

The Holy Family Catholic School

Spring Gardens Lane, Keighley, West Yorkshire BD20 6LH

Inspection dates

1–2 May 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not yet been able to improve teaching sufficiently so that all groups of pupils make good progress.
- Governors have improved how they monitor the work of school, but they do not monitor the impact of the pupil premium or catch-up funding.
- Leadership of behaviour, attendance and pupils' personal development is weak.
- The quality of teaching, learning and assessment is inconsistent. Work can be too simple, which then leads to boys' disengagement.
- Poor behaviour and engagement in lessons affects boys' progress.
- Occasional name-calling means some pupils do not show respect for those who are different from themselves.
- Attendance remains below the national average, particularly for disadvantaged pupils.
- Overall, pupils made progress which is average compared to other schools nationally. However, this varies between different groups of pupils.
- Boys and disadvantaged pupils made weak progress in 2018.
- The progress of students who follow academic courses in the sixth form is improving but remains below average. This is as a result of the inconsistent quality of teaching.

The school has the following strengths

- The specialist provision for pupils with special educational needs and/or disabilities (SEND) provides pupils with first-class support. This prepares them well for the next stage in their education.
- Collaboration with local schools has improved the curriculum and strengthened governance.
- Girls make good progress in some subjects, particularly English.
- There are examples of high-quality teaching, which are now being shared more widely across the school.
- Sixth-form students studying vocational subjects make good progress. Leadership of the sixth form is effective.

Full report

What does the school need to do to improve further?

- Improve outcomes and the quality of teaching and learning, particularly for disadvantaged pupils, by ensuring that:
 - teachers have high expectations of pupils' work and their behaviour
 - the work that pupils are given is of sufficient difficulty to challenge their thinking
 - pupils present their work in a way which enables them to use it effectively for revision
 - pupils use a wider range of vocabulary in their writing in different subjects.
- Improve pupils' personal development, behaviour and welfare by:
 - developing a systematic approach, which prepares pupils for life in an inclusive modern Britain
 - providing age-appropriate advice and guidance for pupils and sixth-form students on health and relationships
 - improving attendance and punctuality, particularly for disadvantaged pupils.
- Improve leadership and management by ensuring that:
 - there is strong, strategic leadership of behaviour, attendance and pupils' personal development
 - interventions to support pupils with additional social, emotional and mental health needs are measured for impact
 - governors monitor the impact of the pupil premium and of the Year 7 catch-up premium
 - governors receive accurate and up-to-date information on attendance and behaviour
 - in the sixth form, work experience is undertaken by all students.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Following the previous inspection, various approaches were implemented to strengthen teaching and leadership and to learn from the best practice locally. However, the school has had to deal with significant safeguarding events. These issues were addressed thoroughly, but inevitably distracted leaders from improving teaching and developing the curriculum as much as they had hoped.
- Leadership of pupils' personal development and behaviour is weak. This has led to declining attendance and a lack of steer to staff on how to manage behaviour in lessons. The curriculum does not help pupils to develop an age-appropriate understanding of diversity, sex and relationships. Patterns of behaviour, exclusions and withdrawals from classrooms are not routinely analysed. This makes it difficult for leaders to prioritise their actions to ensure that behaviour and attendance improve.
- The curriculum is being strengthened with the support of specialist staff who work to advise curriculum leaders. For example, the improved mathematics curriculum now enables pupils to solve problems and reason mathematically. This is leading to rising attainment.
- The subjects that pupils are able to choose at key stage 4 have been changed so that pupils can now study subjects better suited to their interests and abilities. However, it is too soon to see the impact of this change on outcomes at the end of Year 11.
- Some pupils take part in extra-curricular activities, including community work, charity work and taking on leadership roles in school. However, participation rates are not monitored by leaders.
- The Year 7 catch-up premium is used to fund some additional reading for pupils who need extra help. However, leaders do not check what difference this is making to pupils' attainment in English and mathematics.
- Staff who responded to the questionnaire were, on the whole, supportive of leadership, but raised concerns about behaviour and how they are supported to deal with it.
- Following a review of the pupil premium after the previous inspection, spending is now targeted more precisely to boost disadvantaged pupils' progress. This is beginning to have a positive impact on disadvantaged boys.
- The improved information that teachers receive from the SEND leader is ensuring that the additional funding for SEND is having a better impact than it did previously. However, a very small number of parents are less positive about the impact of this aspect of the school's work. The interventions to support pupils with additional social, emotional and mental health needs are not routinely monitored to see what difference they are making.
- Leadership of the SEND specialist provision is effective. Staff are well trained and constantly re-evaluate their practice using national standards, such as the Autism Education Trust standards. The classrooms have been recently redesigned to ensure that they offer the best support for pupils. The outdoor area is now being redesigned to offer additional learning opportunities.

- The local authority has not supported the school since the last inspection. Support has been brokered through the diocesan director of education. This has enabled staff to improve their practice through collaborative working with staff from a nearby school. It has also enabled subject leaders to strengthen their curriculums so pupils gain deeper knowledge of different subjects.

