

Holy Family Catholic High School, Carlton

Longhedge Lane, Carlton, Goole, DN14 9NS

Inspection dates 11–12 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of students achieve well throughout Key Stages 3 and 4.
- Standards continue to rise in both key stages because teaching is good and the curriculum is well-suited to students' needs.
- By the end of Year 11, an above average proportion of students gain five or more A* to C grade passes, including in English and mathematics.
- Leadership and management are good at all levels. The headteacher's strong focus on improving teaching and strengthening leadership has resulted in consistently good teaching and good achievement.
- The governing body supports the school well and questions its work and performance comprehensively; helping to ensure it continues to improve.
- Students are happy at school and their academic and personal development is promoted equally well.
- They behave well and most have positive attitudes to learning.
- Students' spiritual, moral, social and cultural understanding is supported effectively and is threaded through the school day in lessons, assemblies and tutor time.

It is not yet an outstanding school because

- Students' work is not always accurately matched to the levels at which they are working. Therefore, progress is not as quick as it could be.
- Marking is inconsistent in telling students what they have achieved and the next steps to take to make further progress. Teachers who give students this information seldom check whether their advice has been followed in future work.

Information about this inspection

- The inspectors observed 29 lessons, including six that were observed jointly with the headteacher or either of the two deputy headteachers. An inspector also worked with one of the deputy headteachers in checking the quality of work previously completed by the students.
- The inspectors took into account the 24 responses to the online questionnaire (Parent View) and the information from 27 staff questionnaires, in conducting the inspection.
- Inspectors held meetings with three groups of students, the senior leadership team, subject leaders, two members of the governing body and a representative of the local authority. They spoke to many students during lessons and during break and lunchtimes.
- The inspectors looked at a range of school documents. These included information about the progress of students of all abilities in each year group, records of checks on the quality of teaching, students' behaviour and attendance, and policies to help keep them safe.

Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Janet Pruchniewicz

Additional Inspector

Sheila Kaye

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized secondary school. It is heavily oversubscribed.
- The proportion of students supported through the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and those from service families) is well below the national average.
- Most students are White British. The proportion of students who speak English as an additional language is well below the national average.
- The proportion of students supported through school action is well below the national average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for students' 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 the staff in teaching autistic students.
- The school has assisted a local secondary school in supporting the quality of teaching and learning.
- A few students in Year 10 and Year 11 spend part of their time studying alternative courses at Selby College.
- The headteacher and deputy headteacher took up their posts in September 2011.

What does the school need to do to improve further?

- Ensure that all students can achieve to their potential, by making sure that:
 - marking tells pupils consistently how well they have done and how to make further progress, and that teachers check students have taken their advice
 - students' work is always matched accurately to the levels at which they are working.

Inspection judgements

The achievement of pupils is good

- Students of all abilities achieve well throughout the school. They make good progress from their broadly average levels when they join Year 7. A greater proportion of students than nationally make better than expected progress because many lessons provide good challenge and make them think hard.
- In Key Stage 3, achievement, including in English, mathematics and science, is improving rapidly and securely year-on-year.
- Standards by the end of Year 11 have risen substantially for the last three years and are above average in the proportion of students attaining five or more A* to C grades, including in English and mathematics. Attainment in mathematics is consistently well-above average, because teaching is almost always at least good and often outstanding. Students also attain well in science and, for example, in religious studies. The school's initiatives are strengthening students' performance in modern foreign languages, which is a priority of the school.
- Pupil premium funding has been used in particular to provide specific literacy and numeracy support and enrichment activities. It has helped to narrow the gap between the performance of those known to be eligible for free school meals and those who are not. Last year, their average scores in English and mathematics were approximately half a GCSE grade lower than other students in the school. The gap has narrowed a little more this year. However, students known to be eligible for free school meals perform better than similar students nationally.
- Disabled students and those with special educational needs, and those who speak English as an additional language, are supported well and as a result, most make good progress. The standards reached by students supported at school action plus are improving. Students on the autistic spectrum make good progress towards their individual goals because their needs are met well. The students who speak English as an additional language also make good progress because the school knows the skills they need to practise and focuses sharply on them.
- Not all students have reached the reading levels expected by the time that they join Year 7. The catch-up funding provided by the government to provide them with extra help has resulted in almost all of them making a year's progress in nine months and several of them making two years' progress in nine months.
- More-able students are entered early for some GCSE examinations. In mathematics, they are entered as early as Year 9. Most achieve the highest grades and they move on to advanced courses. Any students the school judges not to have achieved their potential resit the examination.
- Students mainly study GCSE courses and increasingly the EBacc. All students study courses that lead to GCSE qualifications. Those who learn at other sites make similar rates of progress to other students. Almost all students continue with studies after they leave the school or begin apprenticeships or secure employment.

