

Trinity Catholic School

Guy's Cliffe Avenue, , Leamington Spa, CV32 6NB

Inspection dates 25–26 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From average starting points, students make good progress and GCSE results at the end of Year 11 are above average.
- Teaching is good, with some that is outstanding. Teachers develop good working relationships in the classroom and have high expectations of their students.
- Students enjoy being at school and their attendance is above average. They have positive attitudes towards their learning.
- Behaviour in lessons and around the school is good. Students feel safe. Bullying is rare and dealt with quickly.
- The sixth form is good. Students make good progress on their AS and A level courses. The school makes sure that students receive the individual guidance they need to make informed decisions about their future education, training or employment.
- The new Principal has a clear and accurate view of the strengths and weaknesses of the school and knows exactly how to make it better. He is ably supported by the senior leadership team who work well together.
- Governors effectively provide both support and challenge for the school. They are fully committed to its continued improvement.

It is not yet an outstanding school because

- Teachers occasionally do not make sure that work is closely matched to students' needs and abilities, and so their progress slows.
- Occasionally students' progress slows because they are not given sufficient opportunities to learn without the help of the teacher.
- In a few lessons questioning is not challenging enough and does not probe what students have learned. As a result students sometimes do not quite make the progress they could.
- The best practice in teaching is not fully shared across the school, and so the progress students make in different lessons sometimes varies.

Information about this inspection

- Inspectors observed 41 lessons, including joint observations with members of the senior leadership team. In addition, inspectors made short visits to other lessons, observed a school assembly and scrutinised students’ work.
- Meetings were held with groups of students, the Principal and other members of the senior leadership team, Faculty Principals, heads of subject departments, heads of year, teachers, members of the governing body, and the local authority Learning Improvement Manager.
- Inspectors scrutinised a variety of school documents, including the school’s self-evaluation, the school development plans, behaviour records, safeguarding records, governing body documents, and documents relating to the management of teachers’ performance.
- Inspectors also considered the views expressed in 73 questionnaires returned by school staff, along with the 104 responses submitted by parents to the online Parent View survey.

Inspection team

Keith Brown, Lead inspector

Additional Inspector

Kerin Jones

Additional Inspector

Martin Spoor

Additional Inspector

Susan Thomas

Additional Inspector

Full report

Information about this school

- The school is an average-sized secondary school.
- The current Principal took up post in September 2012.
- Students come from a wide geographical area in central Warwickshire, including Leamington, Nuneaton, Rugby, Stratford upon Avon and Warwick.
- In September 2012, Year 7 students were admitted from 32 different primary schools.
- The proportion of students for whom the school receives the pupil premium (additional funding for those, in this school, who are known to be eligible for free school meals and the very few looked after by the local authority), is below average.
- The proportion of students receiving extra support through school action is above average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- The school meets the current government floor standards, which set the minimum expectations for the attainment and progress of students in English and mathematics by the end of Year 11.
- A very small number of students are taught in alternative provision away from the school site at Hybrid Arts, The Shaftesbury Centre and 90-ONE.

What does the school need to do to improve further?

- Make more teaching outstanding by making sure:
 - teachers consistently plan and structure lessons which are challenging and meet the needs of students of all abilities
 - teachers use open, demanding questions that challenge students' thinking and which check their understanding
 - students are given more opportunities to engage in active and independent learning.
- Ensure that the new faculty leaders share best practice in teaching within and between faculties in order to raise attainment and accelerate student achievement.

Inspection judgements

The achievement of pupils is good

- Students join the school with levels of attainment which are broadly average. They make good progress and attainment at the end of Year 11 is above average. The proportion of students who gained five or more GCSE grades at A*-C, including English and mathematics, in 2012 was above average. Students are on course to achieve above average GCSE results this year.
- Carefully-selected students are entered early for GCSE mathematics. This has been effective in raising their attainment. Early-entry has also improved these students' self-esteem and their belief that they can succeed.
- Students' reading skills are developing well and they read widely. The school is making good use of additional funding from the government's Year 7 catch-up premium for reading. Students receive well-targeted support, including small group tuition. Consequently, they are making good progress in improving their reading skills.
- The school has put in place effective strategies to make sure that students' reading, writing, communication and mathematics skills are used well across the range of subjects they study.
- Disabled students and those who have special educational needs make similar progress to other students. Staff identify students' individual needs early and arrange the appropriate additional help. Teachers and teaching assistants support students well, providing well-focused challenge and encouragement.
- The school is supporting the students eligible for pupil premium funding well. Extra staffing, small-group work, additional teaching resources and funding for educational visits and music tuition are helping students to overcome the difficulties they face in their learning. The one GCSE grade gap in English and mathematics attainment between these students and their classmates last year is now quickly closing.
- The welfare and progress of the very small number of students following courses off-site are carefully checked. Students attend regularly and their learning needs are met through well tailored tuition.
- Students make good progress in the sixth form. They are set challenging targets. Results at A and AS level are now above average and consequently most students go onto their first choice of university, employment or training.

