

## HOLY FAMILY CATHOLIC SCHOOL SEF 2021-22 (Jan 2022)

### **School Context**

*The context for the writing of this version of the SEF is that we have been able to return to school for the academic year 2021-22 with limited control measures in place regarding covid19. Most of the life of the school is back to normal – we no longer have to run year group bubbles, all teaching is face to face and we are returning to extra-curricular programmes and inter-school sports fixtures.*

### **Key features of the school**

- We are a larger than average secondary school with approximately 1310 students on roll including a sixth form of 310.
- Attainment on entry is just below the national average (KS2 fine points) in all year groups except the current Yr 11 where it is slightly above
- There is a stable leadership team and the HT has been in post since April 2008. The Chair of Governors became the chair in June 2021 and is very experienced both as a governor and as a headteacher himself
- The Local Authority rate school as strong (Dec 20) and it receives light touch monitoring
- The latest Ofsted report (Jan 2018) rated the school as good in all areas.
- The latest Section 48 diocesan report (June 2019) rated the school 'good with outstanding features'
- The school is fully staffed with a supply teacher in the English department until Feb 2022 and a supply teacher in art until October 2021
- Over 80% of students are from BME groups which is well above the national average
- Proportion of EAL students is around 42% which is above the national average
- Proportion of FSM Ever 6 is approx. 35% which is slightly above the national average
- We have a very popular Sixth Form that is the destination of choice for the clear majority of our Yr 11 students. It has an inclusive curriculum and there are now over 300 students
- The proportion of Catholic students is around 70% (Jan 2020)
- The School is a member of a number of local partnerships including the Waltham Forest Challenge, the Aquinas Teaching and Learning Trust and both Catholic and non-Catholic Teaching School Alliances. The Headteacher is a Co-Director of the Waltham Forest Challenge, Chair of the Aquinas Trust and Chair of the Brentwood Secondary Heads Association and the Waltham Forest Secondary Heads group. The head acts as a mentor to local and diocesan school headteachers.
- The school has chosen to remain a Voluntary-Aided school, but is part of the soft federated Aquinas Trust

- There are exploratory discussions about a plan to hard-federate with our neighbouring primary school, Our Lady and St George but progress was interrupted by the pandemic.
- Outcomes in 2019 were very strong at both GCSE and A level P8 score in 2019 at KS4 was 0.36 in 2020 +0.23 and in 2021 +0.52 and ALPS data was a grade 5 overall in 2019, grade 3 in 2020 and grade 2 in 2021.
- A record number of students gained places at university including Cambridge once again.
- Our focus on raising the achievement of **boys, pupil premium, more able** and **Black Caribbean** pupils has seen positive improvements in outcomes and attitudes to learning
- We run a 3 year KS3 and a 2 year KS4
- School finances, in common with most schools, are challenging but the school is not in deficit.
- We have largely returned to normal school life post-covid, but are experiencing a higher proportion of pastoral and mental health issues among our student body
- In November 2021 the school opened a small Alternative Provision on-site for young people with SEMH needs. This has a capacity of 12 students and referrals are made via the Fair Access Panel in the borough

### **Quality of education**

INTENT (curriculum design, coverage and appropriateness)

IMPLEMENTATION (curriculum delivery, teaching, assessment both formative and summative)

IMPACT (attainment and progress, reading, destinations)

We judge the quality of the curriculum at Holy Family to be at least good and in some respects better than good. It is a broad and balanced curriculum which comprises a three year Key Stage 3 and a two year Key Stage 4. The majority of students continue into our sixth form where we operate a very inclusive post-16 curriculum comprising A levels, Btec level 3 courses and a bridging programme for students not yet ready to embark on level 3 study. Our expectation is that students spend seven years with us. We recognise the need to develop a '**recovery curriculum**' and to focus on the mental health and wellbeing of students as we move out of the effects of the covid pandemic and each department has a plan in place for this

### **Intent**

Leaders, including governors, share high expectations for all students. In terms of our intent we believe in offering a broad curriculum which includes learning about the arts and culture, taking account of the many opportunities in our

local area as well as in central London, and providing opportunities for personal growth, spiritual development and leadership. All students follow programmes of religious education from Yr 7 to Yr 13. Every department has carefully considered, planned and sequenced the delivery of a curriculum which is rich in both knowledge and skills.

