



DIOCESAN CANONICAL INSPECTION

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

School:	The Trinity Catholic School, A Voluntary Academy
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School URN:	138341
Headteacher:	Mr Michael McKeever
Chair of Governors:	Mrs Sylvia Tye
Date of Inspection:	11 November 2014
Inspectors:	Mrs Brenda Carson Mrs Marcella Gillespie
Overall Effectiveness:	1
Date of Previous Inspection:	28 October 2008
Overall Effectiveness:	1

INTRODUCTION

The inspection of The Trinity Catholic School, A Voluntary Academy, was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 7 Religious Education lessons and 5 Acts of Collective Worship.

Meetings were held with the headteacher, the SLT line manager of Religious Education, the head of department for Religious Education, both chaplains, 2 governors and the parish priest. Discussions were also held with pupils and staff.

The inspectors scrutinised a range of documents including: minutes of governors' meetings; questionnaires; evaluations and action plans and evidence presented to support the school's SEF (self-evaluation form). Inspectors also examined the work in pupils' Religious Education books.

INFORMATION ABOUT THE SCHOOL

- The Trinity School serves the following parishes: St Teresa's, Aspley; St Mary's, Hyson Green; St Paul's, Lenton; St Augustine's, Mapperley; St Thomas More, Wollaton and St Hugh's Bilborough.
- The school is part of the St Barnabas Catholic Academy Trust which was formed in July 2012, the other schools in the Trust are: St. Teresa's Catholic Primary School, Aspley; Our Lady of Perpetual Succour Catholic Primary School, Bulwell and St Mary's Catholic Primary School, Hyson Green.
- 91% of pupils are baptised Catholics and 7% of pupils are from other Christian denominations. 2% of pupils are from other World Faiths.
- 4% of pupils receive support for special educational needs and/or disabilities and 28% (well above the national average) are eligible for the pupil premium.
- There are approximately 40 'mother tongue' languages spoken within the school with many pupils being at an early stage of learning English as an additional language.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

1

RELIGIOUS EDUCATION

1

KEY FINDINGS

- The Trinity School is an outstanding Catholic school, founded firmly on Gospel values. The school's ethos and values, consistently high expectations, excellent relationships, belief in the individual, mutual respect, strong sense of community and belonging are all outstanding features.
- Pupils experience a rich variety of Collective Worship and are increasingly skilled in leading worship. Innovative use of technology is further enhancing provision.
- Pupil outcomes in Religious Education are above diocesan averages.
- Marking and feedback, and pupil response to this within Religious Education, is exemplary.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Governors, including all foundation governors, are to attend training provided by the Nottingham Roman Catholic Diocesan Education Service (NRCDES) on their canonical responsibilities in relation to governance during the Spring Term 2015.
- The 8% of curriculum time for Religious Education at Key Stage 3 must be increased to 10% in order to comply with the Episcopal requirement laid down by the Catholic Bishops' Conference of England and Wales.
- The 6th Form General Religious Education course, to be offered in the Spring Term 2015, is to be approved by the diocese.
- Continue the focus on boys' achievement in Religious Education in order to eradicate the differential between boys' and girls' performance.
- Continue to advocate the regular use of independent learning in Religious Education across all teaching groups.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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There is a strong sense of community and belonging at The Trinity School. This was exemplified by: a Year 13 pupil describing her experience as 'joining a family'; a previously excluded pupil, from another local authority, who expressed 'Trinity wanted me' and that he was well cared for at this school; NQTs and staff new to the school who have experienced excellent inductions, as well as emerging leaders who have led INSET on aspects including the Catholic Life of the school.

A sense of vocation is developed from the earliest days and increasingly pupils take responsibility for nurturing the Catholic character of the school as was demonstrated so powerfully through the events, liturgy, prayer and meditation that took place, during inspection, on Armistice Day.

Pupils show the utmost care and respect for each other and for adults. This expectation was clearly modelled by staff and is evident in the playground, through pupil movement around the split site, in all classrooms (easily viewed thanks to large windows into the classrooms) and in the dining rooms. Pupils feel safe and report that any incident of bullying, which is extremely rare, is dealt with swiftly and effectively by staff.

The school's mission, summed up in its motto and the symbolism of the school badge, is known by all and valued from the earliest years. Year 7 pupils have clearly learned about the symbolism in their badge, as well as the expectations and ethos of their school, in their first unit during Religious Education lessons.

Religious symbols and artefacts around the site are known and cared for and pupils wear the lapel cross, which they were given during Lent, with pride and respect. The relatively new chaplaincy provision, which is across all of the schools in the academy trust, has already had a powerful impact. Pupils expressed their appreciation of access to the chaplains, with many becoming members of the chaplaincy team and of the opportunities to join with primary school pupils.

From the passionate example of the headteacher, through to all staff and pupils, Christian values and ethos permeate the community. There is always 'a way back', with the work in the Emmaus Centre and Elim House supporting the more vulnerable pupils. Pupils are happy to attend school where the care and support they receive, from all adults, contributes to the leavers' figure of 0% NEET (young people not in education, employment or training). Pastoral

support, PSHE (personal, social and health education) and RSE (relationships and sex education) provision is outstanding and has made a significant impact on the outcomes of pupils as verified by all of the performance indicators for the school as well as by the results of parent, pupil and staff questionnaires.

