

# The Holy Family Catholic School

## Inspection report

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<b>Unique Reference Number</b>	107428
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	324569
<b>Inspection dates</b>	9–10 December 2008
<b>Reporting inspector</b>	Vincent Ashworth HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	923
Sixth form	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon S Gilligan
<b>Headteacher</b>	Mr Lawrence Bentley
<b>Date of previous school inspection</b>	7 December 2005
<b>School address</b>	Spring Gardens Lane Keighley West Yorkshire BD20 6LH
<b>Telephone number</b>	01535 210212
<b>Fax number</b>	01535 210242

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

The Holy Family Catholic School is average in size. It serves both urban and rural communities, which include some districts that experience social and economic disadvantage. There are more girls than boys. The proportion of students from minority ethnic groups has increased significantly in recent years and is around the national average. The largest minority ethnic group is Pakistani. The number of students who are new to the English language has also increased and is higher than average. Around one quarter of students has learning difficulties and/or disabilities, and the proportion of students with a statement of special educational need is broadly average. A small number of students receive support from the school's Autistic Spectrum Disorder (ASD) unit. The sixth form is run jointly with a local high school. The school has been a specialist language college since 1999 and has achieved the International School award three times.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to achievement and standards.

The overall effectiveness of the school has declined since the last inspection and is now inadequate. Students enter the school with standards that are broadly average.

Overall standards by the end of Year 11 remain broadly average. However, this masks some significant underachievement that has persisted over time. Students make slow progress based on their starting points. Core subjects are weak: the proportion of students making two levels progress in English and mathematics at Key Stage 4 is low and declining. Standards in English are too low and achievement is inadequate. Provisional Key Stage 4 results for 2008 indicate that the proportion of students gaining at least five A\* to C GCSE grades including English and mathematics is well below average. The progress made by girls, in particular those of higher ability, and Pakistani boys is exceptionally slow. Systems and procedures for monitoring students' individual progress are still at an early stage of development and have not previously been sufficiently robust or accurate. Weaknesses in subject leadership have meant that information on students' progress has not been used sufficiently well to pinpoint underperformance and target appropriate intervention. Decisive action taken by the new headteacher, along with a strong commitment from the senior team and a shared aspiration for the school's future, has increased the school's capacity for further improvement. This is evidenced by the improvements already made in attendance, behaviour and standards of uniform. This has led to significantly improved attitudes to learning throughout the school. Initiatives, such as the introduction of a whole-school approach to tracking students' progress, and the development of teaching and learning, are at varying but early stages of implementation. As such, they have not yet had time to impact on achievement and standards.

The atmosphere around the school is warm and friendly. Relationships between teachers and students are very good and built upon mutual respect. Attendance figures show that students enjoy coming to school. The school's mission, founded on a strong sense of fellowship, is manifest in its caring ethos, students' good spiritual, moral, social and cultural awareness and good provision for students' personal development and well-being. The school is well regarded in the communities it serves.

The school is in its third phase as a specialist language college and continues to meet the majority of its targets. Teaching and learning in modern foreign languages are good, but this good practice needs to be shared more widely across the rest of the school. The specialist programme is well led and managed. Specialist status has been used effectively to support the teaching of modern foreign languages in partner primary schools. Members of the local community have benefited from well planned courses in French, Italian and Spanish and students have gained from a wide range of international, cross-curricular trips and visits.

## Effectiveness of the sixth form

### Grade: 3

This is a satisfactory sixth form. GCE AS and A-level pass rates are in line with national figures. Pass rates at high grades are lower than average. The majority of students make satisfactory progress. Students on applied business and information and communication technology (ICT) courses make slow progress: examination results for these courses are well below average. Students' achievements in English literature and general studies are good. The quality of teaching varies between subjects but is good overall. The best learning occurs in lessons where teachers are skilful in allowing learning to emerge from the students themselves. Students understand their individual targets and teachers monitor them closely. The curriculum is satisfactory. Students have an appropriate choice of GCE AS and A-level courses and a level 2 vocational course is matched well to students' needs. The range of activities to enrich students' learning and enhance their skills is too narrow and is not well coordinated. Students feel that their opinions are respected and that they are well cared for and guided. They enjoy their time in the sixth form and appreciate the benefits of continuing to study in the familiarity of a friendly school environment. Arrangements for pastoral care and support for students who fall behind with their work are strong. Collaboration with other local providers of post-16 education is good. Leadership and management of the sixth form are satisfactory.