Our evidence to support this judgement comes in a number of forms including:

- Our commitment to arts and technology: all students study a full range of technology subjects, music, art and drama throughout Yrs 7 and 8.
- The extra-curricular offer is strong and positively received. We ensure that any barriers to participation are addressed and make use of pupil premium funding to support activities. There are ordinarily many sporting and cultural activities and opportunities for personal growth and development including the popular Duke of Edinburgh programme
- Our ASPIRE values successfully incorporate our Catholic principles and prepare our students well for life in modern Britain. All students study RE which underpins so much of British culture and British values - they learn about their Catholic faith and also about other major faiths and those with no faith
- Students join Holy Family on a seven year journey which includes post-16 study programmes that are inclusive and accessible for all
- Our Ofsted report (2018) which notes that “pupils’ spiritual, moral, social and cultural development, built upon a Catholic ethos, is at the heart of school life”
- Due to the low starting point of a number of students we ensure that the curriculum develops the basic skills in reading and mathematics quickly including the use of Accelerated Reader. This early intervention means students make rapid progress and are able to catch up with their peers.
- Our ambitious KS3 curriculum ensures that all students including those with SEND experience a wide range of subjects.
- Students regularly have access to a wide range of visitors to the school which enriches their experience including our partnership with Deloittes, regular visits from Speakers for Schools and through our alumni and careers networks

### **Implementation**

Implementation of the curriculum is at least good. This is because the quality of delivery, teaching and assessment is strong and consistent across the school. We have been back in school for face to face learning since March 2021 and the new covid rules mean that very few students who are not themselves covid-positive will have to miss their education in school going forward.

We operate a three year KS3 curriculum which provides all students with a broad and balanced curriculum. Students all take part in the full range of subjects including art, music and drama in each of the three years of KS3. Programmes of study at KS3 are carefully worked out by departmental heads so that each subject delivers the national curriculum effectively and there are clear and logical sequences of engaging lessons for students

The PSHE curriculum is delivered weekly in timetabled sessions by form tutors. This means students are well taught with teachers supported by our PSHE co-ordinator. The RSE curriculum is mainly delivered through through RE, Science and PSHE lessons as well as being part of the wider curriculum. There are also three drop-down days per year which provide careers education and enrichment activities including cultural celebration and work on being part of modern Britain.

There is a carefully devised careers programme which takes students from Yr 7 to Yr 13 and provides a mixture of face to face, online input, trips and visits to employers and also work experience. Students have access to independent advice and guidance through a contracted, qualified careers guidance officer.

We quality assure our work, including self-evaluation from middle leaders which is checked by line managers and through regular learning walks and observation of lessons, assemblies, form time and other activities in the school. The school has a clear assessment policy which is understood by staff, students and parents. There is a strong programme of staff training and development including our internal training programme and our partnerships within the Waltham Forest Challenge and with other Teaching School Alliances

At KS4 the curriculum is carefully designed to offer a wide range of subjects options and pathways to students in Yrs 10 and 11. At the end of Yr 9 students can opt for one of three pathways depending on their academic progress.

The first pathway enables them to take a suite of GCSE subjects including those in the EBacc as well as the option to study triple science.

The second pathway also offers the possibility of EBacc subjects but does not require students to take the EBacc suite of subjects and also offers students some Btec and vocational option choices.

The third pathway offers a more bespoke and tailored curriculum pathway for those students who may find the full programme of nine or ten academic GCSE subjects difficult. Decisions about pathway choice are taken in consultation with students and parents. We ensure that our GCSE options provide good progression into post-16 education. The large majority (75-80 per cent) of our students continue to sixth form with us and our sixth form curriculum offers a broad curriculum including A level and level two and level three vocational pathways.

We have developed a clear assessment policy which is understood by staff, students and parents. As a result the students develop the skills to review their work and where they need to improve. Students say they have a clear understanding of how to improve and this is evident in their books.

