



Trinity Catholic High School

Inspection Report

Unique Reference Number 102860
LEA Redbridge LEA
Inspection number 276784
Inspection dates 1 March 2006 to 2 March 2006
Reporting inspector Adrian Lyons HMI

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

Type of school	Comprehensive	School address	Mornington Road
School category	Voluntary aided		Woodford Green
Age range of pupils	11 to 18		Essex IG8 0TP
Gender of pupils	Mixed	Telephone number	020 8504 3419
Number on roll	1711	Fax number	020 8505 7546
Appropriate authority	The governing body	Chair of governors	Mr Richard Barnes
Date of previous inspection	3 April 2000	Headteacher	Dr P C Doherty

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

Trinity Catholic High School works under aegis of the Diocese of Brentwood and is maintained by the London Borough of Redbridge. It is a large comprehensive school with a thriving sixth form. It is close to the borders with the London Borough of Waltham Forest and the County of Essex. Students come from many different primary schools found in these local authority areas. Most students are White-British with about thirty per cent coming from ethnic minority backgrounds. A handful of students are learners of English as an additional language. The percentage of students who have special educational needs is a little below average, and the proportion entitled to free school meals is well below average. Trinity is a beacon school with science college status and has the artsmark gold award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Trinity Catholic High School provides its students with an excellent education and continues to be an outstanding school. Standards are high and students achieve extremely well as a result of outstanding teaching. The leaders and managers believe that 'each child matters now' and this maxim is at the heart of their decision making. They have an astute view of the school's strengths and weaknesses through their excellent self evaluation. Inspectors agree with the school's judgements. There is a clear vision and a hunger for improvement building on the school's record of outstanding success. The outstanding and consistent leadership of the headmaster over a quarter of a century is complemented by the exceptional management of senior and middle leaders. The strengths previously reported have been sustained. Standards have further improved as has the quality of teaching and learning. Subject leaders are now fully involved in monitoring quality and these improvements demonstrate the capacity of the leadership to bring about continuing improvement. The school provides very good value for money. The Christian ethos and practise of the Catholic faith permeate the life of the school and underpins the excellent relationships with all levels of staff and students and its concern for the individual. The school provides excellent opportunities to seek students' and parents' views about the school and involves them in decision making. Students and parents are overwhelmingly positive about the school. Despite the very high proportion of students gaining the highest grades at GCSE, the school is determined to improve further and recognises the need to extend the provision even further for the small proportion of students who do not gain the top grades given a purely academic curriculum.

Effectiveness and efficiency of the sixth form

Grade: 1

This is an outstanding sixth form. Its profile, reputation and performance are excellent, and it is a popular choice for students from other schools. Teaching is consistently good and often outstanding. Students know clearly what they need to do in order to improve because they are set challenging individual targets and are monitored effectively. As a result, many achieve very well given their prior attainment, with the significant majority of students successfully gaining a place at university. The school makes excellent provision for care and guidance, and for students' personal development and future economic well-being. Sixth form students make major contributions to the positive ethos of the school by acting as role models and mentors to younger students. The leadership and management of the sixth form are outstanding, and very good value for money is secured.

What the school should do to improve further

* There are no major issues for the school to address, but to improve further the school should build on its existing arrangements to meet the needs of all learners by undertaking a further review of courses and qualifications in Years 10-13.

Achievement and standards

Grade: 1

Inspection evidence supports the school's view that achievement and standards are outstanding. Standards are consistently very high in all subjects and have been rising over recent years. Students enter the school with standards above the national average. They make very good progress and this is reflected in the exceptional results in national tests and examinations. At the age of fourteen, students' standards are well above the national average. At sixteen a very high proportion of students obtain grades A* - C in GCSE examinations. High expectations of literacy, numeracy and information and communication technology ensure that students are well prepared for employment or further study. The rate at which students make progress also shows an improving trend. The school's rigorous assessment procedures ensure that all groups, including the most able and those with learning difficulties and disabilities, all progress well. Standards in the sixth form are good overall and are outstanding in many instances. The progress made by students who join the sixth form with lower overall GCSE grades is particularly good.

Personal development and well-being

Grade: 1

Students are mature, confident and well-behaved with exemplary attitudes to learning. They know that they can learn from their mistakes and work independently and co-operatively, for example in mini-enterprises in Year 11. Students listen to each other and value their teachers. One student summed it up, 'The guidance and advice we get makes us think more; teachers do not impose their opinions'. There is mutual respect between staff and students based on a philosophy of every individual being important. The strong Catholic ethos underpins the outstanding personal development of students. In addition to raising money for charity and doing voluntary work in the community, students act as extra support in class for younger students and as listeners to students with problems. Students feel they are consulted. The school council has initiated worthwhile changes to the timing of the school day and the quality of food, as well as organising social and fundraising events. Monitors and prefects take their responsibilities seriously. Students learn to lead a healthy lifestyle and keep safe. They work very safely in practical lessons such as science and technology. They value the excellent care that the school gives. The students are proud of their school, not just of its examination results, but as a supportive, harmonious community. Students celebrate the contributions of other cultures and faiths, especially in the multi-faith sixth form. Sixth form students make major contributions to the positive ethos of the school by acting as role models and mentors to younger students.

