

The Trinity Catholic School A Voluntary Academy

Beechdale Road, Aspley, Nottingham, Nottinghamshire NG8 3EZ

Inspection dates

12–13 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The determined leadership of the recently appointed headteacher, supported by senior leaders, governors and trust leaders, has successfully created a positive and inclusive culture that staff and pupils alike have embraced.
- The pastoral support for pupils is highly effective in supporting pupils' physical, emotional and mental well-being. The school's curriculum for personal, social and health education is very well developed.
- The arrangements for safeguarding pupils are highly effective and leaders have established a strong culture of vigilance. Pupils say that they feel safe and are cared for well. Parents and carers strongly agree.
- Pupils' behaviour is excellent. They are polite and courteous. They understand the Catholic values of the school and fully respect fundamental British values. They are proud to be members of the school's community.
- Leaders have a clear understanding of the school's strengths and areas for further development and are ambitious for its future. However, some subject leaders contribute less strongly to the school's further improvement.
- Similarly, pupils with special educational needs and/or disabilities (SEND) make good progress because of the close support that they receive.
- The proportion of pupils securing placements in higher education or training is high and above the national average, reflecting good-quality careers advice and guidance.
- The leadership of the sixth form is effective. Students receive good-quality teaching and pastoral support, which enables them to achieve well overall.
- The curriculum is broad and balanced. Leaders ensure that pupils benefit from learning across a wide range of subjects, and that the curriculum for personal development is effectively delivered.
- The quality of teaching is good. Teachers use their subject knowledge effectively to engage pupils in their learning.
- Pupils whose first language is not English benefit from very close support, which enables them to thrive, academically and personally.
- Overall, pupils' progress through key stage 4 is good. However, the progress made by boys and disadvantaged pupils has been less strong.

Full report

What does the school need to do to improve further?

- Improve outcomes at key stage 4 by ensuring that boys and disadvantaged pupils make stronger progress across the curriculum.
- Improve leadership and management by ensuring that all subject leaders contribute strongly to the school's further improvement.

Inspection judgements

Effectiveness of leadership and management

Good

- The ethos and culture of the school are very positive and underpinned by its strong Catholic foundation. The school's values are well understood, and relationships are exceptionally positive. Despite some recent challenges, morale in the school is positive. Staff and pupils alike are proud to be there. A typical comment, 'It is lovely to work here, relationships are positive and it is genuinely a special place.'
- The recently appointed headteacher leads the school well, supported by senior leaders, trust leaders and governors. He communicates a clear, ambitious and determined vision for the future direction and success of the school. The overwhelming majority of parents and carers who responded to Ofsted's online survey, Parent View, would recommend the school and believe it to be well led and managed. The school is, consequently, heavily oversubscribed.
- Pastoral care is a distinctive strength of the school, particularly the care extended towards pupils who are vulnerable or in need of additional support. Staff go the extra mile to ensure pupils' safety and well-being. Pupils report that they feel very well cared for.
- The leadership of the provision for pupils whose first language is not English and that for those pupils with SEND is very effective. As a result of close, tailored support and good engagement with parents, these pupils make good progress. A typical comment from pupils was, 'Staff help me, explain things clearly and visit me in lessons to provide extra support.'
- The leadership of the curriculum is effective. Leaders have recently reviewed the curriculum to ensure that the balance of subjects studied by pupils is manageable, encourages their progress and supports their mental and emotional well-being. The curriculum is broad and balanced. Leaders are resolute that all pupils should learn from a broad base of different subjects across all years. They have given particular focus to ensuring that the curriculum meets the needs of boys and disadvantaged pupils, to enable them to make stronger progress.
- The leadership of the sixth form is effective. The curriculum offered is well planned and students benefit from high-quality pastoral care and guidance. Students respond positively to the high expectations that staff have of them and they make good progress overall.
- Pupils' spiritual, moral, social and cultural understanding is well developed throughout the school, particularly in subjects such as religious education, history and science. These elements are further strengthened by the leaders' comprehensive programme for personal development. Pupils' engagement in this aspect of their learning is prominently illustrated in the school's website, news articles and numerous displays across both school sites.
- Pupils report that they appreciate the wide range of extra-curricular activities and enrichment opportunities offered, such as sports, musical activities, the Duke of Edinburgh's Award and many trips and visits.
- Pupils have a good understanding about fundamental British values. They exemplify

these values through their excellent behaviour and exceptionally positive attitudes towards democracy, tolerance and respect for individual liberty. Pupils say that they appreciate the inclusive school community of which they are a part.

