



## DIOCESAN CANONICAL INSPECTION REPORT

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

### The Trinity Catholic School, A Voluntary Academy Beechdale Road, Aspley, Nottingham, NG8 3EZ

<b>School URN:</b>	138341
<b>Inspection Date:</b>	17 November 2021
<b>Inspectors:</b>	Mr Neil Lockyer, Mrs Claire Groom and Mrs Kate Mann

<b>Overall Effectiveness</b>	Previous Inspection:	Outstanding	1
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Religious Education:</b>		Good	2
<b>Collective Worship:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### The Trinity Catholic School is a good Catholic school.

- The Trinity Catholic School is a good school with many excellent characteristics. The caring, dedicated and ambitious headteacher has a clear vision for the school which is well underway to being realised. The response from school leaders and staff to the challenges of the pandemic demonstrate the highest level of care and concern for pupils and their families: this is appreciated by pupils and the wider community.
- Under the leadership of the headteacher, the Catholic Life of The Trinity Catholic School is outstanding. Pupils are given significant and sustained opportunities to develop in a respectful, loving and forgiving environment. Staff at all levels strive to ensure that relationships are built on explicitly Catholic teachings and virtues: this is supported by both local governors and the wider CMAT team.
- The quality of Religious Education at The Trinity Catholic School is good. A well-sequenced curriculum, which meets the requirements of the Bishops' Conference fully, is delivered effectively: this is especially evident in Key Stages 4 and 5, where pupils express a genuine enjoyment of Religious Education and outcomes are broadly strong.
- Collective Worship at The Trinity Catholic School is outstanding. Pupils are highly involved in planning, delivering and evaluating it in all year groups. Led by excellent and highly respected lay chaplains, the entire school community displays an explicit and authentic spirituality built on Catholic teaching and virtues. The teachings and example of Christ are tangible in this school.

## FULL REPORT

### 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 Hugh of Lincoln, Bilborough; Our Lady's, Bulwell; St Augustine's, Nottingham.
- The school is part of the Our Lady of Lourdes Catholic Multi Academy Trust which was formed in September 2018, and which comprises all 21 Catholic schools in Nottingham and Nottinghamshire.
- 96% of pupils are baptised Catholics and 3% of pupils are from other Christian denominations. 1% of pupils are from other World Faiths.
- 13.5% of pupils receive support for special educational needs and/or disabilities and 20% are eligible for Pupil Premium.
- There is a very wide range of different home languages spoken by pupils at the school, and significant numbers of pupils learn English as an additional language.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life:
  - As we return to normal practices after the pandemic, the school should reinvigorate its involvement with its local parishes, giving pupils the opportunities to benefit from parish interaction and activities.
- Religious Education:
  - Ensure that assessment, marking and feedback is consistent with school/departmental policy, so that pupils have the opportunity to respond and engage more deeply with their learning, know their strengths, and understand how to improve.
  - Ensure that teaching strategies, especially at Key Stage 3, for boys, and for those with special educational needs and/or disabilities, are effective in enabling greater progress.
  - Ensure that the monitoring and evaluation of Religious Education consistently leads to the development of teaching, learning, assessment and feedback.
- Collective Worship:
  - School leaders and lay chaplains should seek to share the excellent practice within the school with other schools across the CMAT and the broader diocese.

## 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 governors promote, monitor and evaluate the provision for 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 – outstanding**

- Pupils thoroughly enjoy their school life and community. They consistently speak of the deep and genuine respect that exists between pupils, teachers and visitors to the school. This is seen through the exemplary behaviour of pupils and also in the warm relationships between staff and pupils in lessons, on the corridors and in the playground.
- Pupils know, live and are fully involved in the creation of the school mission statement. They are able to explain how it is reflected in the school prayer and to give examples of how it is lived out in school life. This includes the charitable work undertaken by the school, which supports a wide range of charities, including CAFOD and many others. Critically, pupils are able to explain why charitable work is important, linking it to the person and teaching of Christ.
- There are numerous, high-quality opportunities for enrichment and personal development within the school, which pupils speak about positively. They appreciate regularly being given the chance to contribute to the introduction and development of these opportunities; they feel listened to by staff at every level within the school. This is further evident in the pupils leading the development of house prayers in the new house system.
- Pupils see their education as being more than academic success. They explain, with pride, how they and members of staff in the school help and care for each other; as one pupil put it, 'it feels like a family here. All staff will go out of their way to make you feel comfortable'. This is reflected in conversations with pupils in all year groups. In addition, there is a strong focus on vocation within the school and this is reflected in displays, teaching and the outstanding provision pathways offered. Pupils understand the importance of using their God-given talents for the good of others and to live their own lives to the full.
- Pupils value the school's chaplaincy provision enormously. They speak about the school chaplains providing personal, spiritual support for them, leading them in engaging and inspiring liturgies, and being there to offer them counsel and advice when they need it.

