

The Holy Family Catholic School

Inspection report

Unique Reference Number	107428
Local Authority	Bradford
Inspection number	336880
Inspection dates	3–4 February 2010
Reporting inspector	Clive Moss HMI

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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	923
Of which, number on roll in the sixth form	118
Appropriate authority	The governing body
Chair	Canon S Gilligan
Headteacher	Mr Lawrence Bentley
Date of previous school inspection	9 December 2008
School address	Spring Gardens Lane Keighley West Yorkshire BD20 6LH
Telephone number	01535 210212
Fax number	01535 210242
Email address	hfcschool@holyfamily.ngfl.ac.uk

Age group	11–18
Inspection dates	3–4 February 2010
Inspection number	336880

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 33 lessons, observing 33 teachers for a total of 16.5 hours, and held meetings with governors, staff, groups of students and telephone discussions with parents and carers. They observed the school's work; talked with students around the school; looked at students' work, the school's plans, policies, data on students' progress, and records relating to behaviour, support for students and lesson observations carried out by the school; and analysed questionnaires completed by students and members of staff for the inspection, and 62 questionnaires returned by parents and carers.

- students' progress, including how well the school identifies students at risk of underachieving and how effectively it intervenes to provide support
- the quality of teaching, including how well teachers use information about students' progress to plan lessons that are appropriately challenging
- how well the school uses information about students' attainment and progress to set and meet challenging targets
- how effectively subject leaders promote improvements in teaching and tackle students' underachievement.

Information about the school

The Holy Family Catholic School is an average-sized secondary school. The proportion of students from minority ethnic groups is above average. The proportion of students whose first language is not or is believed not to be English is well above average. The proportion of students with special educational needs and/or disabilities is average, overall, but is above average for those with a statement of special educational needs. The school contains specialist provision for pupils with autistic spectrum disorder (ASD). Sixth form provision is shared with another school. The school is a specialist languages school and has achieved the International School award. The school was given a notice to improve at the previous inspection in 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The Holy Family Catholic School provides a satisfactory education for its students and is improving rapidly. It has some good features, notably the care guidance and support provided and the range of opportunities provided for students by the curriculum, in particular opportunities for their spiritual development. There have been significant improvements at the school since the last inspection. The rate of progress made by students in their learning has been historically low, but is now satisfactory. Students' results in public examinations are broadly average. The proportion of students achieving a top grade GCSE in modern foreign languages has been almost twice the national average in each of the last two years. Students' attendance is above average.

The quality of teaching is satisfactory. Most students say they learn a lot in lessons. There are, however, variations in the quality of teaching and learning. For example, the best practice in teachers' use of data and assessment seen during the inspection is not used consistently in all lessons. The curriculum provides a broad range of experiences that support students' development and well-being, including exceptional opportunities for international visits. There are, however, insufficient opportunities for students to apply and extend their skills in information and communication technology (ICT). The care, guidance and support provided for students promote their learning well. Students with ASD are fully integrated at the school and make good progress. There is a strong focus on providing individual interventions for students needing additional support, from those at risk of exclusion to those who speak English as an additional language. This support has been effective, for example in ensuring that there have been no permanent exclusions at the school this year and in increasing the proportion of students who speak English as an additional language achieving good examination results. Students say they want better careers advice and clearer explanations of their choices for Key Stage 4 and post-16.

The rapid improvement at the school since the last inspection is the result of rigorous monitoring and evaluation of the work of the school by leaders and managers, in pursuit of the challenging targets they have set for students' attainment. As a result, students' attainment and the level of progress they make are improving at a faster rate than nationally. The school has good capacity to improve further. The school does not, however, currently undertake a sufficiently rigorous analysis of students' participation in the wide variety of enrichment and extra-curricular opportunities it provides to ensure that all groups are fully represented and benefiting equally. Students are provided with many high-quality opportunities to contribute to their school and local community, to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