School leaders and managers know the strengths and areas for improvement. They monitor, evaluate and draw up action plans which have been followed up. Improvements have been verified during this inspection. Governors are committed to the success of the school and are to be commended for their investment in growing leaders of the future by supporting a local 'leaders in Catholic education' course. Less well developed however, is their understanding of governor responsibility in relation to the Catholic Life of the school and the requirements of the new framework for diocesan canonical inspection. Governors have indicated that they would appreciate some support with this through training provided by the NRCDES. This is to be arranged for the Spring Term 2015.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

Pupils respond exceptionally well to Collective Worship, and are increasingly skilled at leading worship, as verified on the day of inspection. 6th Form leadership was evident in the St Barnabas Catholic Academy Trust transition Mass in July, attended by all Year 6 and Year 7 pupils from across the academy trust.

Younger pupils have benefited from seeing the leadership of Year 12 and 13 pupils in prayer, distributing ashes on Ash Wednesday and leading retreat days. They, in turn have benefited from helping to lead retreat days in primary schools.

The school day is punctuated by prayer: in the morning; grace before meals; grace after meals and an end of day prayer. Collective Worship is rich and varied including whole school Masses, year liturgies, and the opportunity for individual and group prayer in the dedicated chapel. Liturgical seasons are well marked out and celebrated. Video recording of classes leading worship in the Lower School is having a positive impact on the confidence of pupils to lead worship.

Armistice Day, the day of the inspection, was punctuated by thought provoking PSHE sessions and Collective Worship that led pupils to share their thoughts and prayers for all people who have suffered because of war and violence. Pupils and staff brought their own thoughts, memories and stories to bear during the day; with one cadet sharing photographs from

Remembrance Sunday and explaining to his class about attendance at church and what was involved on this special day.

The Act of Remembrance and liturgy was a moving tribute and most poignant in this anniversary year. Form representatives returned from the service with the prayers used during the liturgy. They then shared these with their peers following the two minutes' silence which was observed by all. The whole school community is to be commended on the reverence that was demonstrated at this time.

All staff in class situations, as well as those in school leadership positions, demonstrate the ability to lead worship and to encourage pupils to take up the leadership of worship. This is further enhanced by the two lay chaplains employed by the St Barnabas Catholic Academy Trust. Appointed in April 2014, they are already having an impact both on Collective Worship and the Catholic Life of the school. They work effectively with staff and pupils to develop pupil-led Collective Worship. Plans are in place to further develop voluntary prayer opportunities and for a weekly lunch time Mass.

Evaluations carried out by the leadership team have led to changes in practice including increased use of technology and pupil leadership. An example of this is the recording and transmitting of Key Stage 3 pupil-led Acts of Worship. An impact of this is an increased level of pupil engagement in liturgy.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers (including governors) monitor and evaluate the provision for Religious Education.

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Pupils enjoy Religious Education and are very successful learners as evidenced by lesson observations, pupil interviews and the school's progress and achievement data. In the majority of observed lessons, there were opportunities for independent learning which enabled pupils to deepen their learning. Leaders are aware that there is a need to ensure independent learning opportunities across all teaching groups.

Behaviour for learning is outstanding with pupils of all abilities showing engagement and pride in their learning. In one Year 7 lesson, pupils responded with impressive maturity in a RSE themed lesson that emphasised respect for our bodies. From the earliest days, pupils are introduced to the rigour of presenting their work in a format that scaffolds learning from Key Stage 3 through to GCSE, 6th Form General Religious Education and AS/A-level.

Teacher feedback is exemplary: regular, light touch marking is punctuated with detailed formative comments highlighting the strengths and areas of development in pupils' work. The expectation that pupils respond to the 'even better if' comments is well embedded and many have done so with striking effect. They are involved in evaluating their own learning through regular peer and self-assessment.

The robust leadership of the head of the Religious Education department has helped to drive standards and practice. Outcomes for pupils have remained high in all Key Stages, over the last three years. Those in receipt of pupil premium funding perform in line with the main cohort which is above national data. Systematic tracking of pupil achievement and progress together with analysis of outcomes have identified an issue of boys' underachievement in Religious Education. There is a plan in place to address this by a rigorous programme of intervention, potential set changes and utilising teaching and learning approaches to appeal to boys' learning styles. Levels of attainment and the progress of pupils currently in school, based on the evidence gathered during inspection including: work in books; conversations with pupils and lesson observations, are judged to be outstanding.

Through an annual academic audit and frequent monitoring and evaluation of performance and outcomes, there is continuous dialogue between the SLT line manager for Religious Education and the head of department for Religious Education. At present, Key Stage 3 provision falls short of the Episcopal requirement (from the Catholic Bishops' Conference of England and Wales) that 10% of the teaching week is allocated to Religious Education as a core, academic subject. A curriculum review is taking place which will remedy this.

Due to recent staffing issues, the 6th Form General Religious Education programme is being delivered through tutorials and extended projects. The new deputy headteacher, who is the line manager for Religious Education, has a clear vision for the General Religious Education course to be offered in the Spring Term. It is recommended that support from the NRCDES is sought in order to approve the course.

The head of department for Religious Education is also an assistant headteacher on the school's senior leadership team. She is to be commended on the outstanding standards achieved in the Religious Education department and on her impact across the whole school community.

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.