### What the school should do to improve further

In order to improve students' achievement and standards, the school should:

- raise standards in core subjects, especially in English
- increase the proportion of good and outstanding lessons
- ensure that information on students' performance is used consistently and effectively to meet challenging targets
- ensure that subject leaders are equipped with the skills to implement actions for improvement and eradicate underperformance.

## Achievement and standards

### Grade: 4

Overall standards at Key Stage 3 are broadly average and have barely improved since the last inspection. Progress made by students during Key Stage 3 is unsatisfactory as results in national tests taken in Year 9 show significant variation from one year to the next. Provisional results from national tests taken in 2008 show that standards in English and mathematics remain broadly average. Standards in science have declined and are below average. The school did not meet its targets for English and science in 2008.

Overall standards at Key Stage 4 improved from well below average in 2007 to broadly average in 2008. However, statutory targets set by the school were not met for this key stage. Too many students do not make satisfactory progress and attain the grades they are capable of. Therefore achievement is inadequate. Girls and Pakistani boys do not achieve their full potential. Achievement and standards in English have declined significantly and are inadequate. GCSE results in science improved in 2008 and were higher than average. Results in languages, humanities and physical education are good because teaching is strong in these subjects. Results in religious education, design and technology, business and art are poor. Students with learning difficulties and/or disabilities receive good specialist support both in and out of lessons: this

results in them making satisfactory progress. In the sixth form standards are broadly average and achievement is satisfactory.

## **Personal development and well-being**

### **Grade: 2**

The school is a harmonious community where students from very different backgrounds relate well to each other. The aims and values of the school promote good spiritual, moral, social and cultural development and language college status supports this further by ensuring that all students gain a global perspective. As a result of the very clear systems of rewards and consequences that have been put in place, behaviour has improved and is now good, both in lessons and around school. There have been no permanent exclusions from the school and fixed term exclusions are very low. Attendance overall is good. Students report that they enjoy school and they feel very safe and secure. Students are rightly proud that there are very few incidents of bullying or racism and when they do occur they are dealt with appropriately. Students respond well to the provision put in place to promote a healthy lifestyle. They eat healthily when at school, participate fully in physical activities and feel positive about themselves. Students, including members of the school council, sixth form 'buddies' and mentors, make a good contribution to the life of the school and the local community. They are very generous with their time and contributions. Students leave the school with the advice and confidence necessary to progress into further education, training and employment. The school is acutely aware of the need to increase the number of students leaving school with strong literacy, numeracy and ICT skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Inspectors agree with the school that the quality of teaching and learning is satisfactory in the main school and good in the sixth form. However, there is insufficient good or better teaching to accelerate the pace of students' progress. As a result, examination results for the past three years have been lower than they should have been. Teachers have recently developed policies which correctly identify the characteristics of good teaching. Senior leaders and some subject leaders are beginning to put in place a range of measures to ensure that all teaching mirrors the good practice model. This is beginning to improve teaching and learning. However, in too many lessons, teachers' planning does not ensure that students of all abilities are challenged sufficiently; in others too much teacher direction does not allow students to become independent thinkers and learners. Subject teachers are only now beginning to use the recently developed good data systems to identify underachieving students and implement strategies to bring about improvement. Because these improvements have only recently been introduced, they have yet to show impact on examination results. Relationships between teachers and students are good, as are students' behaviour and attitudes in lessons. The school has established a good climate for learning.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets statutory requirements and provides a satisfactory range of courses and subjects. Leaders and managers are aware that more needs to be done to promote students'

literacy and numeracy. There is currently adequate provision through a range of college based courses to enable students at risk of becoming disaffected to succeed. This has ensured that every student leaves school with a qualification and is able to progress into further education or training. In order to better meet students' full range of needs at Key Stage 4, the school has correctly identified the need to include more vocational options and alternative curriculum provision for the most vulnerable students. Provision in modern foreign languages, which includes a wide range of languages, is popular with the students. The personal and careers curriculum and the range of extra-curricular activities are good.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Arrangements for child protection and ensuring safety in school are sound. Pastoral support is strong throughout the school. Students receive high quality information, advice and guidance enabling them to make informed choices about their future. Support for individual students is good.

