

External Views: 2019

We are extremely proud of our students, staff and community. It is great to see all their hard work validated in the Diocese section 48 inspection and the Section 5 Ofsted inspection. Thank you to all parents and carers for your support in ensuring that everything is going in the right direction.

Mrs D. Mitchell
Headteacher

Mr P A O'Neill
Chair of Governors

Section 48 Inspection: June 2019

"The Catholic life of this school is outstanding."

"Relationships at all levels and across all areas of the school show respect to one another and a keen sense of belonging to a caring and supportive family."

"There is a great team spirit within the school."

"Pupils are engaged in lessons and concentrate well."

"Pupils, Catholic and non-Catholic alike, take part in opportunities to reflect during worship."

Catholic Life – Outstanding

Religious Education – Good

Collective Worship – Good

Areas for development

Assessment processes

Embed the new feedback policy

Develop further strategies to motivate disadvantaged and male pupils

Build more opportunities for stretch and challenge

Continue to develop teaching and learning and collective worship resources

Ofsted Section 5 Inspection: September 2019

Notes on the new Ofsted framework introduced nationally in September 2019:

- The Ofsted team undertake 'Deep dives' in 4 subject areas. At Holy Family they looked at English, Mathematics, Languages and History.
- Internal progress 'data' is no longer reviewed, Ofsted only use validated outcomes for Year 11. This year's results are not nationally validated until January 2020 which means that the data used by the Ofsted team was for 2016 - 2018.
- The new process involves looking at pupils work and talking to them about it. The team recognised that, as we were seen within the first two weeks of the school year, it was too early to see the evidence in books and assessments of the actions that we had already put in place.

Behaviour and attitude – Good

Personal development – Good

'Quality of Education' and 'Leadership and Management' – Requires Improvement

Safeguarding

"The arrangements for safeguarding are effective. School leaders ensure that those pupils who are vulnerable are safe."

"There is a strong culture of safeguarding throughout the school. Pupils feel safe and they are confident staff will support them and help them with any concerns."

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 bullying is rare. They said, if it does happen, staff sort it out so that it stops."

Summary of Strengths in areas looked at:

Mathematics: "Teachers identify how well pupils have remembered and understood key concepts This encourages them to tackle challenging work."

French: "Pupils learn phonic sounds in French. This helps them pronounce words. Because of this, pupils speak new words with more confidence."

History: "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 pupils need to know important concepts to help them understand their work better."

General: "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 the lessons give them the chance to discuss their views. Pupils are encouraged to think for themselves and to respect the opinions of others."

SEND: "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 improvement: "School leaders know what they need to improve. They make changes to improve the school, which staff are enthusiastic to be a part of."

Identified Areas for Improvement and Actions

Area Identified	Actions
Content and sequencing in KS3 English.	Revised scheme of learning introduced.
Check content and sequencing in other subjects.	Schemes of learning adapted.
Consistency in assessment.	Assessments adapted to test key concepts and components in all subjects.
Continue programme of professional development focusing on subject curriculum and latest research on assessment.	Programme already in place for 2019/20.
Build on the work that is already having an impact on the progress of disadvantaged pupils.	Continue with revised model of support for disadvantaged pupils. Review spending of pupil premium to look at impact on outcomes for disadvantaged students.
Governors monitoring of outcomes and impact of strategies for groups of pupils, especially those who are disadvantaged.	Revised governance questions and support around all aspects of school performance (including attendance, attitude to learning, attainment and progress of disadvantaged students).

The full inspection reports can be found on our website.