Governance of the school

- Since the previous inspection, a review of governance made several recommendations. The governing body has acted on the majority of these recommendations but some are still to have a positive impact.
- Support from national leaders in education has been positive. Governors now ask relevant questions to challenge leaders on the quality of teaching and outcomes. The information they receive from middle leaders and the SEND coordinator is ensuring that governors have additional information beyond the data which is presented to them. However, the information they receive on attendance and behaviour lacks accuracy, which prevents them from monitoring these important aspects of the school.
- Governors do not ensure that the pupil premium funding leads to better outcomes for disadvantaged pupils. This is because the impact of the funding is not routinely monitored with sufficient precision. Moreover, governors have not yet ensured that the Year 7 catch-up funding is making a positive difference to those pupils who need additional support for English and mathematics.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. Staff are well trained. Staff who were questioned by inspectors knew what they must do if faced with a safeguarding concern. Training for staff and designated safeguarding leaders is up to date and meets current safeguarding requirements.
- Arrangements for vetting new members of staff are secure.
- While there is a proactive approach to safeguarding by leaders, pupils have gaps in their understanding of sexual consent and healthy relationships. This is the result of the weak personal and social education programme.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is too variable across the school. This has, over time, led to weak outcomes in some subjects and underachievement, mainly of boys and disadvantaged pupils.
- Expectations are low in too many lessons. In physical education (PE), pupils spend too long getting changed, leaving little time for physical activity. Challenge in PE lessons is low. In languages, teachers shy away from speaking to pupils in the target language. In mathematics, work is sometimes unnecessarily repetitive, when it is clear pupils are ready to move on. Across different subjects, teachers do not always manage boys'

behaviour effectively.

- Work is not always challenging. Inspectors saw pupils completing work which had previously been successfully completed, so nothing new was being learned. Work is sometimes too simple or does not build on pupils' previous learning. This means that the use of assessment information to plan learning is inconsistent.
- Pupils sometimes do not present their work neatly. This makes it difficult for them to use their books for revision.
- There are teachers across the school who are models of best practice. These teachers have the ability to enthuse through their own passion for the subject. Their pupils behave impeccably and engage with the learning. There are signs of this strong teaching being spread more widely, supported by specialist leaders of education from other schools. This increases the school's capacity to sustain recent improvements made in the quality of teaching.
- Some teachers are extremely adept at questioning to get the best out of pupils. In one science lesson, for example, the teacher insisted that a pupil answered a question fully using the word 'organism'. Some use questioning to find pupils' common misconceptions and address them. For example, a mathematics teacher deliberately made an error when solving a simultaneous equation, then questioned pupils to ensure that they understood a commonly made error. This proved to be a 'light bulb' moment for pupils as they checked their work for the same error.
- Feedback to pupils is strong in some subjects, for example in English, where pupils are given precise advice on how to improve. This has had a good impact on girls' progress in English.
- Teaching assistants are used well in class to support the most able pupils as well as those with SEND.
- Pupils who access the SEND specialist provision are challenged well, and receive good-quality support. Teaching assistants know just how much to support and when to allow pupils to be independent. This ensures that they become confident, independent learners.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The curriculum has a limited impact on pupils' spiritual, moral, social and cultural development. Tutorial time, which takes place for 20 minutes each day, is not valued by pupils. This is because the teaching is not engaging, and the content is often not relevant or interesting.
- Pupils say they have received good advice about how to stay safe online, through work in dedicated personal, social and health education days and in assemblies. However, they said that they had not received advice on sex and relationships and health-related matters. This means there are gaps in their understanding of these issues.

- Most pupils feel safe and secure from any threats of bullying and harassment. The majority of pupils who were questioned by inspectors said that pupils of different faiths, sexuality and culture were welcomed in the school. However, some said that a minority of pupils do not show respect for those who are different from themselves.
- School records and the views expressed by pupils indicate that, other than occasional name-calling, bullying is rare. The majority of pupils said that when bullying does occur, it is promptly dealt with by staff.
- The personal development and welfare of pupils in the SEND specialist provision is exceptional. Staff are acutely aware of each pupil's needs as a result of strong relationships with parents and carers. Displayed 'life ladders' help each pupil to identify long-term goals, and the work they need to do to reach these end goals. Pupils work with members of society less fortunate than themselves, for example by working in the community shop and redistributing surplus food.

Behaviour

- The behaviour of pupils requires improvement.
- In lessons, pupils' behaviour is directly related to the challenge that is provided for pupils. Where teaching has pace, is interesting and relevant, and challenges all abilities, pupils respond with excellent behaviour. However, where teaching is repetitive and lacks energy, pupils, often the boys, do not listen and often chat to each other.
- Between lessons and at social times, pupils behave reasonably well. Some pupils chose to shout derogatory comments about the school when they saw inspectors. However, others were keen to tell inspectors about their positive experiences of school.
- Attendance is below average, particularly for disadvantaged pupils. Too many pupils are absent, particularly in Year 11, which inevitably disrupts their learning. Moreover, too many pupils are late for school in the morning.
- In the SEND specialist provision, pupils behave well. Pupils are taught to manage their emotions and talk about problems to avoid conflict. As a result, those who struggle with regulating their behaviour are supported well to do so, developing a good awareness of their own and others' feelings.

