



# Trinity School

## Inspection Report

**Unique Reference Number** 122895  
**LEA** CITY OF NOTTINGHAM LEA  
**Inspection number** 281369  
**Inspection dates** 16 November 2005 to 17 November 2005  
**Reporting inspector** Mr. Bob Roberts LI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Beechdale Road
<b>School category</b>	Voluntary aided		NG8 3EZ
<b>Age range of pupils</b>	11 to 18		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01159296251
<b>Number on roll</b>	1059	<b>Fax number</b>	01159426560
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.Sylvia Tye
<b>Date of previous inspection</b>	20 November 2000	<b>Headteacher</b>	Mr. Michael McKeever

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11 to 18	16 November 2005 - 17 November 2005	281369

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## **Introduction**

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

## **Description of the school**

The Trinity Catholic School is of average size and there is an average sized sixth form of 246 pupils. The school occupies two sites that are within a short walk of each other. The location of the school is in an area of distinct social deprivation, but the pupils attend the school from a much wider area. The attainment of pupils on entry to the school is above average. The proportion of pupils eligible for free school meals is in line with the national average. The proportion with special educational needs is average. Most of the pupils are of White British origin although the proportion from other ethnic backgrounds is slightly above average. The school is a specialist arts college.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school which has many outstanding features. Above all, the Catholic ethos of the school is strong and lies behind the commitment and care that the teachers show for the pupils. It also results in the excellent behaviour that pupils demonstrate and their own commitment to the institution, demonstrated by high levels of participation in activities. The personal development of pupils and the care and guidance they receive are outstanding. Pupils enjoy their learning immensely. Attendance is excellent. From above average attainment on entry the pupils make good progress and the standards they reach are exceptionally high. The curriculum the school offers is good, with a particular strength in the performing arts. Vocational opportunities, however, are limited. Teaching in the school as a whole is good, and in the sixth form it is outstanding. There is a tradition of well-led, autonomous departments and more could be done to share best practice between them. The school is well led. The new headteacher is beginning to build on the school's previous achievements and is effectively supported by a very experienced senior team. The school knows its strengths and weaknesses well. Monitoring and review processes are rigorous, although planning could be improved by placing greater emphasis on the outcomes for pupils. The school has improved considerably since the last inspection and is very well placed to make further improvement. It provides outstanding value for money. This is because it uses its limited finances very shrewdly.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 1**

The school grades the overall effectiveness of its sixth form as outstanding. Inspectors agree. This is because the sixth form teachers' enthusiasm, the way they give of their own time to students, and the high quality of working relationships with students add very considerably to the ethos of the school. The quality of teaching is outstanding. Consequently, students make very good progress in the sixth form. The standards attained in A-level courses are well above average, although male students achieve slightly better than female students overall. Pass rates at higher A and B grades are very high. Students are well motivated, and retention rates on sixth form courses are high. However, although the curriculum is good overall, only A-level courses are currently offered, with no vocational options. This restricts the options of Year 11 pupils wishing to continue into the sixth form, and the school's development in relation to the national strategy for 14-19 year olds. Nevertheless, important factors which contribute to the success and effectiveness of the sixth form are the outstanding nature of the students' personal development, and the care, guidance and support they are given. The leadership and management of the sixth form are outstanding. Improvement since the previous inspection has been very good, and the sixth form is very well placed to make further improvement. Overall, the sixth form provides very good value for money.

## **What the school should do to improve further**

- Develop systems to enable the sharing of best practice between departments. - Improve methods of monitoring and reviewing the developments within the school to give greater emphasis to the outcomes for pupils. - Ensure that vocational options and pathways are developed for 14-19 year olds so as to better meet the needs of all the pupils.