Our very strong weekly internal training programme, endorsed by the continued award of Gold Investors in People accreditation in 2021, has helped staff to work through the recent changes in the curriculum focus and, latterly, to develop their understanding of online learning techniques.

### **Impact**

The impact of our curriculum is very positive and promotes good outcomes for our students and a firm foundation for life. We know this because:

- Attainment and progress scores are good which means that students have the qualifications necessary to continue into further and higher education or employment (see outcome data at KS4 and KS5)
- Many students gain places at university including Oxbridge and Russell Group universities and/or enter high quality employment
- Destinations data from the careers service supports this and the number of NEETs at Holy Family is low - and below national averages
- Students are actively encouraged to develop their reading skills and the school runs a number of successful programmes of reading development including 'Accelerated Reader' which provides quantifiable progress data
- All students benefit from a wide range of extra-curricular opportunities including residential and day trips, outside speakers and masterclasses. We ensure there is god take up among pupil premium students
- Our curriculum promotes good behaviour, attendance, values and interpersonal skills as evidenced by our inspection reports and Local Authority safeguarding audit (Sept 2021)
- "Students show respect for each other and work together in creating a school that cares for the whole person" (section 48 report May 2019)
- Our student outcomes, which have shown positive progress 8 scores at the end of KS4 (+0.37 +0.23 and +0.52) for 2019/20/21 and at KS5 (ALPS 3 for 2019 and ALPS 3 for 2020 and 2021).
- At KS4 outcomes were strong in 2019, the last year of external exams at GCSE and A level. Teacher assessed outcomes in 2020 and 2021 have been very strong. Our 2021 data reflected the work we continue to do to close gaps between different groups in the school. In 2021 girls were +0.79 for progress and boys +0.23; Black African students were +0.69 and Black Caribbean were +0.03. White British were -0.03. White Eastern European students had a P8 score of +0.96. More able students achieved well and most of them choose to remain in our sixth form at the end of Yr 11.

- SEN students achieved progress scores below the national average and this is being addressed through our teaching and learning strategies ensuring that all staff plan effectively for students with special educational needs
- Maths GCSE results improved substantially in 2019, especially in the proportion achieving grade 5, and this was sustained in 2020 with further improvement in 2021 meaning level 4 plus exceeded 80 per cent for the first time bringing it closer to the excellent outcomes in English.
- Outcomes at KS5 were again above national for progress with red ALPS for 2020 and 2021
- Vocational level 3 programmes again had strong positive with 3 years of high VA
- Students have the opportunity to resit grade 4 outcomes in maths and English and are encouraged to do so.
- Post-16 re-sit scores for GCSE maths and English are significantly above national averages
- Overall we regard outcomes as strong in the school at both KS4 and KS5 facilitating progression into post-16 and higher education. We have very few NEETs and our inclusive curriculum model in the sixth form means most students find a suitable programme of study if they wish to continue in our sixth form.

### **SEF judgement 2**

**Improvement focus:** to focus on the implementation of our curriculum across every subject so that every student experiences a broad, balanced, challenging and differentiated curriculum and achieves excellent outcomes consistently in the top quartile of schools.

### **Behaviour and attitudes**

Behaviour and attitudes to learning are at least good. Indeed in many respects behaviour since our return to school has been excellent. Most students are motivated to learn and to achieve. Most staff regard the standard of behaviour in the school positively and are supported if they face difficulties or challenges from students.

- Student behaviour is outstanding in most lessons and low level disruption uncommon. We want to ensure that students are active, self-disciplined learners and are not simply passive in their behaviour.
- It is important that all staff do not tolerate LLD including our Early Career Teachers