- Leaders have implemented a carefully planned programme of careers education and guidance, particularly at key stage 4. This contributes significantly to the high proportion of pupils securing their next steps in education or training. Leaders recognise the importance of enhancing this provision at key stage 3.
- Newly qualified teachers are positive about the support they have received from leaders during the completion of their induction year.
- Since September 2018, a new programme has been launched in support of the professional development of staff. A number of initiatives have been implemented, including 'Teach like a Champion' and the development of academic literacy. Staff say that they value these opportunities. However, it is too soon to evaluate the impact of this work on strengthening some pupils' outcomes in key stage 4.
- Leaders have benefited from and contributed to the supportive culture of professional development which exists within the trust. For example, subject leaders have engaged purposefully in trust networks for English, mathematics and science to share effective practice and ensure the reliability of pupils' assessments. School leaders have also contributed to other trust networks by sharing effective practice in behaviour and curriculum management.
- Subject leaders are held to account more stringently than has been the case in the past. Leaders have introduced rigorous processes to check the quality of provision across the curriculum. However, leaders recognise that some subject leaders require some additional support to help them to contribute more successfully to further school improvement.
- Leaders have recognised that the spending of the pupil premium funding for disadvantaged pupils is not having the desired effect on academic outcomes, particularly at key stage 4. Leaders have reviewed their strategy to provide pupils with the support they need and are currently implementing improvements. These are beginning to raise standards but are yet to fully have an impact on the progress that these pupils are making.

Governance of the school

- The governance of the school is strong and effective.
- Governors are kept well informed by senior leaders and have a good understanding of the school's strengths and areas for improvement. Relationships are positive, constructive and fully supportive of the direction taken by the recently appointed headteacher. Governors visit the school regularly in support of the school's development priorities and their responsibilities for pupils' safeguarding.
- Together with senior and trust leaders, governors are ambitious for the school and have a clear vision for improvement. Members of the local governing body have played a key role in holding senior leaders to account and asking challenging questions within a culture of very positive support.
- Governors are highly skilled and knowledgeable. They use their expertise to support

the school's ongoing development. For example, governors were determined to see a review of the curriculum to ensure that pupils studied an appropriate number of GCSE courses at key stage 4.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have embedded a strong culture of vigilance at the school and pupils report that they are cared for well. Any issues that arise are swiftly addressed.
- The checks made on the recruitment of staff are secure and monitored by senior leaders and governors. Procedures are in place to ensure that all visitors to the school are suitably vetted. Safeguarding is a standard discussion item at leaders' meetings, local governance and trust meetings.
- All staff receive high-quality and regular safeguarding training and understand what to do if they have any concerns about a pupil's well-being. This includes training on radicalisation and extremism. School records are meticulously organised and detailed. These records demonstrate leaders know pupils well and prompt and decisive action is taken to keep pupils safe from harm. Leaders are tenacious in following up safeguarding concerns and work effectively with external agencies and with parents, to ensure that pupils receive the right support when it is needed.
- Leaders have also invested in key resources to support pupils' mental health and well-being. Pupils with specific worries and concerns are able to see a trained counsellor when required.
- Leaders have implemented a comprehensive programme of personal development, which includes many opportunities for pupils to learn about how to keep themselves safe. For example, pupils are taught about internet and media safety, gang culture and knife crime, radicalisation and extremism, substance abuse and personal safety.
- The overwhelming majority of parents who responded to Ofsted's online survey, Parent View, agreed that their children feel safe, happy and well looked after by the school.

Quality of teaching, learning and assessment

Good

- Pupils benefit from teaching that is, overall, of good quality. Some teaching, for example in modern foreign languages, music and art, is exceptionally strong.
- Teachers' expectations of what pupils can achieve are generally high. Teachers know their pupils well and make good use of resources to stimulate their interest. Relationships are constructive and pupils' attitudes towards their learning are very positive, particularly in lessons which challenge and extend pupils' thinking.
- Teachers have good subject knowledge and many use this enthusiastically to engage pupils in a variety of interesting learning activities. This was seen in a number of lessons, including, for example, a Year 9 religious education lesson about the act of giving for charity. Pupils expressed their enjoyment of the opportunities to discuss their thinking, including using parables to illustrate their understanding. Pupils' enthusiasm was also reflected in the quality of their written work and in their developed responses to teachers' questioning.

