

Inspection of a good school: Holy Family Roman Catholic and Church of England College

Pot Hall, Wilton Grove, Heywood, Lancashire OL10 2AA

Inspection dates:

25 and 26 January 2022

Outcome

Holy Family Roman Catholic and Church of England College continues to be a good school.

What is it like to attend this school?

Pupils like coming to this school. They told inspectors that it is a safe place where they learn well. Pupils are well known by staff. The staff's detailed knowledge of each pupil as an individual is a strong characteristic of this school. This means that pupils feel well cared for and feel valued.

Pupils told inspectors that they have few concerns about harmful behaviour, including bullying. They know how to report any worries if they do occur. Staff resolve such issues quickly and effectively.

Pupils concentrate well on their work in lessons. Most pupils also behave well and enjoy positive relationships during social times.

Staff and governors set high expectations for pupils' achievement. Pupils benefit from a well-structured curriculum. They achieve well. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.

Pupils enjoy the strong wider curriculum that leaders provide. This includes clubs and visits, such as residential trips to the Lake District. Pupils take on leadership and representative responsibilities, such as being members of the school council. All pupils are engaged in the range of charity work that the school supports.

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

Leaders and governors keep a close eye on how well pupils progress through the curriculum. They check that all pupils are on course to realise the high ambitions that leaders have for them. This vigilance helps to ensure that pupils achieve well across the subjects that they study.

Pupils benefit from studying a broad range of subjects in each key stage. Leaders are clear about the essential knowledge that pupils need to learn. They make sure that subject curriculums are well organised. Pupils' learning especially flourishes at key stage 3. Leaders provide very ambitious curriculums at this key stage. The same leaders have adapted curriculums at key stage 4 carefully to support pupils as they returned to school after COVID-19 lockdowns. Teachers support pupils to achieve well by securing and building upon key knowledge.

Leaders and teachers have strong subject knowledge. They use their subject expertise well to plan activities that engage and inspire pupils. Teachers check pupils' knowledge and understanding carefully. They spot and address pupils' misconceptions quickly and skilfully. This helps pupils fully and confidently to grasp the essential knowledge that they have been taught.

Leaders waste no time in identifying pupils who find reading more difficult. They provide a reading curriculum that supports these pupils to catch up quickly. This helps these pupils to read confidently and fluently and to learn well across subjects.

Leaders identify the needs of pupils with SEND accurately. They provide staff with useful information and training. This ensures that teachers and other adults know these pupils well. Pupils with SEND achieve well. They join in with, and enjoy success across, all aspects of school life.

Pupils behave well in lessons. They listen, contribute confidently and learn without disruption. Most pupils also behave well between lessons and at social times. They are friendly, sociable and have fun. A minority of pupils fail to behave well enough at break and lunchtimes. They cause low-level disruption. Some are not punctual to lessons. In response, leaders have recently strengthened the school's behaviour and rewards system. Pupils and staff are clear about behaviour expectations and how poor behaviour should be addressed. There are early signs that the conduct of pupils at social times is improving.

The personal development curriculum provides pupils with the key knowledge that they need to be responsible citizens. This includes age-appropriate relationships, sex and health education.

Leaders do not provide all pupils with a fully effective careers education, information, advice and guidance programme. Some pupils told inspectors that they would like more information and guidance about the careers that are available.

Staff told inspectors that leaders support their well-being and workload effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is an effective culture of safeguarding.

Leaders make sure that staff are clear about the dangers that pupils may face in or outside of school. This includes peer-on-peer abuse. Staff are alert to the signs that pupils are at risk of harm.

Pupils seek help from staff when they need it. Staff report concerns about pupils in a timely manner. They quickly identify whether pupils require additional support from external agencies. Leaders ensure that pupils and their families get the help that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A minority of pupils do not routinely behave well at social times. The poor behaviour of these pupils stands out among the otherwise positive culture of behaviour across the school at these times. Leaders and staff should apply the behaviour policy consistently and swiftly to eradicate these pockets of poor behaviour.
- The careers information that leaders provide for some pupils is insufficient. These pupils do not receive enough information or the information that they need at the right time. Leaders should review planning and delivery of the careers education, information, advice and guidance programme, so that all pupils receive relevant information at appropriate times.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2013.

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 information from Ofsted Parent View 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 are the school and you are 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

Unique reference number	131726
Local authority	Rochdale
Inspection number	10204452
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	750
Appropriate authority	The governing body
Chair of governing body	John McAuley
Headteacher	Karen Ames
Website	www.hfch.co.uk
Date of previous inspection	28 February 2017, under section 8 of the Education Act 2005

Information about this school

- Holy Family Roman Catholic and Church of England College is part of the Church of England Diocese of Manchester and the Roman Catholic Diocese of Salford.
- The school's most recent section 48 inspection took place in April 2015.
- The school does not make use of alternative provision for pupils.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders.
- The lead inspector met with a group of governors. This group included the chair of governors.
- The lead inspector met with representatives of the diocese.
- The lead inspector met with a representative of the local authority.

- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked the pupils how they learn to keep themselves safe and what to do if they have any concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's online survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's online survey for pupils.
- Inspectors considered the views of the parents who responded to Ofsted Parent View. This included the free-text responses.
- Inspectors carried out deep dives in English, mathematics and Spanish. In these subjects, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and looked at samples of pupils' work from some other subjects.

Inspection team

Stephen Ruddy, lead inspector

Ofsted Inspector

Dawn Farrent

Ofsted Inspector

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