- Senior staff monitor behaviour in lessons regularly and ensure staff are supported in their classroom management
- The behaviour of a small minority of students outside school is, at times, a concern and we work hard to address this with high profile staff patrols in the community, education and guidance to our students and the involvement of parents and the police safer schools officer
- Levels of fixed-term exclusion are low and usually well below national and local averages.
- We work hard to limit the use of fixed-term exclusions and have well resourced inclusion rooms to work with students who are at risk of exclusion.
- We are developing a range of restorative practices and interventions which have, in many cases, produced excellent results.
- Attitudes to learning are very positive from the majority of students
- Attendance rates are very high (c.96% across the 11-16 phase) and rates of persistent absenteeism are below national and local averages
- Instances of bullying are dealt with robustly according to our behaviour policy and we make use of restorative practices following incidents so that students are able to move forward.
- We have a carefully worked out programme of Relationships and Sex Education and a whole school approach to addressing issues of Harmful Sexual Behaviour
- Our Ofsted report and our Diocesan report both commented on the calm and purposeful atmosphere in the school
- “Pastoral care is a significant strength. Students affirm the high level of care they receive from teachers” (section 48 inspection, May 2019)
- One [pupil] said, ‘Form tutors are like parents to us in this school. Pupils said that homophobia and racism are not tolerated, and will be firmly addressed by staff’ (Ofsted Jan 2018)
- All students receive appropriate education about harmful sexual behaviour and we do not tolerate any instances of this
- We are working hard to ensure all our practices and policies are inclusive and reflect the diversity of our school community. One example, of this is the work we are doing with students about hair-styles for example

**SEF judgement 2**

**Improvement focus:** to create self-disciplined learners and self-motivated learners who are able to thrive in the both in school and in the wider community

### **Personal development**

Personal development in Holy Family is outstandingly strong underpinned by our Catholic ethos ‘the Catholic life of the school is outstanding’ (Section 48 report June 2019). Spiritual, moral, social and cultural development is very strong and a key feature of the school.

- There are many opportunities for students to participate in extracurricular activities including residential trips, visits, weekly sports fixtures, drama, music, art, STEM and other activities. Examples of these can be seen weekly in Family Matters. While covid negatively impacted on the delivery of these extra-curricular opportunities we are once again offering an extensive programme
- We monitor participation to ensure that as many students as possible are involved and we subsidise some activities to ensure that all students are able to participate. This has led to high levels of participation in such things as the Duke of Edinburgh programme where our numbers of participants are among the highest in the state schools in the borough We also subsidise and support students in learning a musical instrument
- The school has a considered approach to the promotion of British values. We do not believe British values are effectively promoted by displaying the union flag prominently around the school - indeed, it is a British value to not have to wear one’s patriotism on one’s sleeve. We also recognise that many of the values associated with ‘British values’ are, in fact, the values held in common in all western, democratic, pluralist societies. Students are taught the importance of democracy, the rule of law, freedom of speech, tolerance and respect in many ways across the school curriculum. We have done work to make the curriculum more inclusive under the umbrella of ‘decolonising the curriculum’. The successful promotion of these values is evident in our inspection reports (2018,2019) and in every edition of Family Matters.
- Students receive excellent careers guidance and opportunities to find out about a range of careers options and to visit employers. The school scores highly on the Gatsby benchmarks and makes use of its alumni network to promote career pathways to students. This includes former students returning regularly to the school to give talks and also outside speakers from a range of occupational fields.
- We offer students the opportunity to take part in work experience each year in Yr 10.
- Sixth form students participate in our weekly Enrichment Programme which is focused on both community service and personal development
- We have an approach to equalities issues that is inclusive and that challenges sexist, racist and homophobic behaviours robustly, always seeking to educate everyone about the importance of treating everyone equally, fairly and respectfully
- Student support is extensive and well regarded (Ofsted 2018 and Diocesan inspection 2019 reports)

- We have invested in creating a skilled and committed safeguarding and mentoring team who provide support to students who may be finding school or home life difficult and we have a number of trained Deputy Designated Safeguarding Leads
- Students are provided with information about healthy lifestyles and our Relationships and Sex Education policy in line with the latest legislation and diocesan policy

**SEF judgement 1/2**

**Improvement focus:** To seek to return to the level of opportunities and excellent provision pre-COVID19 ensuring that all students participate in the extracurricular opportunities on offer and receive high quality advice and guidance about careers and future option

**Leadership and Management**

The quality of leadership and management is at least good and in some respects it is outstanding