- Additional adult support is effectively used to ensure that pupils with SEND, or who speak English as an additional language, are well supported. Pupils respond well to this close support and make at least good progress as a result.
- Teachers' questioning of pupils is mostly effective. Where pupils are most engaged, the use of questioning is skilful in deepening pupils' knowledge and understanding. This was seen, for example, in art and Spanish. Sometimes, occasionally, questioning is less effective in challenging pupils to make stronger progress.
- Teachers work in a collaborative way to ensure that pupils' work is assessed accurately. Teachers' use of assessment information generally enables them to plan learning activities which help most pupils to make good progress over time. However, in key stage 4, boys and disadvantaged pupils could be more systematically challenged to make the stronger progress of which they are capable.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The school's sense of community and care is a distinctive aspect of the school's provision, underpinned by its Catholic ethos.
- The pastoral care provided in the school is exceptionally strong. All pupils know who they can talk with if they have any worries or concerns. Staff also ensure that those pupils who are particularly vulnerable are cared for very well. For example, inspectors observed closely tailored support provided in the 'Emmaus bungalow', for pupils with SEND and for those who speak English as an additional language.
- Leaders have implemented a comprehensive programme for pupils' personal, social and health education (PSHE). A wide range of topics is covered, appropriate to pupils' age range, including in the sixth form. For example, pupils learn about healthy lifestyles and relationships, mental health and well-being, forced marriage and extremism.
- The school's curriculum for personal development consistently promotes fundamental British values, and these are reflected in pupils' impeccable conduct and positive attitudes. Pupils confidently illustrate their understanding of democracy, tolerance and respect for individual liberty. Pupils showed interest and enthusiasm, for example when discussing the implications of 'Brexit' during tutor time. Pupils also demonstrated the extent of their respect, care and compassion for others with lifestyles and backgrounds different to their own.
- Leaders promote the development of pupils' spiritual, moral, social and cultural development highly effectively. All pupils study religious education across all year groups. In addition to Catholicism, they learn about different religious beliefs, including Islam, Hinduism and Judaism. They also have plentiful opportunities to develop their moral and social understanding through raising funds for a wide range of charities, such as MacMillan nurses and help for the homeless.
- Pupils benefit from a well-thought-out curriculum for careers education, advice and guidance, particularly at key stage 4. This includes access to impartial careers advice

and a bespoke careers library. All pupils participate in meaningful work experience during Year 10. As a result of this programme, almost all pupils secure places in further education or training appropriate to their needs and interests. The school has been accredited with the 'Careers Mark' award on two occasions, most recently in 2017.

- School records show that incidences of bullying are very low. Pupils report that bullying is rare and that they are very confident any issues which might arise would be dealt with swiftly and effectively. A very high proportion of parents who responded to Ofsted's survey agreed.

Behaviour

- The behaviour of pupils is outstanding, underpinned by the consistently very high expectations of staff. Pupils have exceptionally positive attitudes towards their learning and are proud to be members of the school's community. This is reflected in their very smart appearance and their friendly, courteous interactions with one another and with visitors to the school.
- Pupils' behaviour in lessons and during social time is impeccable. In the dining room pupils queue respectfully and maintain a tidy, litter free, school environment. Outside, pupils across different year groups interact well with one another in games or social conversation. A very high proportion of parents agree that the behaviour of pupils is excellent and well managed by staff.
- Overall, pupils' attendance is above average. Pupils rarely miss a day from school. Leaders have recruited an attendance officer who monitors attendance very closely and addresses any concerns that arise. The vast majority of pupils arrive to school on time and are punctual to lessons. They follow instructions from staff promptly.
- Exclusions due to poor behaviour are rare.

Outcomes for pupils

Good

- Pupils' overall attainment in 2018 across the curriculum was above the national average, including in English and mathematics. The proportion of Year 11 pupils attaining a strong pass in these subjects was above average.
- In 2018 overall, pupils made good progress through key stage 4 in a number of subject areas. Progress in modern foreign languages were exceptionally strong and well above the national average. Pupils' attainment and progress in several 'option' subjects, particularly the arts, were also above average.
- The progress made by pupils whose first language is not English was very strong in 2018. This reflects the focused and well-targeted support that this group of pupils receive. Pupils with SEND also made good progress.
- The progress made by girls is above average and stronger than the progress made by boys. This has been the case for at least the last two years.
- Inspectors' observations of learning and their scrutiny of samples of pupils' work confirmed the progress made by current pupils is good, with some improvement compared to the previous year.

- Reading is well promoted across the school. Pupils read widely and often, particularly during the regular Friday morning reading session during tutor time. Those pupils starting in Year 7 who are behind their peers in English and mathematics catch up quickly, particularly those pupils whose first language is not English.
- The small number of pupils who receive their educational provision from alternative providers attend and behave well. Providers report that these pupils are making the progress expected of them.
- Pupils are well prepared for the future. The effective support and guidance in place helped the vast majority of pupils to secure appropriate places for their next steps in education or training.
- Disadvantaged pupils in key stage 4 did not achieve well in 2018. The progress made by this group of pupils was significantly below that made by other pupils nationally across a range of subjects. Leaders' information about current progress indicates some modest improvement for this group of pupils.

