



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## HOLY TRINITY CATHOLIC PRIMARY SCHOOL

### LIVERPOOL

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Inspection Date 22 January 2013

Inspectors Fr. D Melly Mrs. D Martin

Unique Reference Number 104635

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 208

Chair of Governors Mr M Fagan

Headteacher Mr L Mulcahy

School address Banks Road  
Liverpool  
L19 8JY

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Date of last inspection 23 September 2008

# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- Holy Trinity school is an average sized Catholic Primary School situated in Liverpool and mainly serving the new parish of St Wilfrid.
- There are 208 number of children on roll of whom 144 are baptised Catholic, 60 come from other Christian denominations, and 4 from other faith or religious traditions.
- There are 10 teachers of whom 9 teach Religious Education. Eight are Catholic. Seven teachers have a suitable qualification in Religious Education.
- Since the last inspection a new RE Coordinator and three new teachers have been appointed. The parish structure has been changed and Holy Trinity church has been closed.

### Key for inspection grades

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

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## **Overall effectiveness:**

Holy Trinity is an outstanding school in providing Catholic Education.

## **Inspection Judgements**

### **The extent to which the pupils contribute to and benefit from the Catholic life of the school.**

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. They will be involved in the proposed review of the current Mission Statement.
- They have an outstanding sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. They are members of the School Council which is very involved in the life of the school. They are prefects and there is a 'buddy' system in place.
- Pupils are actively involved in developing the Catholic character of the school by living the Mission Statement through their loving, respectful relationships with others and their excellent behaviour. They participate well in Collective Worship. They show great concern for the less well off and for the environment.
- Pupils benefit from participation in residential visits to Conover Hall and York and many other school days out.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to achieve their full potential in all aspects of school life.
- Pupils are involved in service to the local community particularly through the choir singing at various events.

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

- Pupils' achievement in Religious Education is outstanding.
- Pupils' attainment in Religious Education is outstanding. Pupils make outstanding progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage while many are exceeding their level.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age and capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in, and enjoyment of, their learning is outstanding as shown by their enthusiasm, interest and behaviour.

- Pupils are encouraged to work independently and collaboratively.
- Most pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils show outstanding interest in Collective Worship. They respond very well and actively participate in it.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures to which they listen attentively. They are obviously growing in their knowledge and understanding of the bible.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They now need to be encouraged to prepare and lead worship from their earliest years.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching is good with outstanding features and ensures that pupils are interested, engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and most teachers ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. To maximise learning excellent use is made of time and resources including other adults, ICT (including iPads, cameras and flip cameras), bibles, rosary beads, story books, (big and small), pictures and photos and dressing up clothes.
- Pupils are informed of their progress and how to improve both orally and through marking. Effort and achievement are celebrated every Friday.
- The assessment of pupils work in Religious Education is very good. The school sees the need to develop this work.
- The school has very good continuous assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The curriculum is outstanding in meeting pupils' needs.
- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.

- Planning ensures full coverage of the Religious Education programme. Well planned strategies are deployed to enrich pupils learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as the breakfast and after school clubs which include sport, art, music and even philately, together with their residential visits and days out, all have a very positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Use has been made of outside speakers to enhance this work. It must be remembered that, together with the study of Judaism, another religion has to be covered each year.

### **The quality of Collective Worship provided by the school.**

- The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the variety of faith and religious backgrounds among the pupils.
- Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. They are keen to pray their own individual prayers during acts of Collective Worship.
- The school sees the need to provide opportunities for staff to develop their skills in planning, leading and evaluating Collective Worship.
- The teachers need now to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers, governors and the local and wider Faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school and show an outstanding understanding of and commitment to, the Mission of the Church.
- This is reflected in the schools own Mission Statement. All who form part of the school community including parents, Priests, governors and children were involved in the development of the current Mission Statement which is well known.
- Monitoring of planning and teaching is in place. The school sees the need for this to be developed further.
- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school through their living out of the Mission Statement which they know and own, their leadership and participation in Collective Worship and by the example of their daily lives.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge.

- Their analysis provides a basis to celebrate the school's strengths and outline areas for development. The Self Evaluation Document is very good, concise and accurate and impacts well on the Catholic life of the school.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Good use is made of the 'Come and See for Yourself' part of the programme. Teachers are released to avail of in-service for their Continuous Professional Development.
- The quality of Collective Worship is a priority for the school. An up to date, comprehensive policy is in place.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are very positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. Regular newsletters are sent to the homes informing parents and carers about what is being taught in the school and the ways in which they can support this work. The Wednesday Word is also available each week and makes a good difference in some of the homes.
- Governors are growing and developing in fulfilling their responsibilities.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Monitoring data is used to evaluate the schools performance and plan for future improvements.
- There is a programme for the monitoring and evaluation which the school intends to update.
- Teaching and learning is monitored.
- Continuing professional development opportunities are provided for all. They are especially encouraged to attend in-service days provided by the Department for Christian Education and to enrol on the CCRS.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, and the teachers. The need to share this more formally with the governors is appreciated.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is outstanding in guiding Religious Education. He shows great commitment and introduces new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is very good in identifying targets.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

## **What does the school need to do to improve further?**

- Raise attainment and accelerate progress further by:
  - re-establishing the monitoring programme;
  - further developing the assessment that is in place.
- Improve the quality of provision and outcomes for Collective Worship by;
  - encouraging pupils to plan and lead Collective Worship from their earliest years.
- Further enhance Curriculum provision by:-
  - Including the study of another religion in line with Archdiocesan Guidance.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

**Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate**