



## **DIOCESE OF BRENTWOOD**

### **Denominational (S48) Inspection Report**

**Name of School:** Holy Family Catholic School  
**Local Authority:** Waltham Forest  
**Inspection Date:** 23<sup>rd</sup> May 2019  
**Reporting Inspector:** Damian Fox (Lead Inspector)  
Tom Cahill (Associate Inspector)

This Inspection was carried out under Section 48 of the Education Act 2005 and 2011.

<b>Type of School:</b>	<b>Secondary</b>	<b>School Address:</b>	<b>1 Shernhall Street</b>
<b>School Category:</b>	<b>Voluntary Aided</b>		<b>London</b>
<b>Age range of pupils:</b>	<b>11 – 18</b>		<b>E17 3EA</b>
<b>Gender of pupils:</b>	<b>Mixed</b>	<b>Tel. No.</b>	<b>020 8520 0482</b>
<b>Number on roll:</b>	<b>1206</b>	<b>Headteacher:</b>	<b>Dr A. Stone</b>
<b>Appropriate Authority:</b>	<b>The Governing Body</b>	<b>Chair of Governors:</b>	<b>Mrs A. Bradshaw-Murray</b>
<b>Date of previous inspection:</b>	<b>12<sup>th</sup> May 2014</b>		

## Information about the school

Holy Family is a voluntary aided Catholic School for girls and boys aged 11-18. The school is in Waltham Forest, London. The school mainly serves the parishes of Our Lady and St George, St Joseph's and St Patrick's in the Waltham Forest Deanery. There are currently 1206 pupils on roll. 73% of pupils are Catholics with most of the remainder coming from other Christian denominations and some coming from other faiths or none. Levels of attainment on entry are in line with the national average. The majority of pupils are from minority ethnic backgrounds. Currently, 43% of the teachers are Catholics and eight have the CCRS or similar qualification. The proportion of pupils with special needs is above the national average.

## Key grades for inspection

1: Outstanding      2: Good      3: Requires improvement      4: Inadequate

## Overall effectiveness of this Catholic school

**Grade 2**

The Holy Family School is a good school with many outstanding features. Leaders, Governors and managers have a deep commitment to the Church's mission in education. They are passionate about the welfare of each student and member of staff. The Headteacher gives clear leadership in school and in the local group of schools. He has a full understanding of the purpose of Catholic education. The Headteacher is a highly effective leader whose vision continues to have a positive impact on the Catholic Life of the School. He and the Governors are committed to giving pupils opportunities to grow as well educated, Christian young people. He is supported by senior leaders who share his dedication to ensuring the best all round education for students. Pastoral care is a significant strength. Students affirm the high level of care they receive from teachers. They clearly articulate their understanding of their responsibilities to each other. Students show respect for each other and work together in creating a school that cares for the whole person. The school is totally inclusive of students with different strengths and offers unstinting support to their families. The majority of parents said they were happy with the values and attitudes that the school teaches. Collective Worship is good with some outstanding features, especially the whole school events. Collective Worship could be further improved by continuing professional development of staff and strengthening the leadership of Collective Worship through chaplaincy.

## What the school should do to improve further:

- Increase the allocation of curriculum time for Religious Education in Key Stage 3 to be fully in line with the requirements of the Bishops' Conference.
- Improve the quality of teaching from good to outstanding to bring about an increase in the progress of all students, particularly boys.
- Improve the effectiveness of the monitoring, evaluation and review of Collective Worship to further enhance its provision.
- Extend the leadership of the 6<sup>th</sup> form students to encompass chaplaincy provision throughout the school.