Outcomes for pupils

Requires improvement

- Over the past two years, across eight subjects at GCSE, pupils overall made similar progress to pupils nationally with similar starting points in Year 7. However, the progress of disadvantaged pupils has been well below that of others nationally and did not improve significantly between 2017 and 2018.
- The difference in progress between boys and girls was wider than the national difference in 2018. In general, girls made progress which was in line with girls nationally. Poor behaviour and a curriculum which was not always matched to boys' needs and aspirations were largely the cause of this gender gap.
- Inconsistencies in the quality of teaching mean that disadvantaged pupils' progress continues to lag well behind that of others. However, inspection evidence indicates that

disadvantaged boys are now making better progress than previously. This is the result of targeted intervention to support pupils.

- Pupils with SEND made weak progress in 2018. However, improved support for pupils, early identification of pupils' needs and better training for staff mean that pupils are currently making better progress than they did previously.
- In 2018, girls made good progress in English and English Baccalaureate subjects. Inspection evidence indicates that girls currently in the school continue to make good progress in these subjects. This is as a result of their generally good behaviour alongside high-quality teaching in some subjects.
- Pupils in the SEND specialist provision make good progress. They are well prepared and suitably independent to cope well in the next stage of their education.
- In lessons, teachers encourage pupils to read, to retrieve information and to summarise it. This develops pupils' literacy well. However, in their writing, pupils use a narrow range of vocabulary to express themselves.
- An improved mathematics curriculum is now beginning to have a positive impact. This is helping pupils to become more fluent when calculating and more able to solve problems mathematically.
- The proportion of pupils progressing into further education, employment or training is above the national average.

16 to 19 study programmes

Requires improvement

- Outcomes for students in the sixth form are improving over time. However, in 2018, students who studied A levels made on average less progress than their peers nationally.
- The minority of students who studied vocational qualifications made good progress in 2018, equal to that of the top 20% of students nationally.
- Teaching, learning and assessment are inconsistent in quality. Where students learn best, teaching is characterised by good questioning, which develops students' knowledge well, and students being well challenged. However, too often, there is a lack of urgency, poor use of time and vague points for improvement are given as feedback. Moreover, poorly presented work in books does not help students to use their work for revision.
- Students learn about topical issues in assemblies, such as bullying and knife crime. They raise money for charities and develop a good awareness of helping those less fortunate than themselves. However, there are gaps in their understanding of leading healthy lifestyles and relationships appropriate to their age.
- Students feel well supported. They say there is always someone to turn to if they have any personal issues or problems relating to their work. A good system of impartial careers guidance ensures that most secure a place in higher education, employment or further training.
- High levels of retention on academic and vocational courses mean that students are given good advice prior to them starting courses. They continue to receive good

support during their studies.

- Leaders have an accurate view of strengths and areas for further development. The work of leaders is having a positive impact. New arrangements for assessing students have led to them making better progress of late. A drive to improve attendance has also been very successful.
- There are some gaps in students' study programmes. For example, not all students do work experience, which is a requirement of the 16 to 19 study programmes.

School details

Unique reference number	107428
Local authority	Bradford
Inspection number	10087508

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

Type of school	Secondary Comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	929
Of which, number on roll in 16 to 19 study programmes	154
Appropriate authority	The governing body
Chair	Janet Farrell
Headteacher	Martin Hings
Telephone number	01535 210 212
Website	www.holyfamilyschool.uk
Email address	office@holyfamilyschool.uk
Date of previous inspection	10–11 January 2017

Information about this school

- This is an average-sized secondary school.
- The proportion of pupils supported by the pupil premium is average.
- The proportion of pupils from ethnic minority groups is above average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils who receive support for SEND is high in comparison with the national figure.
- The proportion of pupils who have an education, health and care plan is above that

found nationally.

- Seventeen pupils are supported by an on-site specialist provision for pupils who have autistic spectrum conditions.
- A very small number of pupils are educated off the school site using Tracks and Keighley College.

Information about this inspection

- Inspectors observed learning across a range of year groups and subjects. Many were jointly observed with senior leaders. Additionally, pupils' work was looked at to check on the progress they had been making over time.
- Meetings were held with pupils, students, senior leaders, other staff and members of the governing body. The lead inspector spoke with the director of education from the diocese of Leeds on the telephone.
- Inspectors analysed the 14 responses that had been submitted to the online questionnaire for parents (Parent View), the 48 staff questionnaire responses and 26 responses to the pupil survey.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings, and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, lead inspector	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Erica Hiorns	Ofsted Inspector
Lynn Kenworthy	Ofsted Inspector

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