



Holy Family Catholic High School

Quality of Education

Our Mission Statement

Together we step out in faith, knowing that Christ is with us and **united as a holy family**.

We commit to ensure that each child realises their full potential, **growing in wisdom and grace**.

Holy Family Catholic High School places Christ at the heart of everything we do and openly gives witness to the Catholic **values of love, compassion, forgiveness and reconciliation** in our daily work.

Our School Prayer

God you have made us your Holy Family,

with Christ, the Church and each other.

In Jesus may we learn the joy in forgiveness;

Mary the Mother of God let us find comfort through our love of others;

May the example of Joseph help us grow as we serve.

Make our family an instrument of your peace, guided by your wisdom and strengthened by your grace.

We ask this through Jesus Christ our Lord

Amen.

Curriculum Intent Statement

'For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.' Jeremiah 29:11

The Holy Family Catholic High School is a small, unique and genuinely inclusive secondary school located in Carlton, North Yorkshire. Our aim is to provide an outstanding education for all children irrespective of background or prior attainment.

We are proud of our Catholic ethos which we believe, sets us apart from other schools locally. Our mission is to help all pupils 'to grow in wisdom and grace' by working in genuine partnership with parents and carers to provide an outstanding education for all pupils that allows each one of them to achieve their potential academically, develop personally and grow spiritually. The school is much more than a family in name and is recognised widely as a warm and caring community where each pupil is recognised and valued as an individual and nurtured to achieve their full potential.

Holy Family Catholic High School offers an inclusive and ambitious curriculum allowing for students to access a range of academic and vocational courses. Our curriculum incorporates the statutory requirements of the National Curriculum and carefully chosen additional subjects and opportunities which enhance the learning experiences of our students.

As a relatively small, rural secondary school we are able to provide a bespoke and varied educational experience. We regularly review our curriculum and its delivery, using current educational research as well as knowledge of local, regional, national and global pathways to employment, further education and training. Our students on post-16 sustained education, employment or training pathways is above the national average at 100%.

Our students come from a catchment area which includes small rural primary schools as well as larger schools in local towns. Our catchment area and post-16 destinations covers mainly two local authority areas, North Yorkshire and East Riding. We have strong links with local and regional colleges, universities and employers. As part of the Bishop Konstant Catholic Academy Trust we collaborate and network with two other secondary schools and eleven primary schools. Our curriculum design, development and delivery is aided by collaboration with our trust schools and also the Leeds Diocese network of thirteen Catholic Secondary and Post-16 providers.

Learning at Holy Family goes beyond the classroom with a programme of enrichment and extra-curricular opportunities. Our 'after school' provision includes sports, our eco-club, music, drama and art. As well as timetabled lessons of 'personal development' we plan and deliver a range of calendared enrichment experiences which include PSCE themes, RSHE, well-being and careers education. We use our links with local services and employers to ensure our students have meaningful interactions and learning opportunities.

We offer experiences that our students would not have access to in their local area eg trips to cities, other countries, theatres and art galleries, retreats and pilgrimages. Students feel safe to share their learning experience with each other, demonstrating the virtues that are at the heart of our community. They work well together both in and beyond the classroom.

Our targeted mainstream provision for 'communication and interaction' needs is well established and highly regarded within the region. We are a truly inclusive school and every student who joins us becomes part of our family. Our provision evolves to the needs of our students, with appropriate bespoke programmes in addition to mainstream education.

All staff play an important part in the success of the curriculum by committing to evolve and improve their practice. We monitor, evaluate and review our practice within school, with our trust board and external school improvement support. We regularly gather 'stakeholder voice' to help improve all aspects of school life.

We encourage all our students to use their God-given talents to be the best they can be and as a result, pupils leave with the qualifications, key skills and attributes they need to not only prosper personally but also, contribute to society and to the common good.

'Together we step out in faith, knowing Christ is with us and united as a holy family.'

Curriculum Design

**“Everyone who listens to my words and acts on them will be like a wise man who built his house on rock”
(Matthew 7:25)**

Key Stage Three – Year 7, 8 and 9

Our three year KS3 curriculum builds on core knowledge from primary school. We have developed and tweaked our curriculum over the last four years to ensure that content and sequencing is clear and appropriate. Assessments are built into our planning to check knowledge and understanding of key concepts. The introduction of pupil learning journeys in each subject and key learning questions will further help our students to see how new knowledge builds on previously learned knowledge.

We run a two week timetable of 50 one hour lessons.

English	Mathematics	Science	RE	PE	IT
7 Hours	7 Hours	7 Hours	5 Hours	4 Hours	2 Hours
Geography	History	French	Technology- Food, Art and Design	Music	Personal Development
3 Hours	3 Hours	4 Hours	4 Hours	2 Hours	2 Hours

Key Stage Four – model for current Year 10 onwards

All students at Holy Family study and sit exams in the core subjects of English Language, English Literature, Mathematics, Science – either Triple or Combined, Religious Education.

