

# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



## SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Holy Trinity Catholic Primary School  
Boundary Road  
Newark  
Nottinghamshire  
NG24 4AU

4 May 2012  
(Summer Term 2012)

**URN: 122818**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>School:</b>	<b>Holy Trinity Catholic Primary School</b>
<b>Headteacher:</b>	<b>Mr Barry Doran</b>
<b>Chair of Governors:</b>	<b>Mr Robert Beall</b>
<b>Date of Inspection:</b>	<b>4 May 2012</b>
<b>Inspection Team:</b>	<b>Mrs Anne Recchia Mr Michael Geraghty</b>
<b>URN:</b>	<b>122818</b>
<b>Overall Grade Awarded:</b>	<b>2</b>

### Description of the school

Holy Trinity is a larger than average-sized primary school which provides education for children aged from 3 - 11. The school serves the parishes of Holy Trinity Newark and Our Lady of Victories, Southwell. 82% of the children are baptised Catholic with 18% from other Christian backgrounds. Despite the large Catholic intake, pupils' attainment on entry in Religious Education is below that expected for their age. The majority of pupils are of White British heritage. However, since 2007 there has been a great increase in children who learn English as an additional language and the overall percentage (22%) of non-native English speaking pupils is above the national average. The school's catchment area is socially and economically diverse with the proportion of pupils known to be eligible for free school meals below the national average and those with special educational needs just above.

Due to the school's location and travelling distances involved, only 36% of last year's Year 6 cohort transferred to Catholic secondary schools.

## Overall effectiveness

Holy Trinity is a good school with some outstanding features. It is at the heart of the Catholic faith community in the area and is very well respected locally. It is central to the school's mission that every child matters and that each is a unique gift from God. Gospel values of compassion and care permeate the foundation and lived ethos of the school. Collective worship, liturgy and prayer play a significant role and are real strengths of the school. The provision for community cohesion is outstanding and links with the local Catholic faith communities are particularly strong.

Standards in curriculum Religious Education are good overall, with teaching ranging from satisfactory to outstanding. By the time pupils reach the top of the school their attainment in Religious Education is good. Children's behaviour is outstanding and they are worthy representatives of the school's values. They demonstrate very good relationships both with each other and with the staff and use a wide range of fundraising and practical activities to respond eagerly to the needs of those experiencing hardship. The school's provision for Religious Education positively affects pupils' spiritual and moral development. School data would seem to indicate that standards in Religious Education are satisfactory. However, work scrutiny of last year's books and current work would appear to show that standards are good with staff underestimating the levels of achievement. This discrepancy has been addressed and current tracking indicates that achievement at the end of Key Stage 2 will be good and in line with standards in English

Leaders and managers have a shared vision, which is realistic and carefully planned and reviewed, ensuring a positive impact on the Catholic life of the school. Governors are outstanding in their support, challenge and knowledge of the school.

<b>Overall effectiveness</b>	<b>Grade: 2</b>
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## What does the school need to do to improve further?

There are many good features in the work of Holy Trinity, however in order to continue to improve, the following actions are recommended:

- Further develop the confidence of teachers in assessing levels of attainment in Religious Education through regular agreement trialling both within school and with other Diocesan schools.
- Further develop the tracking of pupils' progress in Religious Education in order for any underachievement to be more rapidly identified and appropriate intervention strategies implemented.
- To develop and embed Assessment for Learning strategies in Religious Education.

## The school's capacity for sustained improvement

The school's capacity for sustained improvement is good. Leaders and managers have a clear and ambitious vision for the school. They are supported by an experienced staff, who are willing and able to embrace new initiatives in order to develop the school still further. There is a considerable amount of good and in some cases, outstanding practice in the school which, when developed and sustained over a period of time, will have a positive impact on standards. Further improvements in Religious Education will emerge with the development and embedding of more rigorous assessment procedures. Once Religious Education is fully incorporated into the recently introduced tracking system, the school will be able to systematically analyse assessment data in Religious Education for individuals and vulnerable groups of pupils. It will support the drive to ensure that pupils of all abilities extend their learning and achieve at their optimum level. Governors are supportive of the school and have the ability to challenge and enhance the work of the senior leadership team. They carry out their role of 'critical friend' in a highly effective way and have in place rigorous monitoring and evaluation processes in order to hold a clear picture of the school, its strengths and areas for development.

