in the school; it is out performing English and Maths. Over the last three years A* - C GCSE results in RE have increased from 71.1% to 79.8%. Almost all students are entered for GCSE and most groups of learners achieve well. RE had ten A* grades last year compared with seven in Maths and one in English and 100% of the Gifted and Talented students achieved an A* - C grades in RE. 84% of pupils on the SEN register achieved an A* - C and 67% of those on Free School Meals attained a higher grade GCSE. Girls outperform boys: (last year 91% of girls achieved A* - C compared to 72% of the boys), but this gap is beginning to narrow. One Key Stage Four student said, "We know we are going to do well in RE."
- All students show a positive attitude to their work and clearly benefit from all the opportunities that are made available to them to enhance their academic, spiritual, moral and personal growth. Relationships are excellent and are an outstanding feature of the school and it's truly Catholic nature.
- In the 2013 Kirkland Rowell survey the responses revealed that parents rated RE higher than all other subjects in the school.
- The Daily Act of Worship follows a calendar reflecting the liturgical year and themes followed by the whole school e.g. Tolerance, Anti-Bullying.
- Students respond enthusiastically to Collective Worship, leading in many ways. Assembly was led by students of the year group, incorporating drama, dance and poetry as well as reflection and communal prayer. Students are reverent and authentic in their response to prayer. Form prayer, led by the Genesis group, showed students willingness to participate in reflection and understanding of how tolerance can be

shown. Students sing enthusiastically at Mass and liturgies, supported by excellent use of IT and the Music department's training.

- Students are accustomed to using a variety of methods to support prayer. Each form room has a sacred space which is utilised in prayer every week, and there is also weekly opportunity for reflection on scripture. The Chapel is always open for private prayer, and the Parish Priest offers the Sacrament of Reconciliation as required.

The provision for Catholic Education is Outstanding

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	1

- There is a strong department of dedicated staff who have obviously worked very hard since the last inspection to drive up standards in the classroom and to give students so many varied extra-curricular opportunities to be involved in and to take a lead in helping shape the religious life of the school.
- Five lessons were observed during the inspection and all were at least good and most had outstanding features. Rigorous planning is evident as learning objectives are differentiated and shared with the students; tasks are appropriately matched to the ability level of learners and resources are imaginative and of high quality. A Year Seven boy with special needs presented his work on the Church of England to the class by performing a 'rap'.
- A variety of teaching styles were used to good effect, ensuring all learners made at least good progress; students worked well independently and in groups. Year eleven students worked effectively in groups discussing the meaning of the term 'Quality of life' and the Catholic view on abortion.
- Assessment criteria was explicitly communicated to students and teachers encouraged all students to assess the success of their own work and that of others i.e. Assessment for learning is clearly embedded within teaching and learning across the Department. Verbal feedback in class is helpful as teachers suggest ways to improve. In a Year Seven lesson students were able to clearly identify what level they were working at. Praise and mutual respect were key features in all lessons. Written feedback of students' work is regular and personalised and it suggests ways to improve. It is clear that the 'Green for Growth' marking initiative introduced by the RE Department, where students respond to teachers' comments is having an impact on learning. This has been recognised and adopted as good practice by the school.
- Support staff are clear about their role in supporting and challenging individuals and groups of students in class. The Advanced Teaching Assistants work closely with the RE staff to meet the needs of autistic students in particular, including providing personalised project based work for them when they are taught in the Enhanced Provision Room. All students are invited to participate fully in the religious life of the school. A member of the RE department is the SEN link teacher and attends the termly meetings.
- The progress of students is tracked and monitored effectively by the department and the Senior Leadership team, allowing staff to intervene at an early stage if students are not making the expected progress and to reward those who are on target or exceeding expectations.
- Members of the RE department have joined the schools Teaching and Learning Community which has enabled them to share good practice and develop new skills. The RE department has worked closely with the History and Geography Department,

two subject areas recognised for the outstanding quality of their teaching. This has helped to raise the quality of teaching and learning in RE.