### **The quality of provision for the Catholic Life of the school – outstanding**

- The school responded very effectively to the challenges of the COVID-19 pandemic in terms of supporting pupils and, in many cases, their families. Pupils recognised and appreciated the efforts of school staff in this regard.
- Staff in all roles across the school understand the mission statement, were given the opportunity to help to develop it, and show an authentic commitment to implementing it in all aspects of school life. Morning registration periods observed in different year groups, led by staff from different subject areas, all reflect this sense of shared mission.
- The physical environment of the school reflects a very high standard of provision for Catholic Life. High quality displays, liturgical wall art designed by pupils, the presence of crucifixes, the chapel containing the Blessed Sacrament and a prayer room all display a clear intent which surrounds the young people in a tangible and powerful Catholic ethos. When asked how their environment affects them, one pupil commented, 'It reminds us of our faith, and our faith makes us try to be better people'.
- Pastoral care is given a very high priority in the school. All staff embrace the role they play in this area and the pupils feel cared for as a result. The Emmaus Centre focuses support on those who need it most in the community, but this is done in a very balanced way ensuring that pupils do not miss too much curriculum time in class.
- Staff morale is high in the school, with members of staff speaking about each other, and the pupils, in very positive terms, acknowledging the role each person plays, and seeking to celebrate successes whenever they can. Staff recognise the strength, care and commitment of senior leaders and value the induction into the school they receive highly. As one member of staff stated, 'Our students are at the centre of everything'.
- School policies, practices and procedures are carefully and deliberately focused on Catholic teaching and principles. The school is highly inclusive: it celebrates diversity within its community as a strength. Sensitive issues are dealt with compassionately and with dignity.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding**

- The headteacher, senior leaders, school governors and CMAT executives show huge ambition for the school and the young people within their care. This is evident in the high standards and expectations set around behaviour and the prioritisation of Collective Worship within the broader Catholic Life of the school. The local governing body focuses on these areas first in all meetings, has played a key role in the development of the school mission statement and have earnestly supported the school increasing its chaplaincy provision.
- School leaders are highly accurate in their monitoring and assessment of Catholic Life within the school. Their view is shaped by internal processes as well as external verification from the CMAT and governors, who undertake ethos walks and visit Acts of Worship. As a result, monitoring and evaluation of Catholic Life is a particular strength of this school.
- The school is outward-looking and seeks high quality training and professional development for members of staff to support them in their roles. This is particularly evident for those colleagues who are not Catholic but who feel well-supported in helping pupils to plan, deliver and evaluate Collective Worship because of the training they have received. Much of this training has been delivered through the CMAT and is highly rated by staff.
- The Bishop's vision for the diocese, including his pastoral priorities, is highly evident throughout the school. High-quality corridor displays, and a visible Catholic basis for teaching in PSHE and Relationships and Sex Education are testament to this. Pupils are given numerous, meaningful opportunities to encounter Christ liturgically and through charitable endeavours: there is a strong sense of discipleship within both the pupil and staff communities.
- Although engaging with parents has been different and limited over the last 18-20 months, parents spoken to during the inspection described a very supportive school which is keen to seek their opinions and work in partnership with them.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

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### How well pupils achieve and enjoy their learning in Religious Education – good

