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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

HOLY FAMILY CATHOLIC SCHOOL
Longhedge Lane
Carlton,
North Yorkshire,
DN14 9NS

School URN

121718

Date of S48 inspection and
OE grade

June 2019 GOOD

E-mail address

admin@holymfamilycarlton.org

Chair of Governors

Mr Peter A O'Neil

Headteacher

Mrs Donna Mitchell

RE Subject Leader

Mrs Michelle Selway

Date and grade of last S48
Inspection

October 2013 OUTSTANDING

Section 48 Inspector/s

Mr Paul Martin / Mrs Catherine
Collard

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

1

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

2

Summary of key findings:

This is Good school

- The Catholic Life of this school is outstanding. The majority of pupils participate in the Catholic Life of the school with enthusiasm and keen interest, involving themselves in the large range of activities that the school provides. A large number of pupils, more than is normally witnessed, are involved in taking leading roles in promoting the Catholic Life of the school.
- Almost all pupils behave themselves with the majority displaying exemplary behaviour in and around school. They show immense consideration and respect to others, demonstrating ability to love and care for those around them.
- Relationships at all levels and across all areas of the school show respect to one another and a keen sense of belonging to a caring and supportive family.
- The chaplaincy provision is outstanding in supporting and promoting Catholic Life of the school.
- Pupils with a wide range of need are clearly and effectively supported. The work within the subject, pastoral and special needs departments of the school ensures that all pupils are given effective care and support.
- The new headteacher, along with other key staff have worked tirelessly to ensure a smooth transition towards a more stable platform in which to ensure improvements across all areas of the school.
- Leaders at all levels, along with Governors, are deeply committed to the Church's mission in education. There is a great team spirit within the school.
- The progress pupils make in RE over time varies and in some cases has been limited, although interventions are now in place to address this.

- Pupils are engaged in lessons and concentrate well. Most approach their lessons with enthusiasm and behaviour in lessons is good. They are keen to do well and apply themselves diligently in lessons.
- The majority of teaching is securing good progress and learning and teachers have good subject knowledge.
- The school's self-evaluation of the Catholic Life of the school, Religious Education and Collective Worship as detailed within the Diocesan Self Evaluation Document, is accurate and areas for development are clearly identified.
- Collective Worship plays a big part in contributing to pupils' spiritual and moral development. Pupils, Catholic and non-Catholic alike, take part in opportunities to reflect during worship.
- The school's provision of Collective Worship is good and sometimes outstanding. Everyone at the school believes that Collective Worship is fundamental to the life of the school and is at the centre of each day's work.
- The school has fully addressed the recommendations of the previous Section 48 inspection.
- All canonical and statutory requirements are fulfilled.

What the school needs to do to improve further.

Improve outcomes and progress for all pupils in RE at both Key Stages by

- developing a rigorous assessment procedure.
- embedding the new school feedback policy.
- developing further strategies to motivate disadvantaged and male pupils.
- personalising learning activities and building in more opportunities for stretch and challenge.
- developing a range of teaching and learning resources to suit a range of learning styles.

Improve the engagement of all pupils in Collective Worship by developing resources that lead to increasing the opportunities for all pupils to be involved.

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 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 inspector reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- The quality of provision for the Catholic Life of the school
- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching, learning and assessment in Religious Education

- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education, Collective Worship and the Catholic Life of the school

The inspection was carried out by 2 inspectors over 1 ½ day(s):

- Observation of 9 lessons covering all teachers of Religious Education (RE)
- Examination of pupils' written work, teacher assessment and written feedback.
- Meetings with the Headteacher, members of the senior leadership team, RE leader, pastoral leaders, inclusion manager, lay chaplain, chaplain, chaplaincy group, governors, SEN coordinator, data manager, pupils, staff and parents.
- Examination of school and department documentation including school improvement plans, policies, monitoring and evaluation records, planning and assessment files.
- Observation of Collective Worship in a Year 10 assembly and in four form groups.

