

Inspection of Holy Family Catholic High School, Carlton

Longhedge Lane, Carlton, Goole DN14 9NS

Inspection dates: 18–19 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils are happy and safe at Holy Family Catholic High School. The school is an orderly place to learn. Staff and pupils get on well together. The Catholic character of the school has a strong influence on pupils' development. Pupils enjoy coming to school. They have positive attitudes in lessons. If poor behaviour does happen, teachers deal with it so that other pupils can get on with their learning. Pupils told us they enjoy being prefects. They enjoy helping other pupils and arranging school activities. Many pupils take part in after-school activities. For example, they were very enthusiastic about the new combined cadet force.

Staff have high expectations of all pupils. They make sure that all pupils, including those with special educational needs and/or disabilities (SEND), have the chance to study the full range of subjects offered. The school makes sure that pupils have the chance to choose subjects which help them with their next steps in education and for life after school.

Pupils told us they feel safe and well cared for in school. Every pupil we spoke to told us that bullying is rare. They said, if it does happen, staff sort it out so that it stops.

What does the school do well and what does it need to do better?

The quality of education requires improvement. Some pupils, including disadvantaged pupils, have not achieved as they should. Pupils who are disadvantaged are not supported well enough. In some subjects, such as in English, pupils do not remember important knowledge as well as they do in others.

There are differences in the way some subjects plan learning. For example, in mathematics, pupils learn things which they will use in future lessons. Teachers identify how well pupils have remembered and understood key concepts. This encourages them to tackle challenging work. The strongest examples of this are in key stage 3 mathematics. Teachers are working hard to develop the same approach in key stage 4 mathematics. However, in English, there is not enough focus on what is being taught and when. Key stage 3 pupils do not always feel as challenged as they would like. They are not as well prepared for key stage 4 as they should be.

Pupils learn phonics sounds in French. This helps them pronounce words. Because of this, pupils speak new words with more confidence. This approach is new, and it is in the early stages of development. There is more work to do to encourage more pupils to study French beyond key stage 3.

In history, teachers plan some learning so that pupils learn more and remember more. This happens most in key stage 4. Teachers know pupils need to have the skills necessary to do well in final examinations. They also know that pupils need to

know important concepts to help them understand their work better.

School leaders are now thinking carefully about how subjects use assessment. Currently, assessment in some subjects does not focus enough on the most important key concepts. If pupils remembered these concepts, they would achieve more. Leaders intend to make sure that the use of assessment in all subjects is consistent.

Pupils are enthusiastic in their lessons. They behave well. They are keen to produce good work. The school aims to help all pupils become active and valuable members of society. Pupils enjoy their personal development lessons. They told us that the lessons give them the chance to discuss their views. Pupils are encouraged to think for themselves and to respect the opinions of others.

Pupils with SEND are completely included in the life of the school. They receive support in classrooms in a range of different ways. Pupils enjoy learning in the Hive, where there is the individual support they need.

School leaders know what they need to improve. They make changes to improve the school, of which staff are enthusiastic to be a part. Governors understand the need to review their work so that they can hold school leaders to account better.

Safeguarding

The arrangements for safeguarding are effective.

School leaders ensure that those pupils who are vulnerable are safe. The register which records the checks on all adults in school is thorough and compliant with all the legal requirements. These checks make sure that the adults the school employs are suitable to work with children. Staff and governors are regularly trained. There is a strong culture of safeguarding throughout the school. Pupils feel safe and they are confident that staff will support them and help them with any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The improvements leaders are making in some subjects, for example in mathematics, modern languages and history, are in the very early stages. In other subjects, the content has not been chosen and sequenced as well as it could be. This is particularly so in English, where the work in key stage 3 does not prepare pupils for their key stage 4 studies as it should. Leaders need to ensure that the content of plans in every subject is well chosen, sequenced and delivered so that pupils use prior learning to help them understand the next steps in their learning.
- The way in which assessment is used in the school lacks consistency. Not all curriculum leaders have identified the key concepts and components pupils need

to learn or used assessment effectively to identify if pupils know and remember them. Leaders need to ensure that assessment across all subjects revisits key concepts and components so that any gaps in essential learning are identified in a timely manner.

- Leaders have begun a programme of professional development which has the quality of education as a focus. They should ensure that curriculum leaders and teachers continue to receive the support they need through this programme so that they can plan and deliver an effective subject curriculum.
- In the recent past, some of those pupils who are disadvantaged have not achieved to their potential. Although the early signs inspectors observed during the inspection indicate that disadvantaged pupils are beginning to improve their work, there is still more to be done to support them. Leaders should ensure that they use the additional funds, that the school receives to support those pupils who are disadvantaged, effectively.
- The governing body is supportive and committed to improving the school further. However, governors are not holding leaders to account sufficiently. They should ensure that they have a detailed focus on all aspects of school performance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 121718 |
| Local authority | North Yorkshire |
| Inspection number | 10110575 |
| Type of school | Secondary comprehensive |
| School category | Foundation |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 468 |
| Appropriate authority | The governing body |
| Chair of governing body | Mr Peter O'Neill |
| Headteacher | Donna Mitchell |
| Website | www.holyfamilycarlton.org |
| Date of previous inspection | 6–7 June 2017 |

Information about this school

- Since the previous inspection, the school has had a number of changes of headteacher. The current headteacher was appointed in July 2018.
- The school was previously inspected under section 5 of the Education Act 2005 on 6–7 June 2017. A further progress monitoring inspection under section 8 of the Education Act 2005 was carried out on 5 December 2017.
- The school has a specially resourced provision for pupils with special educational needs and/or disabilities (SEND). The provision currently caters for 11 pupils who have autism.
- Currently, the school does not use alternative provision.
- The school caters for a wide range of SEND, including autism spectrum disorder and physical disabilities.
- The school has a Catholic character and promotes pupils' development through Catholic vision and principles.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Discussions were held with the headteacher, senior leaders and curriculum leaders for English, mathematics, history, modern foreign languages, science and business and enterprise.
- The lead inspector had a telephone conversation with a representative from the local authority.
- The lead inspector met with members of the governing body.
- The subjects which were considered as part of the inspection, through the deep dive methodology, were English, mathematics, history and modern foreign languages. As part of the deep dive methodology, inspectors visited lessons, talked to the curriculum leader for each subject, held discussions with the teachers and pupils from the lessons visited, and scrutinised pupils' work.
- To inspect safeguarding in the school, inspectors scrutinised the school's single central register, relating to the safe recruitment of those adults who work with pupils, along with records relating to safeguarding. Inspectors also held discussions with staff and pupils as well as with the designated safeguarding leader for the school.

Inspection team

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