- Most pupils make good progress, which is evident from outcomes in 2017-2019. Outcomes for pupils are very good and exceed the diocesan average.
- There are gaps in the progress of some groups, primarily boys, pupils with special educational needs and/or disabilities and those in receipt of pupil premium funding. Progress of boys has improved over time but the gap between boys and girls has not narrowed significantly. Disadvantaged pupils do not make the same progress as their peers but are in line with national progress. Pupils with special education needs and/or disabilities are making good progress but there are gaps between their progress and that of their peers.
- Pupils have good religious literacy and can express themselves clearly, using technical vocabulary as appropriate. A number of pupils demonstrated strong scriptural knowledge, using Biblical examples in their answers without prompting or direction. An initiative, led by the lay chaplains, provides the opportunity for further positive impact on enabling pupils to make links between their learning and personal, spiritual and religious maturity.
- Pupils are focused in lessons and respond positively to questioning and class feedback. Evidence of ‘hands-up’ questioning techniques results in some pupils disengaging during lessons. Pupils understand the assessment protocols within Religious Education, but are not always aware of their current progress or how to improve.
- Behaviour for learning is a real strength of the Religious Education lessons. Routines are well established, and incidents of low-level disruption are very low indeed.
- Presentation in books shows there are high expectations of written work across Religious Education. Pupils take pride in their work. Pupils in Key Stage 4 confirmed a high level of enjoyment in Religious Education.

### **The quality of teaching, learning and assessment in Religious Education – good**

- Subject expertise is a real strength, resulting in pupils receiving high quality lessons, which cover a range of topics. Pupils engage in a variety of activities, paired discussion, whole class questioning and independent writing tasks. Positive relationships between pupils and staff result in pupils feeling motivated to engage in discussion and feedback.
- Lessons are well-planned and resourced: high expectations are evident in all lessons, resulting in prompt starts and smooth transitions between activities. ‘Do now’ activities provide an opportunity for knowledge recall at the beginning of every lesson. Lack of knowledge or incorrect responses are not always addressed during feedback, resulting in some missed opportunities for pupils to progress.
- Written feedback is given for assessed pieces of work. More opportunities for pupils to respond could now be built into lesson planning, in order for pupils to identify areas on which they need to improve.
- Questioning in lessons is used extensively. This is mainly carried out through a ‘hands-up’ approach, rather than the use of ‘cold-call’ questioning, resulting in some pupils opting out. Where a lack of knowledge is identified, this is not consistently addressed through adapted questioning techniques.
- Effective planning ensures a well-sequenced curriculum, where pace is maintained, resulting in most pupils remaining motivated and engaged. Evidence in books shows that this is maintained over time.
- Other adults are well-deployed when in lessons, supporting pupils to access work similar to that of their peers. Adapted resources or scaffolding were not seen, resulting in some pupils having timing issues when copying work from the board or completing tasks. A small number of pupils did not complete tasks in the given time and did not have access to supportive materials to address this.

### **The extent to which leaders and governors promote, monitor and evaluate the provision for Religious Education – good**

- Pupils receive the required curriculum time across the three key stages. Curriculum mapping ensures the content of the ‘*Curriculum Directory*’ and both GCSE and A ‘level syllabi is effectively planned and delivered. Resourcing is suitable for most pupils, but some groups would benefit from modified or adapted materials to ensure pace is maintained. This would enable low prior attaining pupils, or those with special educational needs and/or disabilities, to have full access to all elements of the curriculum.
- The department benefits from the expertise of subject specialists in all lessons. Funding is lower than that for other core subjects, which reflects curriculum time.
- Directives from the bishop are included in the Religious Education curriculum and form time, including the ‘*Year of the Word*’ and recent correspondence about the Synod.
- Quality assurance procedures are acted upon regularly. However, feedback needs to be strategically used to develop teaching, learning, assessment and feedback.
- The curriculum leader for Religious Education is enthusiastic and keen to build on current progress. He works closely with the senior line manager for Religious Education to address gaps among specific groups. His current focus is closing the gaps between boys’ and girls’ progress and outcomes, but is mindful that these reflect the national picture. He supports his team effectively and is mindful of workload when considering new initiatives.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	I
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- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

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### How well pupils respond to and participate in the school’s Collective Worship – outstanding