Quality of provision

Teaching and learning

Grade: 1

Inspectors and school leaders jointly observed lessons, confirming the school's judgement that teaching and learning are outstanding. Carefully planned lessons inspire highly motivated students with challenging learning activities. Teachers set very high expectations and students consequently show clear commitment to their learning and make rapid progress. Excellent relationships between teachers and students are conducive to a highly enjoyable learning environment. In most lessons teachers routinely adapt their teaching styles to the different needs of the students. Sixth form teaching is consistently good and often outstanding. There are rigorous, robust systems in place to assess students' learning. These allow teachers to set challenging targets and ensure that students know how well they are doing and what they need to do to improve. Marking is consistent and teachers provide encouragement as well as sound guidance. Students are increasingly expected to evaluate their own and others' work. Support for students with learning difficulties is well established and effective ensuring that they learn well. The school has been innovative and inspirational in promoting independent learning by encouraging students to understand the different ways in which they learn.

Curriculum and other activities

Grade: 1

The curriculum provided for the vast majority of students is exceptional. The school offers a very broad range of courses at GCSE and post 16. Since the last inspection a variety of new courses including astronomy and triple award science have been introduced. The school continues to respond to the needs and interests of its students with plans to introduce construction and health and social care. Some of the academic opportunities are enhanced by the extensive range of after school classes. This includes the Paradise Club which runs on three evenings a week to support students with home study. There is a wide range of after school activities which are well attended and play a significant role in supporting outstanding progress. The citizenship programme offers valuable opportunities for political and social engagement with the community and the awards for spiritual, moral, social and cultural development are innovative and powerful. Science college status has led to outstanding links with universities in London and abroad. Open University courses have been successfully undertaken by 38 students in different year groups. The school has reviewed a range of additional courses and qualifications in its desire to meet the needs of all learners. Extending this provision is a priority for the school.

Care, guidance and support

Grade: 1

Inspectors concur with the school that these aspects are outstanding. Child protection safeguards are in place. The school follows up attendance and punctuality promptly and this is a factor in the school's high achievement. The caring ethos of the school is set by the headteacher who believes staff should 'treat every child as your own'. The well thought out Good Pastor programme successfully prevents exclusion and motivates disaffected students. There are excellent systems for identifying and preventing bullying. Transfer arrangements are thorough, and students are very well prepared for examinations, course and career choices, as well as higher education. They not only know the levels they are working at, but their targets. There are good links with outside agencies for students with additional needs. Individual education plans for students with additional needs are excellent. Classroom support for them and for students with English as an additional language is good. Parents are very supportive of the school. They see it as a caring community with a strong moral stance, and inspectors agree.

Leadership and management

Grade: 1

Exceptionally strong leadership and robust management systems have been instrumental in the school's sustained improvement in recent years. Strong team work from skilled and reflective teachers ensures that the headmaster's vision is shared, supported and implemented throughout the school. Improvements in the leadership role of heads of department enable them to play a crucial role in the school's continuing drive to improve provision and achievement. Provision in the sixth form is well led and managed with a sharp focus on supporting students to make the best progress they can. The school's specialist status is managed effectively and its impact carefully evaluated. Governors fulfil their role well. They support school development, but there is scope for them to be more proactive in helping to identify its future direction. The headmaster and governors have high expectations of staff and students. In spite of its successes, the school continues to strive for more by focusing on what is needed for each individual student or teacher to achieve higher standards. Carefully targeted and constructive support for teachers and tightly focused professional development, assist in the achievement of these expectations. Procedures to monitor the work of staff and evaluate their performance are thorough and accurate. The school's accurate and detailed self evaluation shows that strengths and areas needing improvement are identified rigorously. Finances are managed carefully.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	1	1
The standards ¹ reached by learners	1	2
How well learners make progress, taking account of any significant variations between groups of learners	1	1
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	1	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of the inspection team to let you know the judgements we have made about your school. Thank you for taking part in the inspection by talking to us about your work, your life in school and all you do.

* We believe your school is an outstanding school;* The headmaster and the people with responsibility make decisions with your best interests in mind. You, through the school council, play an important part in improving the school and your ideas are acted upon;* You enjoy coming to school and you achieve extremely well;* The quality of teaching in your school is excellent and you are very well prepared for examinations;* Another reason for your exceptional achievements is that you are cared for extremely well. The Good Pastor approach impressed us, as did other programmes such as Darius, The Paradise Club and sixth formers involvement as Guardian Angels;* You behave in a very sensible and mature way around the school and in lessons. I was especially impressed by the reverence shown by everyone during Mass on Ash Wednesday;* The vast majority of you and your parents are very happy with the school and all it offers. Many of you take part in the wide range of extra activities;* The school has improved the way you are taught in some of your lessons since the last inspection;* Becoming a science college has improved your resources and led to the establishment of very interesting links with universities in London and abroad;* There is a strong sense of Christian morality in the school, both in the way you are treated and also in the respect and concern shown for vulnerable people in this country and abroad.

To improve still further on its excellence, we have asked your school to:* Consider what more it could do for students who, given all the help you get, still do not do well in GCSE examinations.