The quality of teaching is good

- Teaching is improving and students achieve well over time. There is some outstanding practice in all subjects but this not being shared widely enough across the school to raise the overall quality of teaching still further.
- Teachers have strong subject knowledge and explain carefully what they want students to achieve in the lesson. Teachers build effective working relationships with students and the positive climate in classrooms encourages students to succeed. Work is carefully adapted for disabled students and those with special educational needs.
- Students' work is marked regularly and thoroughly. Teachers praise high-quality work and

provide detailed and helpful written feedback, which gives students a clear indication of the level that they are working at, together with detailed and helpful guidance on how to improve their work. Students assess their own work accurately and maturely.

- Where teaching is at its best, teachers have high expectations and use questioning well to check students' understanding. They provide well-targeted feedback to the students. They set work to challenge students of different abilities, and ensure that the pace of learning is brisk throughout the lesson.
- In the high-quality lessons seen, teachers are adept at deciding how well students are grasping new ideas. They intervene quickly to sort out a misconception or provide another example to reinforce a key message. For example, in Year 8 biology lesson students worked on a range of carefully constructed tasks on microbes. The teacher's questioning and use of everyday examples helped students to learn quickly about the immune system.
- The school's open areas, corridors, library and classrooms provide a stimulating learning environment. The quality of the artwork on display around the school is exceptional.
- In a few lessons students do not make as much progress as they should. This is sometimes because the teacher does not check carefully enough if students are finding the work too difficult or too easy. In a small minority of lessons, the teacher's questioning does not challenge the students enough or probe carefully to monitor what they have learned. On a few occasions, teachers do not include opportunities for students to learn without the help of the teacher.
- Teaching in the sixth form is good and the use of assessment provides teachers with a clear picture of students' progress and helps teachers to plan challenging work. Class sizes are generally small, which ensures that students have opportunities to work closely with their teachers to make good progress.

The behaviour and safety of pupils are good

- Behaviour is good in lessons and around the school. The vast majority of students enjoy learning and work hard. The school is calm and orderly.
- The system of rewards and sanctions is well understood by all students and they are encouraged to take responsibility for their actions. Parents and carers agree that their children are safe and happy in school and are positive about behaviour in the school.
- The school is successfully using strong links with parents to improve attendance rates. Attendance is now above average.
- Students say that they feel safe in school. The school makes sure that students are well aware of different types of bullying, including prejudice-based bullying and cyber bullying. Students say that bullying is rare and that any which occurs is quickly and effectively dealt with by the school.
- The school has a well-organised programme of activities in tutor time, personal, social and health education lessons and assemblies, during which students are taught how to keep themselves safe.
- Sixth form students receive clear and helpful information, advice and guidance. They contribute well to the life of the school; for example, on the school council, as sports leaders, or as mentors to younger students.

The leadership and management are good

- The new Principal is well assisted by his senior leaders. Together they provide strong leadership. Governors and staff are proud of the school and are committed to its success. There is an obvious determination to ensure that all students achieve the highest standards they can.
- A new faculty structure, which groups departments together, has been set this year to drive up standards still further. Faculty Principals are aware of the need to ensure that the best practice in teaching is spread within each faculty and across the different faculties.
- Improvements in teaching since the last inspection have been achieved by regular, rigorous monitoring of lessons, linked to a well coordinated programme of training which helps teachers to develop their skills.
- There is a clear link between the quality of teaching and salary progression. Teachers are held accountable for the progress of the students they teach, and senior, subject and year leaders for how well they manage their areas of responsibility.
- The school's view of its own performance is accurate and sharply identifies the priorities for the school. The school's leaders have set ambitious targets to improve the school and the school's plan for improvement sets out clearly how these will be met.
- Leaders meticulously track and analyse students' progress, so that any underachievement is quickly spotted. Effective support for individual students is then rapidly put in place.
- The leadership and management of the sixth form are strong. The school rigorously analyses and addresses any dips in the performance of AS-level and A-level subject areas.
- The wide range of GCSE, AS-level and A-level subjects offered meets students' needs well at Key Stage 4 and in the sixth form. The school has introduced a 'pathways' system in the sixth form and now offers BTEC work-related options which are more appropriate for the career choices of some students.
- Students' spiritual, moral, social and cultural development is very effectively promoted by a broad range of arts, dance, drama, music, English, mathematics, business studies, geography, science, technology and sports activities, as well as by visiting speakers. Students have many opportunities to go on trips abroad, such as German, French and Spanish exchange trips and to Normandy to visit battlefields.
- The local authority provides good support to the school. The linked Learning Improvement Officer has organised well-targeted support to improve classroom teaching and subject leadership.
- The school's arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
 - Governors are robustly holding the school to account. They have an accurate view of how well the school is doing in relation to similar schools nationally and have a good knowledge of the quality of teaching. Governors visit the school regularly to gather first-hand evidence of students' progress. They make sure that the use of additional funds from the pupil premium improves the achievement of the students entitled to it. The governing body oversees the management of finance and resources well and ensures that the salary progression of staff is

justified.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125756
Local authority	Warwickshire
Inspection number	402353

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Voluntary aided
Age range of pupils	11-18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1020
Of which, number on roll in sixth form	142
Appropriate authority	The governing body
Chair	Juliet Dove
Principal	Christopher Gabbett
Date of previous school inspection	11 November 2009
Telephone number	01926 428416
Fax number	01926 462928
Email address	trinityschooloffice@welearn365.com

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