Information about this school

- Holy Family is an 11-16 secondary high 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 473 pupils on role, 35% of whom are Catholic and a similar figure from other Christian faiths. There are 12 f.t.e. teachers, 2.5 in the RE Department, of whom 2 have the CCRS.
- The number of pupils supported by the pupil premium is well below the national average (14%).
- 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 above the national average.
- 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.
- There have been several changes at senior leadership level, including the current Head of RE, who took up post in June 2018.
- The headteacher has been in post for just over 1 year.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is Outstanding

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| The extent to which pupils contribute to and benefit from the Catholic Life of the school. | 1 |
| The quality of provision for the Catholic Life of the school | 1 |

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| How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school | 1 |
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- Pupils take great pride in their school and all that it has to offer. The majority of pupils participate in the Catholic Life of the school with enthusiasm and keen interest, involving themselves in the large range of activities that the school provides.
- They have contributed recently to the school’s new mission statement and its implementation, in a mature manner, seeking to use the opportunities provided to discover more about the nature of a Catholic school. Pupils across all age groups were involved in reviewing the mission of the school.
- Pupils are keen to respond to opportunities to evaluate the many events and activities that form part of the Catholic Life of the school. They do this through the various channels of communication between pupil and pupil, and between staff and pupils.
- They are aware of their own development spiritually and morally and know that they have a key part in this development as well as using the opportunities school provides to enhance it. Pupils take part enthusiastically in the many opportunities provided to develop their spiritual, moral, physical and social development. They clearly understand that these, along with academic development, contribute to their overall education. Almost all pupils behave themselves with many displaying exemplary behavior in and around school. They show immense consideration and respect to others, demonstrating ability to love and care for those around them.
- A large number of pupils, more than is normally witnessed, are involved in taking leading roles in promoting the Catholic Life of the school. They do this through the various groupings within school and are very aware of the important role they play. Other pupils are fully aware of this role and value the work they do as seen through the various feedback opportunities. The Chaplaincy Group (Angelus/SVP) plays a key role in all aspects of the Catholic Life of the school and is beginning to move towards “pupils leading other pupils”. Further opportunities to undertake this will increase pupil involvement still further.
- The recently introduced mission statement clearly articulates the school’s mission and is demonstratively owned by all stakeholders of the school. Staff are committed to this and are keen to implement it within their subject areas as well as within the various activities that reflect the Catholic Life and mission of the school. It is a credit to the staff in general, that during a period of frequent change at leadership level, provision and commitment to the Catholic Life of the school remained strong and effective.
- Relationships at all levels and across all areas of the school show respect to one another and a keen sense of belonging to a caring and supportive family. Worship on a daily basis brings the community together as witnessed at a year group assembly.
- High standards of behaviour are expected and all staff work together to ensure a smooth running across the school day. Examples given by staff across the subject departments of the school demonstrate a commitment to the Church’s social teaching.
- Parents speak very highly of the school’s Catholic ethos and are pleased to recommend the school as a place with a strong Catholic Life provision. They appreciate the efforts that staff make in all areas, in the holistic education of their children.
- The chaplaincy provision is outstanding in supporting and promoting Catholic Life of the school and staff, individually and collectively, play a leading role across all areas.