- Our Catholic ethos is central to our mission and underpins all that we do. It is visible and embedded in the school community and respected by staff and students. It has been highly regarded as effective by both Ofsted and diocesan inspections (“the Catholic life of the school is outstanding” and the Holy Family Way provides a tangible expression of it.). Servant leadership, following the example of Jesus Christ, informs our approach to leadership.
- We believe in educating the whole person and providing extensive opportunities for learning beyond the classroom, for participation in voluntary work and service and in extra-curricular activities including both competitive and non-competitive sports and fitness activities.
- The headteacher is a systems leader playing a significant role in local collaboration as a Director of the Waltham Forest Challenge, chair of the Aquinas Trust and chair of the Brentwood Diocese Secondary Heads Association and the Waltham Forest Secondary Heads Group
- The school has been a Gold Investors in People school for many years and has a strong record of developing staff evident in internal and external promotions. A range of leadership programmes are in place to develop leadership at all levels.
- The safeguarding of students is outstanding and students are kept safe at all times in school and on educational visits. Students understand how to keep themselves safe on-line. They are protected from extremism and radicalisation and are safe from FGM. There are robust systems for tackling the issue of harmful sexual behaviour All necessary background checks on staff are carried out effectively and safer recruitment practices are embedded. All staff understand their responsibilities to keeping children safe

We use the Safeguard reporting system, which all staff have now been trained in and is being utilised effectively. External security has been significantly improved with enhanced fencing on both upper and lower sites. Issues with site security have been addressed.

- Our most recent Local Authority Safeguarding Audit (Sept 2021) regarded safeguarding policies and practices in the school to be outstanding
- We have been commissioned by the Local Authority to establish a 12 place alternative provision for students with SEMH difficulties and this will open in October 2021
- Values compatible with British society are promoted by the school and understood by the students. The Catholic ethos of the school and the Holy Family Way ensure that values compatible with British values are promoted within the school. All students and staff are regarded as members of our family and treated accordingly
- We are working hard to ensure that staff well-being is promoted and protected in a meaningful way. Examples of this are our Friday afternoon training and well-being programme, our judicious use of inset days, our generous attitude towards family celebrations etc, our subscription to the Education Support Partnership and our promotion of a 'no-blame' culture in the school. This is widely supported and valued by staff as evidenced by our IIP review report (June 2019 and September 2020). Staff indicated in surveys and in the recent IIP report that they have been very impressed with the support for their well-being from the headteacher and the senior leadership team
- We are a highly inclusive school and we work extremely hard to keep exclusions to a minimum and to support students who may have found education difficult in a previous school. We participate in all fair access protocols, make limited referrals to Alternative Provision and do not 'off-roll' students since this is both illegal and unethical.
- We have rates of fixed-term exclusion that are well below local and national averages.
- Our sixth form is a centre of excellence locally with outcomes regularly in the top 10% nationally for progress. It is increasingly popular and now has over 300 students.
- We have made significant progress in tackling the variability in student outcomes across different groups at KS4 and these disparities have reduced substantially
- We have worked hard to improve staff and student wellbeing and we are going through the process of receiving accreditation for this
- There are systematic opportunities for student leadership through the pupil leadership team and our most recent meeting of this group took place remotely from a number of locations around the school
- We have coped well with increased pupil numbers in Yr7 and Yr8 due to effective leadership and management
- Governors increasingly know the school well and are both supportive and challenging
- Governors are increasingly engaged with training opportunities
- School finances are managed well and the school will generate a small surplus this financial year
- Working to secure funding to further improve our facilities continues to be a focus for us

- The School Business Director has been effective in writing bids for additional capital expenditure diocesan funding for improvements to flat roofs around the school, heating improvements and classroom refurbishment
- We never shy away from a challenge and have a culture of continual improvement
- We led the school well during the worst times of the pandemic and ensured that a high quality of education and pastoral support was provided to everyone

**SEF judgement 2**

**Improvement focus:** We want to ensure we have a model of distributive leadership including more opportunities for student voice and student leadership and to ensure that the wellbeing of everyone is a high priority in the school