## **CATHOLIC LIFE**

### **Grade 1**

Students take full advantage of the range of opportunities to contribute to and benefit from the 'Catholic Life of the School'. Pupils embrace the demands and expectations that belonging to the school entails. As a result, they willingly take on responsibilities in promoting and sustaining the school's mission to serve and inspire excellence in others. In discussions with inspectors, students affirmed that they feel an important part of a community that lives by those values espoused by the Holy Family. Students in all year groups demonstrate pride in belonging to a community that is welcoming and reassuring. They are genuinely supportive of each other in tangible ways. Sixth form students, for example, run a friendship group for younger students who may not always feel part of the community. Older students give further support to new students through the 'The Holy Family' family. Each member is a person of dignity and uniqueness. The impact is evident in the sense of calm and trust within the school. Relationships across the school are very strong. Younger pupils know they can turn to others when they have concerns. A noted strength of Holy Family is its inclusive nature, not just within the school, which is excellent, but also within the wider community. Pupils feel secure and happy at the school. They appreciate the care teachers give in dealing with their concerns. Teachers were praised for their support in and outside of the classroom. Involvement in community and charitable works demonstrates students' understanding of Catholic social teaching. A significant campaign is giving money to the HCPT pilgrimage to support children with additional needs and their families. Students also accompany the pilgrimage as volunteer helpers. Students affirmed their sense of vocation to serve others in the local and wider community.

The school is distinctly Catholic. The Catholic ethos and identity of the school community is visible through the centrality of religious icons and images displayed and treated with respect throughout the school. The Holy Family serves as a powerful example for the school community. It is evident in the School Mission Statement which is a clear and inspiring expression of the educational mission of the Church. All staff are committed to implementing it as evidenced in the way pupils spoke warmly of the support, praise and encouragement they receive. There is a strong sense of community at all levels, evident in high-quality relationships. It is a calm, harmonious community. In interviews, pupils spoke warmly about the opportunities that are given to grow as people. All were eager to highlight the tangible togetherness and mutual high regard regardless of faith and background. The school's approach to behaviour is rooted in love and reconciliation. Pupils highlighted how the supportive nature of relationships between staff and pupils and between pupils across year groups, contributes to their pastoral wellbeing. The impact of the outstanding level of pastoral care enables all pupils to participate in all aspects of school life. Pastoral support for the whole student body constitutes a significant strength of the school, evidenced in interviews with pupils of all ages. Teachers serve the needs, concerns and strengths of each child.

Governors are committed to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary. The school's leadership is deeply committed to the Church's mission in education. The academic, social and spiritual development of each member of the community is seen as a core responsibility of leadership. Governors understand their role in monitoring and developing the 'Catholic Life of the School'. They are passionate about maintaining and strengthening the spiritual ethos and ensuring the school continues to be inclusive of everybody. The Governors are effective in their monitoring role and in both supporting and challenging the Senior Leaders. They are kept fully informed through the Head Teacher's reports and through their regular visits to the school. They have a clear vision for the growth and impact of the Catholic and spiritual life of the school. The Headteacher knows the school and demonstrates an understanding of how a Catholic school can have a profound impact on the community. His faith and sense of mission are recognised and shared by the whole community. He is strongly supported by senior leaders whose dedication to students is appreciated and respected by them. Governors have shown their commitment to the 'Catholic Life of the School' through funding for the 'Emmaus Chaplaincy Room' and prayer gardens. These will enhance the quality of provision for staff and students in their own faith journey.

## **RELIGIOUS EDUCATION**

### **Grade 2**

Achievement at Key Stage 4 has been good over recent years and broadly in line with other subjects. There was a downturn in results last year. This was not in line with the upwards trend in attainment and progress over the

previous two years. The school accepts that responding to this is a significant development point. This year the school introduced 'masterclass blast revision' lectures for year 11 students, designed to support them in their revision. Lesson observations showed a good level of pupils' engagement in learning, although there were occasions when some pupils became disengaged. The quality of pupils' work was generally good. They take pride in their learning. It is clear that pupils know what is expected of them in lessons. Students enjoy their lessons. Behaviour is very good and written work is well presented showing that pupils take pride in their achievements. Most students are actively engaged in lessons and are committed to improving their knowledge and understanding of Religious Education. In all lessons observed during the inspection, SEND and EAL pupils make progress in line with their peers. During the inspection, students relative to their age, displayed standards of religious literacy appropriate to their age.