- Pupils with a wide range of need are clearly and effectively supported. The work within the SEN base area of the school is well resourced and pupils are involved in a range of activities to support their personal development. These include the Leggo Intervention Initiative and the Communication Café. A variety of techniques, opportunities and courses including The Prince's Trust and ASDAN Awards are used to help develop those who, for example, are in need of a more nurtured programme of education. All pastoral staff work extremely well together to ensure that every pupil is supported and that no one is overlooked. Personal, Social and Health Education(PSHE) along with Relationship and Sex Education(RSE) programmes are well coordinated into the school's timetable and make effective use of visiting speakers and staff expertise.
- The new headteacher, along with other key staff have worked tirelessly to ensure a smooth transition towards a stable platform in which to ensure improvements across all areas of the school. They have undertaken this by ensuring that the new mission statement is a collective and shared vision involving all stakeholders.
- Leaders at all levels, along with Governors, are deeply committed to the Church's mission in education. There is a great team spirit within the school.
- The Catholic Life of the school is in good hands and is clearly at the front of everything the school provides. The Deputy Headteacher, assisted by the lay chaplain and other key personnel from across the school, lead from the front with energy, skill and commitment. Frequent training and development of all staff is undertaken across the school year as well as being included in every training day.
- Self evaluation of the Catholic Life of the school is very good, if not outstanding, and is clearly planned for and systematic, and includes the views of all stakeholders. Planned improvements, following analysis, are detailed within the school improvement plans and governors play a leading role in ensuring that the school's high standard of provision is maintained. They are fully committed and skilled in their work, and offer effective challenge and support to the headteacher and other leaders within the school.
- Engagement and involvement of parents is ensured through a range of events and opportunities for feedback regarding their children's education and overall development. Parents speak highly of the range of opportunities that their children have with respect to spiritual development as well as the strong Catholic identity that permeates the school across all areas.
- Although being somewhat at a distance from the central Diocese, the school responds positively to Diocesan policies and promotes the Bishop's vision for the diocese within the school.

RELIGIOUS EDUCATION

Religious Education is Good

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| 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 |

- Pupils are articulate in lesson time and make appropriate use of subject specific language in their discussions. They are engaged in lessons and concentrate well. Most approach their lessons with some enthusiasm and behaviour in lessons is good with disruption unusual. Pupils are keen to do well and apply themselves diligently in lessons.
- Some pupils, from their varied starting points, make progress in each key stage. However, most achieve below the diocesan and national average.
- The attainment of 'groups' of pupils indicates that there is a gender gap and a gap between disadvantaged and non-disadvantaged pupils. Girls are outperforming boys in RE. Standards of attainment are below the national and diocesan average for Key Stage 4 and this is a three-year trend.
- The progress pupils make in RE over time varies and in some cases has been limited, although interventions are now in place to address this. The school acknowledges that there needs to be greater intervention with disadvantaged and male pupil groups especially at GCSE where there is a marked difference in attainment between boys and girls.
- There is some evidence that these gaps are closing in Year 10 and Year 9. In Year 10, there is evidence of an increased percentage of pupils forecast to achieve level 4+ and levels 5+ grades in RE. In Year 9, the percentage of pupils forecast to achieve a level 4+ at the end of year 11 has also increased. Leaders must ensure that data collection is quality assured so that leaders can be certain that the internal data forecasts provide an accurate indication of future outcomes.
- Department setting of learning homework will ensure that pupils continue to become familiar with the vocabulary required for the new GCSE specification.
- The quality of pupils' current work should still be an area of focus for the department. Sampling of exercise books at KS3 and KS4 suggests that more work needs to be done to ensure a consistent approach in adhering to the school feedback policy. The department should also formulate a policy to ensure that pupils work is better organised.
- The majority of teaching is securing good progress and learning.
- Homework is not a consistent feature. The school intends to focus on this area in 2019. The department should ensure that they formulate a clear department policy which enables pupils to consolidate their learning.
- Teachers have good subject knowledge but need to apply this knowledge to ensure that the needs of all learners, particularly high attainers, boys and disadvantaged pupils are addressed. This will enable pupils to make better progress over time.
- There is evidence that pupils are beginning to evaluate how well they are achieving but this needs to be done in greater detail. This will contribute to pupils clear understanding of what they are presently achieving and increase their confidence in making further improvements.
- Teachers manage time well to secure learning. The use of questioning is a strength of the department and they use this questioning to adapt explanations.