- Acts of Collective Worship, whether in class groups, year groups, or Key Stage groups, pique the interest of all pupils, prompting them to react meaningfully and live out the missions set. There is a palpable enthusiasm for Collective Worship, reflected in the heartfelt response to scripture, the depth of participation in communal prayer and the respect shown to the pupil leaders.
- Pupils have an in-depth understanding of the liturgical year: leaders have strategically planned the opportunities to reflect the liturgical year through daily worships, feasts and other types of liturgical worships, such as masses. There is a prayer theme for each week which links with the ‘*Word of the Week*’: pupils are supported by their teachers, form tutors and lay chaplains to fully immerse themselves in what this word means to them, their faith development and how, through this word, they are called to religious action.
- Pupils praise the school's sensitivity to both Catholic and other faiths in its openly inclusive attitude; Year 13 pupils selected the school due to its locally renowned celebration of diversity and inclusivity. The experience of living and working in the Catholic community of the school has a deep and visible effect on the spiritual, moral and personal development of each of its pupils, as seen by their actions and behaviour.
- Through the careful planning of liturgies pupils display confidence in their use of a wide variety of traditional and contemporary approaches to worship, often drawing upon their own experiences, influences and interests to create a liturgy which is dynamic, engaging and uplifting for participants.

### **The quality of provision for Collective Worship – outstanding**

- The school's lay chaplains are dynamic, inspirational and fully involved in many aspects of school life. Pupils and staff alike recognise their excellent contribution to the life of the school through beautiful liturgies, support for all members of the community, and their outstanding Catholic example.
- Collective Worship is central to the life of the school and a key part of every school celebration including during the recent lockdowns. The school's lay chaplains are instrumental in ensuring that Collective Worship is rich, varied and pertinent to the school's diverse community.
- There are numerous opportunities for Collective Worship and prayer every day within form time and year groups. Key Stage Acts of Worship and masses are celebrated regularly. Staff pray together often and value the opportunity to join as a Catholic community. Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. The Religious Education department has introduced Collective Worship into their curriculum time to celebrate the unit of learning and work.
- Senior leaders and the lay chaplains have an excellent understanding of the Church's liturgical year, seasons and feasts: they are heavily invested and passionate about ensuring that every pupil has a high-quality experience of the Church's liturgical life and that they have the opportunity to partake in worship, from which to strengthen their relationship with God.
- The school provides excellent professional development which ensures all staff have the skills and confidence to support pupils with the planning and delivery of worship, as well as the confidence themselves to participate actively in Collective Worship and the Catholic Life of the school.
- As well as planned, more formulaic prayers, pupils appreciate the opportunity to express themselves in open prayer and they have plenty of opportunity to do this. They value having the responsibility to select scripture and music and to write prayers for year group and Key Stage Acts of Worship. They are confident in living up to this responsibility for their peers.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship – outstanding**

- The headteacher, senior staff and the lay chaplains lead and contribute to Collective Worship on a regular basis in this faith community. They expertly assist other staff and pupils in ensuring that everyone in the school receives excellent provision in a variety of gatherings. Over recent months, this provision has strengthened and grown once more with the integration of the 'Be Inspirational' CMAT blog into daily worship, reaching out to pupils beyond the school, into the wider diocesan family.
- Collective Worship is recognised as an intrinsic aspect of school life and the high quality of training available ensures that it continues to improve. Staff training is well considered and organised, ensuring that all staff are given the relevant support with respect to their role within the school. This training is coordinated by the lay chaplains not just within their own school but across the CMAT and broader diocese.
- The monitoring and evaluation of Collective Worship is undertaken often and rigorously by key personnel, including governors and the pupils themselves, to ensure that planning is continuously working towards maintaining and improving on already high standards.

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- Leaders are astute in evaluating Collective Worship; they are proactive in recognising opportunities for improvement and do this by working closely with the Trust and other outstanding Catholic schools.
- Through their monitoring and evaluation of Collective Worship, governors describe the impact of the prayer life of the school on pupils as 'profound'. They cited the school's support of confirmation preparation as an example of how the school seeks to bring the life of the parish into the school.

## SCHOOL DETAILS

<b>School Name</b>	The Trinity Catholic School, a Voluntary Academy
<b>Unique Reference Number</b>	138341
<b>CMAT</b>	Our Lady of Lourdes Catholic Multi-Academy Trust

The inspection of this school 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 16 Religious Education lessons, 1 Act of Collective Worship and a class-based liturgy.

Meetings were held with the headteacher, the subject leader for Religious Education, a parish priest, the school's lay chaplains, the Trust's CEO and director of performance and standards and 2 governors. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mrs Rachel Greatrix
<b>Headteacher:</b>	Mr Matthew Shenton
<b>Date of Previous School Inspection:</b>	11 November 2014
<b>Telephone Number:</b>	0115 929 6251
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## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

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

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 18 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	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.