which they respond well, but aspects of the school's formal duties to promote community cohesion have not been completed.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - - ensuring consistent use of the best practice seen at the school in assessing students' progress and giving them guidance on how to improve
 - - ensuring that students have sufficient opportunities to apply and extend their skills with ICT.
- Analyse pupils' participation in the wide range of opportunities provided by the school with the same level of rigour and detail used for students' attainment.
- Improve the quality of information, advice and guidance provided to students, so that they understand clearly the full range of options available for Key Stage 4 and post-16, in time for the next occasions when students make their choices.
- Complete the formal requirements of the school's duty to promote community cohesion by the start of the next academic year by:
 - - undertaking a more rigorous analysis of the school's context in terms of the religious, ethnic and socio-economic characteristics of the community in a local, national and global context
 - - ensuring that the actions the school takes to promote community cohesion relate to that analysis
 - - evaluating the impact of the school's work across the three different strands.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Students enter the school with slightly lower levels of skills than average. The progress made by all groups of students, including those with special educational needs and/or disabilities and those whose first language is not or is believed not to be English has improved rapidly and high-quality data held by the school indicates that it continues to do so. Most students enjoy their education. This is shown in the comments they made to inspectors and in surveys carried out by the school and for the inspection, and in their response in lessons. In the best lessons seen during the inspection students made good progress as a result of a good range of teaching styles, which sustained students' interest, and good use of support from other adults. The school monitors differences in the progress made by different groups of students assiduously and takes effective action to reduce these differences. For example, the progress made by boys of Pakistani heritage, which was identified at the last inspection as an area for improvement, is now similar to that of other students at the school. The proportion of students who gained five or more GCSEs is well above average. In 2009 almost all students went on to further education or training after Year 11.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspectors found students' behaviour to be good and most parents and carers think the school deals effectively with unacceptable behaviour. Students make a good contribution to improving behaviour and tackling bullying. For example, Year 10 students have been trained as 'conflict mediators', working with a national charity concerned with helping young people prevent violence and contribute to their local community. The atmosphere around the school is harmonious. Students told inspectors that instances of racial intolerance are rare. Such instances are logged, along with the action to deal with them, and are few in number. Most students say they feel safe at school.

Many students take part willingly in a variety of opportunities to contribute to their school community, for example as members of the junior leadership team. These experiences improve students' confidence and self-esteem. Students respond very well to the numerous, carefully planned opportunities for their moral, social, cultural and, particularly, spiritual development. During the inspection, Year 8 students listened carefully and took part actively in an assembly about the ill effects of gossiping. Students have raised several thousand pounds for a variety of local, national and international charitable causes, as well as for improvements to their school. The school receives requests routinely for students to be involved in community activities because students' contribution is valued. For example, students meet weekly with many local, older people through an initiative called 'Building Bridges'.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The extent of pupils' spiritual, moral, social and cultural development

2

How effective is the provision?

In the lessons observed at the school students were provided with a supportive environment in which to learn skills and develop their understanding. Lesson planning was often thorough and made good use of information about students' current levels of attainment to plan appropriate work for different groups. Teachers used questioning techniques effectively to increase students' understanding. Students knew their targets, which are set at a demanding level, and understood how well they were performing in tests and examinations. In the best lessons teachers used several techniques to identify frequently how well students were doing, but this was not done consistently well in all the lessons, so that students were not always provided with clear guidance about how to improve their work. Also, the marking of students' work did not always provide clear information on how to improve. In less successful, but still satisfactory lessons, much time was spent on teachers' talking, with limited opportunities for pupils to participate actively, resulting in slower progress.

The curriculum ensures that all students are provided with effective opportunities for learning. The range of courses is being expanded to include more opportunities for students at risk of disengaging from learning. Such developments contribute to students' positive attitudes towards education, as demonstrated by the very high proportion staying in education post-16. There are good arrangements across the curriculum for students to acquire and apply literacy and numeracy skills. Enrichment and extra-curricular activities are varied, have a high take-up by students and are much enjoyed.

The school provides a welcoming environment, to which students respond well. There are good arrangements to support the transition of students into and through the school that have contributed to a rise in the number staying into the sixth form. Support for individual students needing additional help is very effective, especially for those with ASD. Attendance has improved as a result of successful work by the school and is now among the highest in the local area. The school has appointed an 'access officer' to assist students who are injured or ill. The school uses bursaries to enable students who might otherwise be unable to do so to take part in the excellent range of international and other visits provided. The school provides good information to parents and carers about their children's learning. It has improved the quality of the information and the frequency with which it provides it. A small minority of parents and carers feel, however, that they do not get enough help to support their children's learning.

These are the grades for the quality of provision

The quality of teaching

Taking into account:

The use of assessment to support learning

3

3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has established a strong drive for improvement at the school, with an unequivocal focus on improving the quality of teaching and learning, and secured the commitment of other managers and members of staff to achieving this. Good teaching practice developed as part of the school's specialist status is now being shared more widely across the school. As a result, the proportion of good and better teaching has increased since the last inspection.

The school's commitment to including all groups of students is evident in the generally harmonious relationships, integration of students with ASD and the improvements in the achievement of previously underperforming groups of students. The school gives careful consideration to the needs of Muslim students and is popular with parents and carers from the Muslim community locally. The school works well with a range of partners to provide a broader range of learning opportunities for students than would otherwise be available including, for example, keeping students at risk of exclusion in full-time mainstream education. The governors have ensured that policies and procedures to safeguard students are well thought out and reviewed regularly. Records are maintained meticulously. Many activities at the school enable large numbers of students to contribute well to their school community and beyond, but the school has yet to complete the formal aspects of its duty to promote community cohesion. The school makes use of an increasingly broad range of methods both to inform and involve parents and carers. For a small minority of parents and carers, however, communication with the school remains difficult.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