The quality of teaching is good overall with outstanding features. Teachers plan good lessons to ensure the development of pupils' prior learning. In nearly all lessons observed, pupils were given a clear direction for learning. The best teaching involves detailed lesson planning using excellent teacher subject knowledge and thorough understanding of pupils' attainment to employ a range of resources and pedagogies to engage pupils and secure progress. Other lessons are sometimes teacher dominated, as teachers seek to reinforce pupil knowledge and skills. Consequently, opportunities for pupils to be independent learners are not exploited. All teachers are positive and praise the pupils appropriately.

Leaders and Governors ensure that the R.E. curriculum meets the requirements of the Bishops' Conference. The amount of curriculum time given in key stages 4 and 5 is more than 10%, whilst the time allocated at Key Stage 3 does not yet meet the 10% threshold. Governors are committed to addressing this for next year. Governors understand their role in ensuring that standards continue to improve. Governors acknowledge that improving outcomes at A Level and GCSE are an area for development. Governors are determined to ensure that all pupils, including in-year admissions, are given the opportunity to achieve well in the Religious Education GCSE. Governors are increasingly more proactive in looking at attainment and progress. The Headteacher is passionately committed to the academic achievement of each pupil as evidenced in the drive for responding to outcomes in R.E. last year. His tangible support in the form of staffing and revision resources for year 11 students confirms his commitment to the students. The joint Heads of Department are experienced leaders of Religious Education. They work as an effective partnership in monitoring and assessing student progress. Leaders monitor the work of the Religious Education department through regular lesson observations, the scrutiny of exercise books and tracking of pupils' progress. Data is collected and used to set targets for the department and for pupils across the ability range.

The School's Self Evaluation was honest and accurate and reflected their many achievements. Leaders have identified areas for development.

The GCSE specification is Edexcel, with Judaism as the second religion. This is in line with Diocesan policy. At A level, OCR Philosophy and Ethics is followed.

## **COLLECTIVE WORSHIP**

## **Grade 2**

Students respond reverently and respectfully to the range of opportunities to experience and participate in prayer and worship. There is a high level of respect and reverence for prayer and liturgical experiences as evidenced in assemblies and prayer sessions during the inspection. Pupils are at ease when praying individually or together. They respect the School Chapel and display their understanding of its significance as a place of worship. This reflects the school's determination to develop a deeply spiritual community. A local parish priest confirmed that acts of Collective Worship engage most pupils' interests and inspire them in prayer. Students affirmed their level of participation and their readiness to help prepare bidding prayers, act as servers and readers and provide music. Some form groups have composed their own prayer book. The school should consider developing opportunities for more individual intentions and collective prayers across all key stages. A testament of the response and level of participation is the reverence with which pupils conduct themselves. Leadership of Collective Worship for Key Stage 5 students is effective through the sixth form 'Catholic Ethos Team'. They take an active role in coordinating Collective Worship and charity work. They provide a strong base on which to build chaplaincy across the whole school.

Collective Worship is central to the life of the school. Students acknowledged that prayer is embedded into their lives and has a positive effect on the development of all, regardless of ability or faith background. Prayer is not just at the start of the day. Opportunities are provided for students to pray through the range of liturgical celebrations and individually in the chapel. The new prayer gardens will enhance this further, giving staff and students space and time to reflect on their lives alone with God. The local Parish Priest is a regular visitor to the school to celebrate Mass. A significant part of the liturgical year is the Sacrament of Reconciliation in Advent and Lent. Up to nine deanery priests attend to provide students and staff an opportunity to receive the Sacrament or to reflect quietly. Opportunities to receive the Sacrament of Reconciliation are afforded to pupils during Advent and Lent.

Leaders and managers, including senior leaders, have an extensive understanding of the Church's liturgical year, seasons and feasts. They understand their responsibility to provide spiritual and liturgical experiences for staff and students. Governors are informed of the quality of Collective Worship through their attendance at Mass and seasonal liturgies and reports from the Headteacher. Resources for the Chapel, chaplaincy room and prayer gardens demonstrate Governors' commitment to deepening the faith of the Holy Family School. The Headteacher is passionately committed to building an authentic Catholic community. Together, with senior leaders, he is building a chaplaincy team, with a new chaplain, to include staff and students. Chaplaincy constitutes an area for development across the whole school. Leaders are very visible as leaders of Collective Worship. They are models of good practice for staff and students.