- The RE curriculum is well planned and all schemes are in place and used effectively to provide a holistic education, in line with Diocesan requirements. In Key Stage Three Year Seven students explore the theme of community and a sense of belonging and they explore what it means to be a Catholic in the world today. In Year Eight pupils study the theme of covenant and focus on the story of Abraham and Moses which leads into a study of Judaism. In Year Nine there is an emphasis on discussion and debate at a deeper level when the pupils study faith and the beliefs of the Church in preparation for the GCSE.
- In Key Stage Four pupils are prepared for the Full Course Edexcel GCSE based on Unit 8 and unit 3. The 10% curriculum time stipulated by the Bishop is not being met in the RE timetable but it is certainly extended, developed and complemented greatly by the Enrichment Days that encourage pupils to put their faith into action. These extra-curricular events are organised and supervised by different members of staff and they allow pupils to deepen their faith.
- Sex Education is delivered sensitively in line with the Catholic ethos of the school and as part of a comprehensive PHSCE programme which is delivered by Form Tutors, the RE staff and outside speakers.
- The quality of Collective Worship provided by the school is Outstanding. It is central to the life of the school.
- Mass is celebrated every Friday, as a class Mass i.e. planned by one class, including the theme and IT support. Members of the class read, carry out the offertory procession, devise and read the bidding prayers and serve Mass. These Masses are regularly attended by parishioners and staff at all levels, as well as students.
- There are other celebrations of Mass at key points e.g. a whole-school leaving Mass and a Y7 Welcome Mass, which are attended by many parents and parishioners.
- Many varied opportunities for worship in school are provided through the excellent work carried out by the chaplaincy team, the Pastoral Team, the RE department and the students themselves. Each week there are different forms of prayer in form time e.g. Assembly, Scripture reading, student-led prayer and refectation, always on the school's theme for the week.
- Special liturgies are very carefully devised and planned the Easter liturgy, written by the Head of RE with music composed by the Head of Music, was described as 'the best Easter liturgy I've ever seen' by the local Parish Priest.
- All prayer opportunities are well-planned and age-appropriate. Progression is evident in prayer opportunities whether led by students or staff.
- Students are asked for evaluation and feedback and the chaplaincy team, consisting of members of staff from all areas of the school together with students, help plan prayer opportunities in the short term. The Head of RE works very hard to facilitate the work of Chaplaincy, well-supported by others, but the school would benefit from the appointment of a lay chaplain to lead and co-ordinate liturgy and worship.

The Leadership and Management are Outstanding

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
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- Leaders, Governors and Managers are deeply committed to the Church's mission in Education. Many Governors have been in post for many years, often having been students there themselves, and they give their time over and above what can be expected. The Chair and Vice-chair meet regularly with the Headteacher, and there is a Governors Development committee which contributes to the School Development Plan and the SEFs, and monitors progress in the plan.
- Catholic Life is a main section in the School Development Plan.
- Governors hold the leadership to account for the Catholic Life of the school and this has helped maintain and develop the ethos of the school, together with the enthusiastic leadership shown by staff and students.
- The school has a Mission Statement in student planners, but this is rarely referred to. The leadership of the school would benefit from involving all stakeholders in revisiting the mission statement so that there is an explicit focus for the school's mission in Catholic Education.
- The Head and Deputy are perceived by all the community as a formidable team in moving the pastoral care, students' leadership, worship and achievement relentlessly forward. They have a clear vision for the Catholic Life of the school and a very good knowledge of the students and their community. They are very 'visible' leaders and good role models. Possibly as a result of school leadership, staff turnover is low, so students benefit from staff stability and familiarity.
- The small size of the school contributes to leaders having full knowledge of students and their families, so they can work sensitively to ensure that all students grow and develop appropriately.
- The SEF48 shows an accurate knowledge of the school's Catholic life and provision in RE.
- The comprehensive schemes of work and the extensive programme of extra-curricular activities are testament to the hard work, direction and leadership of the Head of RE under the guidance of Senior Managers. She has a clear vision for all staff and students which has led to improved examination results and excellent provision for and uptake in the Catholic life of the school. She leads a very hardworking team who have a determination and commitment to all aspects of Catholic Education.
- The impact of support, pastoral care and guidance on pupil progress is outstanding. The work carried out by Heads of Year, Form Tutors, the counsellor and Catholic Care worker ensures that no student is left behind.
- Parents and carers are very confident that the school serves their children very well, and support the school by their good attendance at events and parents evening. All parents stressed the Faith dimension of the school as their main reason for choosing it for their child.
- Although the school offers many enrichment activities, and much of PHSCE covers RE matters including Sex and Relationship education, the school cannot show that RE has 10% curriculum time for all students.