16 to 19 study programmes

Good

- The leadership of the sixth form is effective and ambitious. Leaders have a clear and accurate understanding of the strengths and areas for improvement. The requirements of the 16 to 19 programme of study are met. The curriculum offers a good range of courses for students, including academic learning and an increased range of applied courses, such as science and health and social care.
- Relationships between staff and students are exceptionally positive. Students are polite and courteous. Students who met with inspectors spoke favourably about the time they spend as part of the sixth-form community. They value the opportunities for leadership and acting as positive role models for younger pupils. For example, all students participate in activities to raise funds for charities, such as Macmillan nurses, Young Minds and Help the Homeless. Many students also support and mentor pupils in key stages 3 and 4, such as developing reading skills and mathematical reasoning.
- Students receive very effective pastoral support. Attendance is well above average and most students fully complete their chosen courses. A carefully designed programme for personal development enables students to learn about age-appropriate themes, such as healthy relationships and consent, substance misuse and online safety.
- Students benefit from effective support from school staff for careers information, advice and guidance. As a result, the proportion of students entering higher or further education, training or employment is above the national average. Leaders recognise the need to enhance this aspect of the sixth form's provision further by, for example, access to impartial sources of careers advice.
- All students participate in a meaningful type of work experience during Year 12. Students willingly accept responsibility for finding their own placements which meet their needs and aspirations, closely supported by staff.
- Inspectors' observations of the quality of teaching, learning and assessment in the sixth form indicated that it is good overall. Teachers have strong subject knowledge and they used this to deepen students' knowledge and understanding. Expectations were high.

- Achievement in the sixth form is good overall. In 2018, students made broadly average progress in academic courses. The progress made by students in physics, mathematics and geography was particularly strong. Progress was, however, less strong in applied vocational courses.
- The small number of students who did not secure a standard pass or better in English or mathematics GCSE by the end of key stage 4 have been successful by the end of the sixth form.
- Students are proud to be part of the sixth form and the school community. A typical comment was, 'This is a really nice place to come.'

School details

Unique reference number	138341
Local authority	Nottingham
Inspection number	10086765

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,139
Of which, number on roll in 16 to 19 study programmes	222
Appropriate authority	Board of trustees
Chair	Ken Daly
Headteacher	Matthew Shenton
Telephone number	01159 296251
Website	www.trinity.nottingham.sch.uk
Email address	m.shenton@trinity.nottingham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school is slightly larger than the average-sized secondary school.
- The school is part of Our Lady of Lourdes Multi-Academy Trust and joined in September 2018. The recently appointed headteacher started at the same time.
- The majority of pupils are of White British heritage. The proportion of pupils whose first language is not English is much higher than the national average.
- The proportion of disadvantaged pupils is slightly below the national average.
- The proportion of pupils with SEND is slightly below the national average.

- The school uses alternative offsite provision for a small number of pupils attending at Buxton Training Enterprises and Aspire.

Information about this inspection

- Inspectors observed 43 parts of lessons in a range of subjects. Inspectors also visited 10 tutor-time sessions and three assemblies.
- Inspectors spoke with five groups of pupils across all year groups and with pupils informally during the school day.
- Inspectors looked at samples of pupils' work across a broad range of curriculum subjects.
- A range of documentation was examined, including the school's self-evaluation, the school's improvement plan, pupils' performance information, behaviour logs, the minutes of meetings of the local governing body and a range of school policies.
- Inspectors met with a range of school leaders, including the headteacher and senior leaders responsible for teaching and learning, the sixth form, behaviour and personal development. Inspectors also spoke with the designated safeguarding leader and with the coordinators for the provision for pupils with SEND and those with English as an additional language. Inspectors met with subject leaders and a selection of staff. A discussion was held with the leader with oversight for the use of the pupil premium. The lead inspector met with three members of the local governing body, which included the chair. A meeting was also held with members of Our Lady of Lourdes Multi-Academy Trust, which included the chief executive officer.
- The lead inspector evaluated the 120 responses to Parent View, Ofsted's online survey. The school's own parental survey information was also considered.

Inspection team

Chris Stevens, lead inspector	Her Majesty's Inspector
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Russell Barr	Ofsted Inspector
Tim Croft	Ofsted Inspector
Laurence Reilly	Ofsted Inspector
Jackie Thornalley	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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