



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

THE TRINITY CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date Tuesday 11 October 2016

Inspectors Rev D Melly
Mrs M McGarry, Mrs J Rourke

Unique Reference Number 134722

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

Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 311

Chair of Governors Mr T A Westwell

Headteacher Mrs P Deus

School address Titchfield Street
Liverpool
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Date of last inspection 29 November 2011

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

- The Trinity school is an above average sized Catholic Primary School situated in Liverpool and serving mainly the parish of St. Sylvester though a number of pupils come from surrounding parishes.
- There are 311 number of children on roll of whom 206 are baptised Catholic, 18 come from other Christian denominations, and 87 from another faith or religious traditions.
- There are 21 teachers of whom 17 teach Religious Education and 13 have a suitable qualification in Religious Education. One other teacher is in the process of obtaining a Religious Education qualification. Sixteen teachers are baptised Catholic.
- Since the last inspection the much loved and appreciated Parish Priest has been moved and a new one has yet to be appointed. A number of newly qualified teachers have also been appointed.

Key for inspection grades

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

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Overall effectiveness:

The 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 and are very keen to do so.
- Pupils 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 playground buddies, school councillors and eco councillors. They act as prefects and role models. They also plan and lead Collective Worship.
- Pupils are actively involved in developing the Catholic character of the school especially by their living out of the school's Mission Statement and putting into practice their new code of conduct.
- Pupils benefit from participation in away days and retreat activities. Year 6 attend retreat days in Notre Dame and other residential experiences are provided at Kingswood and Crosby Hall. Pupils also attend after school clubs in Notre Dame High School.
- Pupils have an outstanding sense of right and wrong and apply this in their personal relationships. They are taking an increasing responsibility for themselves and their actions. Pupils are very courteous, friendly and well mannered.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. E.g. through The Rainbows Programme, the Nugent Care social worker, the learning mentor and the play, behaviour and speech therapists.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are involved in service to the local faith and religious communities. They have worked with other schools on the local canal. They also support the Nugent Care Society, CAFOD, HCPT, the Poppy Appeal and Jospice. They have received visitors from the police, the fire brigade, members of parliament and local elderly residents. They show respect for and understanding of other faiths and religions.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They have had a project called 'Children in the centre' which helped them to develop socially and morally. They have also had a programme to raise self esteem called 'Think Yourself Great'.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They 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.

- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or 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 interest, enthusiasm and behaviour, which is outstanding.
- Pupils are encouraged to work independently and collaboratively.
- 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' response to and participation in Collective Worship is outstanding
- They show great interest, respond very well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is certainly increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures, which is well proclaimed.
- They sing extremely joyfully, reflect prayerfully in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. These include the use of the many outstanding resources available, together with role-play, talking partners and independent working. All staff use affirmation to great effect.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding. Here great use is made of the driver words.
- Teachers provide opportunities for pupils to work independently and collaboratively. Excellent use is made of time and resources including other adults and Information and Communication Technology, music, photographs, film clips, paint and the many outdoor resources to maximise learning. The use of the very sophisticated ICT is particularly impressive.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated.
- Teachers use the driver words to great effect to differentiate and challenge pupils effectively.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding 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 extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- 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. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as the residential experiences, themed weeks, the various visits and visitors and the extra curricular clubs all have a 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.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has obviously a very high profile and is central to the life of the school and a great deal of effort has obviously been put in recently to improve the provision.
- 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.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The subject leader has provided very high quality resources and given opportunities to teachers and 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 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 monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness. The school is aware of the need to review the Mission Statement.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. Full use is made of all in-service available in the Archdiocese. All know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and to outline areas for development. It impacts well on the Catholic life and Religious Education of the school.
- The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An outstanding policy is in place.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are very warm, positive and caring relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school, particularly through the school's website. They are invited to all celebrations of the liturgical year. They are provided with the Wednesday Word each week.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their selfless sharing of their time and expertise. They are obviously very passionate about the school.

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.

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust and thorough programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.

- The subject leader is outstanding in guiding Religious Education. She shows great enthusiasm, commitment and organisation. She introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated regularly.
- The Self Evaluation Document and Religious Education action plan are rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

What the school needs to do to improve further?

Implement areas for development outlined on the Self Evaluation Document and the Religious Education action plan.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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

How good outcomes are for individuals and groups of pupils	
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

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
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

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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	1

<i>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</i>
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