



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### HOLY TRINITY CATHOLIC PRIMARY SCHOOL

#### LIVERPOOL

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Inspection Date 16 January 2018

Inspectors Mrs Pat Peel Mrs Julia Ashton

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 254

Chair of Governors Mr Chris Tosh

Headteacher Mrs Helen Raley-Williams

School address Banks Road  
Garston  
Liverpool  
L19 8JY

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Date of last inspection January 2013

## 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 is an average sized Catholic Primary School situated in Garston serving the parish of St. Wilfrid.
- There are 254 children on roll of whom 168 are baptised Catholic, 28 come from other Christian denominations and 6 from other faith or religious traditions. 52 have no religious affiliation.
- There are eleven teachers, ten of which teach Religious Education. Eight teachers are baptised Catholic. Seven teachers have a suitable qualification in Religious Education with a further 3 currently on the programme.
- Since the last inspection there has been a new Headteacher appointed.

### 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 a good school in providing Catholic Education.

## CATHOLIC LIFE

### 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 truly appreciate, value and actively participate in the Catholic Life at Holy Trinity. They know, own and live out their Mission Statement *“Walking in the footsteps of Jesus: we care, we share, we love, we learn.”* on a daily basis and were involved in writing it.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong.
- Pupils enthusiastically embrace the demands that being members of the school community entails such as becoming school councillors, prefects, playground leaders, and monitors etc.
- They take a leading role in those activities which promote the school’s Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Nugent, Samaritans Purse Operation Christmas Child, British Legion, NSPCC and Macmillan Cancer Care to name but a few. They are alert to the needs of others and seek justice for all. Within the locality they have made up and given hampers to those in the community who need them and support the parish in collecting for the local foodbank.
- Pupils value and fully participate in opportunities provided by the school including a range of after school clubs such as seasonal sports, bug club, cooking, drama and wellbeing etc. The school choir is active both in school and in the community.
- The school is part of the Everton in the Community project which supports pupils in Year 6. They were recently visited by one of the players to promote the Premier League Primary Stars programme and had a reciprocal visit to Goodison Park.
- The school supports outdoor educational visits; Year 5 and 6 pupils visit JCA Condover Hall Activity Centre, Shropshire.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have an outstanding sense of belonging. On the day of inspection, a child commented that, *“Holy Trinity is the best school ever because everyone cares for each other!”*. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. Their Friday merit assembly where certificates are awarded is a key part of recognising this.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish celebrations and activities, irrespective of their own faith commitments. Pupils have attended the local church. Pupils have been visited by members of the Legion of Mary from the parish.

- Catechists from the parish support the school through the With You Always Sacramental programme.
- Pupils feel able to express pride in their own religious and cultural identity and beliefs.

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

- The quality of provision for the Catholic Life of the school is good.
- The school Mission Statement *“Walking in the footsteps of Jesus: we care, we share, we love, we learn.”* strapline does not clearly express the educational mission of the Church. It needs to be reviewed to add in clear aims and practical objectives to show how this is lived out in the school community.
- Staff are committed and regularly participate in school activities which reflect the Catholic Life and mission of the school. However, this needs to be further developed in light of the review of the Mission Statement.
- There is a clear sense of community at all levels at Holy Trinity, evident in the quality of relationships and the centrality of prayer to the whole community.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. The entrance porch display, sacred spaces and classroom focal areas reflect the school’s current Mission Statement.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising efforts in support of numerous causes.
- The school provides many opportunities for the spiritual and moral development of pupils and staff through prayer opportunities, reflections and retreats. Holy Trinity is host to the ‘Living Christ’ two day retreat as part of the Irenaeus Project.
- The chaplain from the local high school is a frequent visitor and supports the Catholic Life of the school by leading Christian assemblies.
- Policies and structures are in place, which provide good pastoral care to pupils.
- The Learning Mentor is very effective working with the most vulnerable pupils and their families in all aspects of school life. She supports circle time in each class.
- All the relevant documentation is in place and the school has made a commitment to undertake training and purchase relevant resources to support Relationships and Sex Education alongside Personal, Social and Health Education. The curriculum has been planned in readiness to celebrate Catholic teachings and principles in this aspect. A meeting with parents is scheduled in the next few weeks. This is an area the school has recognised needs to be further developed over the coming year.
- The school provides the Wednesday Word for families.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for the Catholic Life of the school however, it needs to become much more rigorous to ensure it leads to planned improvements to further enhance it.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.

- The provision for the Catholic Life of the school is given priority by leaders and is reflected in the school's self-evaluation document. It is focused on the Catholic Life of the school. The Mission Statement needs to be reviewed to ensure it complies with current Archdiocesan guidance and monitored regularly.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is good. Staff are involved in shaping and supporting it.
- The school has strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, sends out regular newsletters and has an up-to-date website and parent app. As a result, parents and carers have a good understanding of the school's mission and are supportive of it.
- There is a very active PTFA who organise fundraising activities to support the needs of the school.
- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Many of the governors are active in the parish and they make a valuable contribution to the Catholic Life of the school. They are very supportive to the school's mission but need to challenge as well as support where necessary.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archbishop's vision for the Archdiocese throughout the school. Leaders and governors have made a commitment to further develop Relationships and Sex Education throughout the school alongside PSHE.

## **RELIGIOUS EDUCATION**

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

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are becoming more religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils concentrate well and understand how well they are doing. In some classes pupils are unsure of what they need to do to improve, and cannot articulate how they have made progress.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy a range of activities and respond well to opportunities which extend their learning. Behaviour in lessons is very good because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, both in class and in written work, is good.
- Pupils ongoing attainment is not currently being recorded and tracked across the school. This needs to be addressed.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.