**The school's capacity for sustained improvement**

**Grade: 2**

### PUPILS

**How good outcomes are for pupils, taking particular account of variations between different groups**

Pupils enter Holy Trinity with little religious knowledge or experience of the subject. They make good progress in the Foundation Stage and soon acquire the necessary skills to retell Gospel stories and participate in prayer and acts of collective worship. By the end of Key Stage 1, pupils reach a level which is consistent with national standards. A small proportion attain above national expectations. By the end of Key Stage 2, as evidenced from work in their books, pupils are producing good work in line with and sometimes above age-related levels in Religious Education. The quality of written work is good and pupils' work is generally well presented. Older pupils write longer, more reflective pieces where they are challenged to think about various issues and record their reflections in a mature manner. Although pupils are very aware of their targets in English, they do not have similar targets to hand in Religious Education.

Pupils in Key Stage 1 are able to produce work of a good standard. They show an appropriate understanding of the learning objectives and a growing ability to reflect on meaning and relate it to their everyday lives. Pupils are increasingly expected to work both cooperatively in groups and independently. Pupils are keen to articulate their understanding and knowledge of Bible stories. Adult support is used effectively to ensure that pupils with learning difficulties complete their tasks successfully. Key Stage 2 pupils are able to access information from a variety of sources including information technology. They are able to use the Bible confidently and can, by the end of this stage, compare and contrast different extracts to gain a fuller understanding. Pupils report that they enjoy the more creative aspect of the subject, such as role-play and empathy work and would like this to feature in more lessons. The pupils value the work they do in Religious Education. As one child put it, 'You can speak from the heart and express yourself, pouring out your feelings into words'.

The children's engagement with the Catholic life of the school is outstanding. They are considerate to one another and in their charitable giving, they show concern for those less fortunate, both locally and further afield. For example, Year 6 pupils instigated a very impressive charitable event where they spent time in sleeping bags on the school playground to highlight the plight of the homeless. This received a two page spread in the local newspaper and had a real impact on the local community as well as raising funds. The school council is democratically elected and pupils have a strong voice in the direction of the school. Playground buddies help younger children and their intervention on the playground and around school contributes to a calm, safe atmosphere. Pupils feel secure that poor behaviour is dealt with effectively and that any form of prejudice will not be tolerated.

The children value the wide range of after school activities and special events focused on Religious Education such as the Briars retreat for Year 6. Relationships with adults are good. Teachers show empathy and a willingness to share their own life experiences. Consequently the children speak highly of their teachers, 'They are funny and they make you laugh – that's important to us'. The children have a good sense of their own faith background and its importance in their lives. Their understanding of the beliefs and practices of people from other faiths and backgrounds is growing but would benefit from more face-to-face contact. Pupils actively participate in key celebrations in school throughout the liturgical year. They have a good knowledge of traditional prayers of the Church. Children are also given opportunities for spontaneous prayer and reflection. Younger children are involved in planning liturgies at an age appropriate level and pupils at the top end of Key Stage 2 do have the maturity and enthusiasm to plan, prepare and lead acts of collective worship. Consideration should be given to developing a systematic approach to allow the children to gain the skills to take a more active role in this aspect of the life of the school.

<b>How good outcomes are for pupils, taking account of variations between different groups</b>	<b>Grade: 2</b>
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<p><b>LEADERS AND MANAGERS</b></p> <p><b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils</b></p>
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Leaders and managers at Holy Trinity School promote, monitor and evaluate the provision for the Catholic life of the school and plan improvements to outcomes for pupils to a good standard. The headteacher is deeply committed to the mission of the Church in providing a Catholic education for pupils. His vision is shared with the leadership team and staff who form a cohesive team focused on the faith, moral and spiritual development of the pupils. Leaders and managers conduct a range of monitoring activities both in respect of the Catholic life of the school and teaching and learning in Religious Education. The headteacher and senior leaders have a clear picture of the school's strengths and areas for development. Improvements in the rigour of assessment and the accuracy of data is beginning to have an impact in raising the standard of pupils' work in Religious Education.