All students study a humanities subject – either Geography or History.

We encourage students to study a language. An increasing percentage of students are studying French to GCSE. We are planning on an additional language offer in partnership with another local school for 2024/25.

In addition, students have lessons in personal development which includes aspects of PSHE, RSHE and IT. They also have core PE lessons to encourage them to be active and healthy.

Students choose two option subjects.

English Language and Literature	Mathematics	Science – Triple or Combined	RE	PD	PE	Humanities – Geography or History	Opt 1	Opt 2
8 Hours	8 hours	9 hours	5 Hours	3 Hours	2 Hours	5 Hours	5 Hours	5 Hours

GCSE Options:

French, History, Geography, Art & Design, Music, PE

Vocational Options:

Hospitality & Catering, Creative I Media

Curriculum Implementation

“Your word is a lamp to my feet and a light to my path.” Psalm 119:105

Learning is stimulated through high quality teaching in every classroom in every lesson.

We have developed a Holy Family learning model and cycle based on robust educational research, good practice from other schools and is bespoke to the identified needs of our students. Our standard operating procedures and expectations are clearly defined for staff, students and parents.

Our guidance booklet is designed to ensure all models and protocols are clear to any member of permanent or temporary staff. See Appendix One.

The student planner contains models and expectations for our students and their parents.

We aim for:

Our learning model and cycle to be consistently used across all lessons and be understood by all.

Our students to be engaged and motivated in learning, resilient to setbacks and taking pride in their achievements.

A learning culture to be embedded where students plan their own learning and respond pro-actively to feedback and next steps.

Teachers to collaborate to develop knowledge and reflect on their practice and learning, so they can put new ideas into practice and are able to deliver even better teaching for pupils.

All teacher’s subject knowledge to be up-to-date.

Teaching, activities and questions are planned to activating hard thinking.

Pupils are challenged and supported to make good progress.

To do this we have planned our professional development programme, appraisal and quality assurance processes to support our aims.

Actions for 2023/24 -

Establish a professional development programme for all staff focusing on our SOPs, good teaching, and use of our learning model and lesson cycle.

Departments to meet together during calendared ‘subject pedagogy sessions’ (single person departments to link with other schools) and engage in professional communities. Teachers identify a focus based on upcoming curriculum content. They identify knowledge skills, misconceptions that cause barriers to learning and plans ideas for tackling these. Effective pedagogical strategies are modelled and shared so all teachers have a consistent approach to teaching the identified area.

Introduction of pupil learning journeys, to help pupils recap prior learning and see how new knowledge builds on previously learned knowledge.

Introduction of key learning questions to help pupils reflect on their success within the framing of the learning.

Introduce whole class feedback sheet to provide information about students' ongoing learning, to identify misconceptions that may be forming in the practice phase of learning, to inform teachers planning, to structure the next phase of learning and to give teachers the information they need to provide feedback.

Curriculum Impact

“May he give you the desire of your heart and make all your plans succeed.” Psalm 20:4

In 2022/23 we revised our tracking systems to facilitate more accurate quality assurance and intervention. A restructure of the leadership team in 2022/23 has enabled a move to a distributed leadership model, adding capacity to ensure sustained, accurate quality assurance and impact evidence.

Our Trust’s support and collaboration will ensure consistency of approach to evidence this impact.

Leadership Development and Quality Assurance

Aim:

Leaders develop consistent, highly effective practice leading to accurate evaluation and an improved ‘quality of education’ for all students.

Actions for 2023/24:

Training and development programme for leaders on: leadership skills, evidencing impact, effective quality assurance and ‘support & challenge’.

All curriculum leaders have calendared ‘plan, do review’ coaching sessions with an SLT link. Calendared SLT link meetings 2-3 per term.

Leadership development workshops are calendared to coach leaders and share good practice. Calendared ‘Leadership development workshops’ 2-3 per term.

School Improvement Team will meet for leadership development workshops for further coaching (speed dating) and sharing of good practice.

Joint Curriculum Leader and SLT link QA: LW/SV/WS with time for reflection and review.

Introduction of progression mapping document to help curriculum leaders articulate how skills and knowledge are used and developed across the curriculum.

‘Spotlights’ and ‘floodlights’ are used as a coaching mechanism to support, challenge and feedback to curriculum leads.

SLT link will support with documentation updates – review and update III/CAPM if necessary, review and update department section of whole school feedback and marking strategy.

“The child grew, and waxed strong in spirit, filled with wisdom: and the grace of God was upon him” (Luke 2:40)