- Good resources have been developed for the new KS3 schemes of work (SoW) and GCSE specification: the department have access to common shared resources for each topic. There is collaboration with other diocesan schools. More sharing of good practice and quality resources tailored to the needs of different groups of pupils will enhance teaching and learning across the department.
- Common assessment tasks and the new 9-1 grading system and examination board guidelines provide clear information regarding the grade boundary criteria.
- Common assessment tasks have been written and the inspectors saw evidence of these in lessons and in work scrutiny. Marking of books is generally in line with the school feedback policy. However, in some exercise books students did not fully respond to staff feedback. The department now need to ensure that comments are focussed and that pupils respond in sufficient detail so that they are able to move their learning on.
- Achievements are celebrated through the school's reward system. The department are currently trialling an internal postcard system which they hope to introduce formally next academic year.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops conference in every respect and in each key stage. RE is given 10% curriculum provision. Changes to staffing and operations in the RE department are relatively new and will require time and continued support and challenge from school leaders.
- 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. The Head of RE is well supported by senior leaders in the school who are working hard to monitor teaching and assessment.
- At Key Stage 3, a new internally designed curriculum has been developed and implemented and this will be reviewed during the summer term. At Key Stage 4 pupils follow AQA Specification B. Schemes of work are now in place for the new specification. These schemes are detailed but will need reviewing on a continual basis. Most pupils study GCSE, with a small group studying the ASDAN course.
- The curriculum at both key stages raises pupil awareness of other people's faith and culture.
- The school is fully committed to the introduction of the Virtues programme and is considering ways that this can be implemented through the RE, PHSE and RSE curriculum.
- Leaders and governors self-evaluation of Religious Education, as detailed within the Diocesan Self Evaluation Document, is accurate and areas for development are clearly identified. There is frequent monitoring undertaken by the Headteacher and the Teaching and Learning lead.

COLLECTIVE WORSHIP

Collective Worship is Good

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| 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 act with reverence and many take part in prayer and worship opportunities with enthusiasm, whether in quiet reflection or in communal prayer. Not all are involved and as a result some are not engaged or enthused by the opportunities given to them. They are however, well behaved and respectful albeit rather passive in their involvement. Leaders need to develop more opportunities for more pupils to be engaged and involved in both larger gatherings and within form group settings.
- A larger number of pupils than is normally witnessed, are involved in the school's chaplaincy group. This group of pupils, The Angelis Group, regularly prepare and lead worship. They do so with confidence, enjoyment and with some independence. They are beginning to develop less reliance on other adults to plan, prepare and lead collective worship. Pupils generally are more engaged when peers plan or lead worship.
- Some pupils have a good understanding of the part scripture, music and religious artefacts can have in offering a range of prayer opportunities. They appreciate the new "sacred space" within each classroom where displays, lighted candle and altar cloths are used to create a more prayerful atmosphere during form time worship.
- Pupils are aware of, and have respect for those of other faiths, both within and beyond school.
- Collective worship plays a big part in contributing to pupils' spiritual and moral development. Pupils, Catholic and non-Catholic alike, take part in opportunities to reflect during worship and they comment on how important this is to them.
- The school's provision of Collective Worship is good and sometimes outstanding. Everyone at the school believes that Collective Worship is fundamental to the life of the school. Structures to ensure that it is of a good and sometimes outstanding quality are firmly in place. Each week at the staff briefing, the Deputy Headteacher models the week's programme of Collective Worship, giving tutors and other staff the opportunity to learn about the theme and its delivery.
- The themes for worship demonstrate a clear understanding of the liturgical seasons and the excellent resources built around "Word, Worship and Mission" are mostly developed and produced by the school's committed lay chaplain. Further work is needed to develop these resources, to enable more pupils to have full access in understanding more clearly the messages contained within. This will lead to a more purposeful engagement by the majority of the pupils and reduce some passive involvement.
- Key Staff lead prayer and are excellent role models. They use a variety of methods and styles of prayer. They are beginning to engage more pupils in leadership of Collective Worship on a more regular basis.
- The school provides many opportunities for parents and other adults to attend liturgical services and these are very well attended.

- Systems for monitoring and evaluating Collective Worship are robust and systematic. Governors are kept informed as to how the school is doing with respect to provision and outcomes. They are regular “visitors” to the school and attend liturgical celebrations where possible. The link Governor for S48, the Catholic Life of the School, gives effective support to the school in the development and evaluation of the provision.
- Further planning is needed to involve more pupils in leading and planning for Collective Worship and the school could increase the involvement of the Angelus Group in undertaking this through a young leaders style of approach.