The school improvement plan is regularly reviewed and progress towards targets is systematically monitored by the headteacher and governors. The provision for staff

induction is good and in-service training has been used effectively to develop staff understanding of their commitment to the Church's mission in education. As a consequence, there is explicit and palpable evidence that the Catholic life of the school is a priority. Pupils are able to articulate the school's distinctive nature and are rightly proud of being a part of Holy Trinity School.

Leaders and managers promote community cohesion to an outstanding level. The inclusion of all is a central goal and a shared vision. The school has responded well to the recent influx of pupils from Eastern Europe and has ensured that these pupils are well integrated and make similar or better progress than others. Some staff provide translation for pupils who are at the early stage of language acquisition and the school has been instrumental in creating a Polish Saturday School. Relationships in the school are very positive and pupils' friendship bonds cross cultural, faith, social and economic boundaries. Opportunities are created for pupils to enter into a dialogue and collaborate with pupils from different backgrounds both locally and internationally. The East West programme for example, gave staff and pupils the chance to meet with and share experiences with staff and pupils in Castleblaney in Ireland.

The curriculum is well designed to provide opportunities for pupils to learn about other faiths and engage with some of their prayers and rituals as exemplified in the whole school participation in the annual Passover meal. Good use is made of information technology to enhance understanding of other faiths. This aspect of provision could be enhanced with more opportunities to meet people from other faiths and visits to their places of worship.

Opportunities for pupils to voice their opinions and work together for the common good are well met within the school's 'Moot Groups'. Attitudes of respect, tolerance and concern are a strong feature of the school. Pupils enjoy participating in events organised with other schools and the local neighbourhood and actively participate in fundraising for people on the margins of society.

Parents are extremely supportive of the school and feel they are kept well informed of their child's progress. Their views are sought through an annual questionnaire the results of which are very positive. The parish has strong links with the school and the Parish Priest is a frequent visitor both in his pastoral capacity and as a governor of the school.

The headteacher and Religious Education coordinator monitor the progress of all pupils and the quality of teaching and learning. Performance in Religious Education of whole cohorts, groups and individuals is recorded. The rigorous evaluation of this data would lead to early identification of underperformance and target setting to improve outcomes. This approach has been very effective in other core subjects and should now be applied to Religious Education. The school should continue to seek ways to develop confidence in levelling pupils' work in Religious Education and measuring the accuracy of this through dialogue with colleagues from other Catholic schools.

Governors are very supportive of the school, they know the strengths and areas for development and act effectively as 'critical friends'. Governors have high levels of expertise and are well organised in their approach to governing the school. New governors are well inducted to the role with appropriate training and support from other

governors. The headteacher regularly reports on the Catholic life of the school and the work of the school is effectively monitored through visits, meetings with staff and observations. The governors would welcome more information on progress and standards in Religious Education. The Parish Priest, in his role as governor is a regular visitor to the school gaining insight into the curriculum, collective worship and teaching and learning. As a result, he is able to provide formal and informal reports for governors. Governors have worked with the school in promoting Catholic secondary education in the area. Governors engage effectively with parents and are well informed about stakeholders' views of the school.

<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>Grade: 2</b>
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<b>PROVISION</b> <b>How effective the provision is in promoting Catholic Education</b>
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The provision of Catholic education at Holy Trinity Primary School is good. The quality of teaching and learning in Religious Education is good overall. During the inspection, the vast majority of teaching observed was good with some examples of outstanding practice. A small number of lessons were graded satisfactory. Where teaching is good, teachers plan exciting and creative lessons that meet the needs of all the pupils and build on their prior learning. Pupils in these lessons make good progress and are interested and engaged in their learning. In outstanding lessons, teachers use their questioning skills to challenge and extend pupils' knowledge and understanding. Lessons proceed at a brisk pace with independent tasks that are varied and perfectly suited to pupils' individual learning needs. Where teaching is satisfactory, the pace of learning is slower and not all tasks are sufficiently challenging or appropriate to Religious Education as a core subject of the curriculum.