<p>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms</p>	
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Students make satisfactory progress from their starting points and reach broadly average standards of attainment. Students enjoy being in the sixth form. The personal development and well-being of students is good. They make an important contribution to the school by taking on a variety of roles, including providing support for younger students in the main school and taking a leadership role on the junior leadership team. The best lessons seen in the sixth form provided a good level of challenge to students, but this was not consistent across all lessons. In the best lessons teachers made skilful use of questions to prompt longer and more considered responses from students and were not satisfied with simple answers. These teachers used their subject knowledge and personal experience well to motivate students and guide them on how to improve. The school has good-quality information about the attainment and progress of students, but this is not yet used consistently to evaluate the quality of teaching and to plan lessons. As a result, the progress made by students varies considerably between subjects. Recent improvements to the curriculum have encouraged more students to enter the sixth form. Students say they receive good-quality advice and support concerning their future options after the sixth form, which enables them to make sensible, reasoned choices. A high proportion of students complete their chosen courses and go on to further education, training or employment, many into higher education. There has been a significant increase in the level of attention given to students' academic progress by senior leaders in the sixth form since the last inspection. This corresponds with improvements evident in the main school. Procedures for monitoring the quality of teaching in the sixth form also now match those in the main school. The improvements made since the last inspection have resulted in a significant increase in the proportion of students staying on into the sixth form. There has not yet been sufficient time, however, for the improvements to produce better rates of progress and higher levels of attainment.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	2

Views of parents and carers

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Parents and carers are supportive of the school and a very large majority are happy with their children's experience. Most parents and carers think that their children enjoy their education, that their children are kept safe and that the teaching is good. A small minority of parents and carers think that their children are not making enough progress, that they are not helped to support their children's learning and that the school does not meet their children's particular needs. Inspectors found that students generally enjoy their education, are kept safe and make satisfactory progress and that the quality of teaching is satisfactory. Since the last inspection the school has improved the quality of information it provides to parents and carers and increased the range of methods and opportunities for parents and carers to receive it. The care, guidance and support for students are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Holy Family Catholic School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 923 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	29	40	65	3	5	1	2
The school keeps my child safe	22	35	34	55	5	8	1	2
The school informs me about my child's progress	23	37	35	56	3	5	0	0
My child is making enough progress at this school	14	23	35	56	10	16	3	5
The teaching is good at this school	13	21	38	61	8	13	1	2
The school helps me to support my child's learning	14	23	33	53	12	19	1	2
The school helps my child to have a healthy lifestyle	9	15	50	81	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	16	40	65	8	13	0	0
The school meets my child's particular needs	14	23	32	52	12	19	4	6
The school deals effectively with unacceptable behaviour	11	18	39	63	9	15	2	3
The school takes account of my suggestions and concerns	8	13	42	68	8	13	2	3
The school is led and managed effectively	16	26	29	47	13	21	0	0
Overall, I am happy with my child's experience at this school	21	34	30	48	9	15	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



05 February 2010

Dear Pupils

Inspection of The Holy Family Catholic School, Keighley, BD20 6LH

Thank you for talking to my colleagues and me and making us welcome when we visited your school recently. The inspectors spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by you and your parents and carers, and spoke with some of your teachers. Here is a summary of the main findings, which I hope will be of interest to you.

- The Holy Family Catholic School provides you with a satisfactory education.
- You make satisfactory progress from your starting points when you join the school. Your results in public examinations are average, although you do very well in modern foreign languages. Most importantly, the progress you make and your results in examinations are rapidly getting much better. In the sixth form, you also make satisfactory progress and reach average levels of attainment.
- Your attendance is above average.
- Your behaviour is good. The inspectors found you to be friendly and polite.
- The school is particularly good at promoting your spiritual development.
- Many of you take part in a wide variety of activities that involve you in helping the school and others in the local community and beyond.
- You have a good range of courses to choose from and these are helping many of you to do well in examinations. The range of international visits that you can go on is particularly impressive.
- The school provides those of you who need additional help with good support.
- Most of your parents and carers support the school and think it is doing a good job.
- The headteacher and the staff at the school have a good understanding of what needs to be done to make things even better. They have made a concerted effort to improve the school since the last inspection, so that it no longer needs a notice to improve.

I have asked the headteacher and the staff to make further improvements, however, so that teachers make sure all of you are clear about what you need to do to improve your work. I want them also to increase the opportunities for you to practise and improve your ICT skills in different subjects. I want them to make sure that none of you misses out on the opportunities to make a contribution to the school and the community, or the

extra-curricular and enrichment activities at the school, by checking who is involved with as much effort as they check your progress. I want them to make sure all of you are clear about your options for Key Stage 4 and post-16. I have asked them also to complete some particular pieces of work to make sure that all of the different groups at the school continue to get good opportunities to gain experience and understanding of your own community and others different from your own. Many of you, I know, already make a very important contribution to the school and I am sure all of you will want to do everything you can to support the staff in making The Holy Family Catholic School better still.

Yours faithfully

Mr Clive Moss

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.