The quality of teaching is good

- Most teaching is good across the school and in a wide range of subjects. Every parent who responded to Parent View said that teaching is good.
- Students get on well with each other and with the staff, and so learning proceeds well in a positive environment.
- The students particularly enjoy lessons in which they are actively involved. For example, in a Year 7 science lesson, students' progress speeded up through working in groups to act out how particles respond in a range of situations.
- The inspectors saw good examples of teachers' questioning of students, which challenged them to consider their answers carefully and through this, extended their knowledge and

understanding.

- Students are always clear about the purpose of learning and teachers repeat this during the lesson to ensure that students remain focused on achieving the aims of learning.
- In the most effective lessons, tasks are chosen accurately to match the range of the abilities of the students and as a result, progress is good and in a few cases, outstanding. Year 10 students achieved well in working out the values to plot for a quadratic equation because the teacher knew their levels of knowledge and set work that reflected this. In some lessons, however, students of all abilities were sometimes all given the same work; for some it was too easy while for others it was too difficult.
- In several lessons seen, marking showed students very clearly what they had done well and how to make further progress. In too many lessons, however, marking was brief. It does not give students the information that they need and teachers do not often check that the advice that they give is taken. The advice given by some teachers during lessons is excellent in speeding up their immediate progress.
- Students who are disabled or have special educational needs are generally well supported. Those with an autistic spectrum disorder are guided very effectively within the classroom because support is based on their specific needs. Support extends to break and lunchtimes, if necessary.

The behaviour and safety of pupils are good

- Inspection evidence and the school's records show that behaviour in lessons and around the school is good.
- Students think highly of their school and are happy there. They know what is expected of them and show respect for each other and towards the staff. Students whose behaviour does not meet the school's standards are supported well to modify their behaviour.
- Many students are articulate and express their views confidently. The school plans many opportunities for students to develop their personal and communication skills through responsibilities from Year 7 onwards, such as being bus monitors, prefects and form captains and representing other students on the school council.
- Students feel safe in the school and their parents agree. Students are given regular information as they progress through the school about how to stay safe. They show a good awareness of a range of situations that could put them at risk, including when using the internet.
- Students say that bullying is rare. However, they know where to get help if it does occur.
- They have a good understanding for their age about the different types of prejudice and discrimination, such as homophobia and those based on religion or race.
- Students' attendance is average. Although the attendance of many students is above average, it is pulled down by the irregular attendance of a small minority. The school is tackling this more rigorously and persistent absenteeism figures have fallen.

The leadership and management are good

- The headteacher's emphasis is on improving the quality of teaching throughout the school. Good appointments to the senior team, improvement planning, training for teachers, and their performance targets, reflect accurately the actions needed to achieve this.
 - The senior team's roles also underpin the school's priorities. The leadership of teaching is good. Teaching is observed regularly and rigorously. Senior leaders judge teaching accurately overall, although a few judgements are overgenerous. The school uses its findings to provide the specific training needed to strengthen the quality and impact of teaching.
 - Subject leaders play a key role in raising achievement. Subject summaries of performance and improvement plans provide a good basis for further raising standards. A strength is the support
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that leaders give to other staff in improving their teaching and leadership skills.

- Teachers' performance management targets are specific and mostly measurable. They are based, firstly, on improving teaching. Those who meet their targets over time are rewarded with pay rises.
 - The school's Catholic ethos supports well students' spiritual, moral, social and cultural understanding. Form time is used well to help students consider and reflect on issues, such as justice and how to appreciate the contribution of others to society.
 - The curriculum provides a range of opportunities to enable students of all abilities to achieve well. It is constantly adapted to match students' needs. The range of courses demonstrates that all students are treated equally in this inclusive school and that there is no discrimination in the opportunities they are given. Literacy is incorporated into learning in other subjects to encourage students to transfer their skills. Students value the lunch and after-school activities and enrichment opportunities.
 - Parents are very supportive of the school's work and appreciate being consulted about, for example, their children's courses. Other partnerships, such as that with Selby College, provide additional courses for students and the school has used its own strengths to support effectively the work of another school.
 - The local authority provides light-touch support for this good school.
 - **The governance of the school:**
 - The governors show great commitment to the school. They are well-informed by the headteacher and also have independent knowledge from, for example, their meetings with subject leaders. As a result, they are able to challenge the school's actions and performance, as well as support it. The governors know where the best teaching is and where it needs to improve, as well as the support given to members of staff. They understand national data about students' progress and standards and the use of pupil premium funding. The governors do not award pay rises unless teachers' performance, over time, shows they have met their targets. They oversee safeguarding, which meets the statutory requirements, and includes checking the safety of those students educated off-site.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121718
Local authority	North Yorkshire
Inspection number	412849

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair	Peter O'Neill
Headteacher	Darren Beardsley
Date of previous school inspection	12 February 2009
Telephone number	01405 860276
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