Teaching assistants are generally used effectively in Religious Education lessons to support individuals and groups of pupils during tasks set by the class teacher. They are however, most effective when they are deployed throughout the lesson, providing assessment feedback to teachers, translating for pupils with English as an additional language and reinforcing and explaining tasks for pupils with learning difficulties during the input by teachers. This outstanding practice should be shared across all key stages.

Accurate tracking of pupil progress in Religious Education is still in its infancy. The school is developing a more broadly accurate picture of pupils' achievement as teachers become more confident in using the levels of attainment in Religious Education. As accuracy in assessment improves, underachievement will be more easily identified and appropriate actions taken to tackle this. Teachers generally know how well pupils are progressing and are able to set appropriate targets within the lesson to move learning forward. Some teachers use 'driver words' to set learning objectives which allows pupils to understand the target that they are trying to achieve and what to do to achieve at a higher level. The consistent use of this approach and the setting of challenging targets would help to raise standards across the key stages and aid pupils' in their self-assessment.

The marking of pupils' work in Religious Education is generally effective in evaluating performance and keeps pupils informed of how well they are doing but it does not

always inform pupils about how to improve their work in Religious Education. Pupils are keen to be part of the assessment process and would appreciate opportunities to enter into a dialogue with their teacher. This is a feature of good practice in other core subjects and should be extended to include Religious Education in a consistent way.

The Religious Education curriculum is suitably matched to pupils' needs, interests and learning styles. It is customised to meet the needs of groups of learners mainly through well targeted support offered by teaching assistants and teachers. As a result, these groups progress at a similar rate to others in the class. Good opportunities are provided for the spiritual and moral development of pupils. The school meets the Episcopal requirement that 10% of the whole curriculum is devoted to Religious Education. Care however, should be taken to ensure that the line between Religious Education as a core subject and collective worship is not blurred and that all the time allocated to the teaching of the subject is used effectively during lesson time to deliver the curriculum.

The quality of collective worship provided by the school is outstanding. Acts of collective worship and prayer are given a high priority and are central to the life of the school. The participation of the children in the school Masses and in class liturgies is outstanding. There is a sense of reverence and respect from all the children from Nursery upwards. Great attention is given to creating prayerful atmospheres in acts of worship and liturgies and all the children respond to this positively. The themes for worship are well chosen, they reflect the Catholic character of the school and contribute very effectively to the faith and spiritual development of pupils. Attendance by parents and others associated with the school and parish is encouraged and facilitated. The school provides good opportunities for pupils to engage in different forms of prayer for example, dance, mime, song, sign language and the spoken word. As a consequence, pupils are interested and want to engage in worship in a meaningful and reverent way. From an early age, pupils are encouraged to make choices in planning their own liturgies. As they progress through the school, they are becoming more confident in leading and actively participating in prayer and worship. Further consideration should be given to the formation of a well trained 'chaplains team' who could be good role models for the pupils in their planning and leading of worship. Collective worship is regularly reviewed and evaluated by staff and pupils which leads to improvements.

<b>How effective the provision is in promoting Catholic education</b>	<b>Grade: 2</b>
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<b>Common grading scale for all inspection judgements</b>	
<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## Inspection Judgements Summary

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	<b>2</b>
<b>How well pupils progress and enjoy their learning in Religious Education.</b>	
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>1</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>1</b>
<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	<b>2</b>
<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.</b>	<b>2</b>
<b>How effectively leaders and managers promote community cohesion.</b>	<b>1</b>
<b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>	<b>2</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>1</b>
<b>How effective the PROVISION is in promoting Catholic education.</b>	<b>2</b>
<b>The quality of teaching and how purposeful learning is in Religious Education.</b>	<b>2</b>
<b>The effectiveness of assessment and academic guidance in Religious Education.</b>	<b>3</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>1</b>