As a result of the inclusion team working in partnership with external agencies and parents and carers, the needs of vulnerable students, including looked after children and students new to the country, are well met. The designated specialist provision has rightly earned its growing reputation for providing high quality care and support for students with ASD. Students generally know their learning targets. However, the monitoring of students' academic progress has not, until recently, been sufficiently well coordinated to prompt rapid enough intervention to address underachievement. A new system for collecting and analysing data relating to students' progress has been introduced. It is too early to establish the impact of new systems on the rate of students' progress.

## **Leadership and management**

### **Grade: 3**

The recently appointed headteacher is leading the school well. With the active support of the senior leadership team, he has rapidly diagnosed the school's strengths and areas for development. Based on his clear and ambitious vision for improvement, a realistic agenda for development has been set in place and staff are responding well to the open approach to management and the increasing levels of accountability for their performance. As a result the school has a better understanding of where it needs to focus its efforts in order to raise achievement and standards to the expected levels. Planning has improved at whole school level, evidenced by the revised school improvement plan. This is sharper and more focused than in the past and directly addresses the areas for development identified in the school's self-evaluation of its performance. At subject level, the analysis of student performance data has not been sharp enough to guide planning and teaching. Leaders and managers are now using challenging targets but these have not been in place long enough to impact on examination results. A 'classroom practice guide', produced in consultation with teachers, includes many aspects of good practice intended to improve teaching, but leaders need to ensure that this is being used consistently. The role of middle leaders is developing appropriately and procedures are being put in place to hold them more fully to account.

Work both within the school and with a diverse range of partners, strong parental links and specialist college activities are making a strong contribution to promoting community cohesion.

Safeguarding arrangements meet statutory requirements. The governing body plays a satisfactory role in the leadership of the school. The quality and breadth of information provided for the governors has recently improved. The insufficient amount of high quality teaching, poor results in English and inadequate progress made by groups of students at Key Stage 4 mean that the school does not currently provide value for money.



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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>	<b>16-19</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	3
Effective steps have been taken to promote improvement since the last inspection	No	NA
How well does the school work in partnership with others to promote learners' well being?	2	2
The capacity to make any necessary improvements	3	3

**Achievement and standards**

<b>How well do learners achieve?</b>	4	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	4	3
How well learners with learning difficulties and/or disabilities make progress	3	

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

### Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
The extent to which learners enjoy their education	2	
The attendance of learners	2	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
How well are learners cared for, guided and supported?	3	3

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively leaders and managers use challenging targets to raise standards	4	
The effectiveness of the school's self-evaluation	3	3
How well equality of opportunity is promoted and discrimination eliminated	3	
How well does the school contribute to community cohesion?	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	Yes	

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming my colleagues and me to your school. We found it particularly helpful to hear your views about the school. Some of you commented that you had concerns about the standard of behaviour in the school. A small number of parents also reinforced this view. We looked into this very carefully and noticed that Mr Bentley has worked very hard since starting at the school to introduce systems and procedures to improve behaviour. I am pleased to say that we saw a clear improvement and judged behaviour in lessons and around the school to be good. Well done! The respect you show for each other and your teachers, the fact that your attendance is improving and the way you come to school in the correct uniform all indicate a good attitude to learning. Many of you make a positive contribution to the school and wider community by getting involved in charity work and mentoring, for example. The real strength of your school is in the quality of care and individual support you receive.

We consider that most aspects of your school are satisfactory, but that you all need more support to reach higher standards and make more progress in your learning. Some of you do not get the grades you are capable of in national tests and GCSE examinations. Too many of you leave school without a qualification in English. We have decided that the school should be given a notice to improve which means it will be inspected again in about a year's time. Another inspector will visit during the next year to check on the progress that is being made.

Mr Bentley and all the staff have high aspirations for the future development of your school and are committed to improving achievement and standards. We have asked Mr Bentley and the staff to concentrate on making sure that all your lessons are equally good and to monitor your progress very carefully so that you all achieve your very best.

I wish you every success for the future.