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

- The quality of teaching, learning and assessment in Religious Education is good.
- On the day of inspection there was some outstanding practice observed with nothing less than good. This expertise needs to be shared.
- Some teachers plan good lessons but not enough is linked to pupils' current assessment using the language of the level descriptors i.e. driver words. Therefore, pupils are not making accelerated progress especially in Key Stage 2.
- Staff need to use the Archdiocesan template for planning Religious Education. It is highly recommended that the school undertakes in-service training to support teachers Planning and Differentiating using the driver words.
- Teachers are confident in their subject knowledge and have a good understanding of how pupils learn. However, the needs of the more able pupils are not always met as activities lack challenge and teachers do not always provide opportunities for greater depth.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are motivated and concentrate in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving but this is inconsistent. When this happens; it contributes to pupils making progress and increases their confidence in making further improvements.
- Most teachers manage time well to secure good learning in lessons and across sequences of lessons. There is not enough evidence from the Rejoice aspect of the topics. The celebration must be planned effectively with the pupils and kept as a record for monitoring purposes.
- In the best lessons teachers use observation and questioning very well. They adapt tasks and explanations using the language of the level descriptors i.e. driver words so improving learning for pupils. However, evidence in books suggests there is an over reliance on differentiation by outcome. It is recommended that the school undertakes Archdiocesan in-service training to support Teaching and Learning using the driver words.
- High quality resources e.g. Come and See website, God's and Church's Story, audio and visual media and iPads etc are employed to engage pupils in their learning.
- Other adults are used very effectively to optimise learning for pupils who need their support.
- Evidence in books shows that marking is positive but not always linked to the lesson objective. Occasionally, next steps are used. Pupils are not always given the opportunity to respond or fully understand what they need to do next to improve their work.
- In the best lessons achievement and effort are celebrated immediately leading to good levels of motivation from pupils.

## **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors requires improvement in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors are not ensuring that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage. Since the last inspection Come and See has been embedded across the school.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.

- Leaders' and governors' self-evaluation of Religious Education requires improvement. It is not a reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. Immediate strategic action needs to be taken by the school which leads to an improvement in the leadership of Religious Education.
- The curriculum leader for Religious Education does not effectively plan improvements to teaching and learning in Religious Education. He does not have a clear vision for the subject. He has not made effective use of assessment data and there is no whole school tracking in place. Consequently, leaders and governors do not know what impact the curriculum and assessment is having on pupils' outcomes.
- Leaders and governors do not ensure that Religious Education is planned to meet the needs of different groups of pupils and to secure coherence across different key stages in the school.

## **COLLECTIVE WORSHIP**

### **How well pupils respond to and participate in the school's Collective Worship**

- Pupils response to and participation in the school's Collective Worship is good.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils have a school song, '*We care, we share*' written by one of the parents which is used in support of the Mission Statement during worship.
- Pupils are beginning to prepare and lead worship with confidence, enthusiasm and a degree of independence. Other pupils are engaged by the worship opportunities planned by their peers. This was particularly evident in Year 6.
- Pupils are planning Collective Worship opportunities however this is not always recorded. The pupils need to use an appropriate planning template and this must be kept by class teachers as evidence for monitoring purposes.
- Pupils are not routinely evaluating Collective Worship either as a leader or a participant. This needs to be further developed.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which many pupils participate in prayer and liturgy.

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

- The quality of Collective Worship provided by the school is good.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Staff would benefit from using the '*Come and See for Yourself*' Collective Worship materials prior to beginning a new Religious Education topic.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect a good understanding of the liturgical seasons and the Catholic character of the school.

- Collective Worship and resourcing is given a high priority in the school. However, not all Collective Worship is recorded and evaluated and this needs to become routinely practised in the school. A portfolio of evidence needs to be collated by every member of staff for monitoring purposes.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have very good experiences of the Church's liturgical life.
- Staff are becoming more skilled in helping pupils to plan and deliver quality worship when appropriate. The school would benefit from undertaking Archdiocesan in-service training to support Collective Worship.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is good.
- The parish priest is a frequent visitor to the school and is fulsome in his praise of Holy Trinity. He presides at Mass for key celebrations throughout the Church's liturgical year and supports in class during some Religious Education topics.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. There is a policy in place which was recently reviewed.
- They have a good understanding of the Church's liturgical year, seasons and feasts. They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils. It is recommended that the school undertakes Archdiocesan in-service training to support Collective Worship.
- They promote pupils' planning and leading Collective Worship but this needs to be further developed in the school.



## What the school needs to do to improve further

- Raise the standards and profile of Religious Education further by:
  - evaluating the role of the subject leader for Religious Education;
  - ensuring that there is an effective action plan in place as recommended by the Christian Education Department to support monitoring and evaluating provision for Religious Education.
- Further develop the quality of teaching and purposeful learning in Religious Education by:
  - undertaking Archdiocesan in-service for Planning and Differentiation;
  - ensuring teachers develop the language of the level descriptors i.e. driver words; into their day to day repertoire to more accurately support pupils during lessons;
  - giving quality time to next step marking to ensure pupils know what they need to do to improve further.
- Further develop the work being undertaken in Catholic Life by:
  - undertaking a review of the Mission Statement to ensure it meets Archdiocesan guidance with clear aims and objectives;
  - undertaking Archdiocesan in-service training for Collective Worship;
  - beginning to develop a curriculum map for Relationships and Sex Education ;
  - beginning to embed 'Journey In Love' into lessons to support Relationships and Sex Education.

# INSPECTION JUDGEMENTS

## OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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## CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	2

## RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	3

## COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***