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 1**

Overall, the pupils achieve well. They make good progress through the school and the standards they reach are outstanding. In the national tests taken at the end of Year 9, pupils achieve standards overall that are exceptionally high. The results have risen steadily since 2000 at a rate that is broadly in line with the national rate of improvement, and have been consistently well above the national averages. This is particularly true in English and mathematics. There are no significant differences between the performance of girls and boys. Progress over the next two years continues to be good, and, at GCSE, pupils achieve very high standards indeed. In 2005, the percentage of pupils achieving five or more good passes rose to 86%. This figure has risen from 59% in 2001, a rate of improvement that far exceeds the national rate. Pupils have the opportunity to take high numbers of GCSE examinations. Although the girls do better than the boys, as is the case nationally, the gap is not so marked at Trinity. The results in mathematics are exceptional, with 31% of pupils achieving A or A\* grades in 2004. In the sixth form, the progress of students is excellent and they reach outstanding levels of attainment. The average points score obtained by each student is well above the national figure. In 2005, some 44% of students gained higher grades in AS examinations, and just over 58% did so at A2 level. The school has a well-established system for setting itself challenging targets for overall performance. Although the practice between departments varies considerably, pupils are well aware of their own personal targets. Pupils with special educational needs make good progress and achieve well in relation to the targets they are set.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. The school provides a very supportive environment and includes all its pupils particularly well in what it does. Pupils feel safe and valued. There are good opportunities for pupils to take responsibility, particularly the role of peer mentors to support pupils in lower years. They are confident that the school values and listens to their ideas. However, there is no appropriate formal way for pupils' views to be considered and discussed. Pupils are very proud of their school and show great enjoyment in all it has to offer. Attendance is excellent, as is the pupils' punctuality to school and lessons. Pupils have a very positive approach towards their learning and this results in excellent behaviour in most

lessons and around the school. There have been no recent permanent exclusions. Pupils' spiritual, moral, social and cultural development is outstanding. Through the caring Catholic ethos, pupils develop very positive values and beliefs which underpin their perspective on life. Relationships are excellent throughout the school. Pupils of all ages have a strong sense of purpose and mutual respect. Their cultural horizons are broadened by a very good range of extra-curricular activities such as visits abroad and participation in drama and musical performances. There are sufficient opportunities for pupils to make healthy lifestyle choices through the very good range of sports activities. They demonstrate a good awareness of safe practices, as was seen during a long walk to attend the swimming gala. The careers programme and work experience placements contribute well to pupils' future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

#### **Grade for sixth form: 1**

Inspectors confirm the school's judgement that teaching and learning are good. This is reflected in the good progress made by pupils and the high standards they attain. Teachers' management of behaviour is good. They plan their lessons very well. They use praise and encouragement to motivate pupils effectively. All teachers are specialists in the subjects they teach and their subject knowledge is outstanding. Relationships between pupils and teachers are excellent. This creates a first-class learning atmosphere. The more effective lessons move at a rapid pace and teachers challenge pupils to think for themselves. They use expert questioning techniques to prompt lively discussion. They assess pupils' progress skilfully and provide a variety of stimulating tasks. In one outstanding music lesson, three teachers worked highly effectively as a team with a group of over fifty boys: split for most of the lesson into brass, recorder and string sections, they practised a piece of music before coming together to perform it. In less successful lessons, tasks lack variety and do not stimulate pupils' interest sufficiently. Pupils have too few opportunities to develop independent learning skills, or to be active in their learning. Teaching is excellent in the sixth form and promotes outstanding levels of achievement and personal development. Teachers inspire their students to be creative and imaginative, as was seen especially in lessons in drama, art and textiles. The performance of one history teacher who role-played the German industrialist Daimler, and one of his factory workers, Alf, was memorable. Challenging levels of work bring out the best in the students.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, in both the main school and the sixth form. In keeping with the school's specialist status, there is a strong emphasis on the performing arts. An outstanding feature of the curriculum is that every pupil learns to play a musical

instrument. The Key Stage 3 curriculum is a well balanced mixture of academic, practical and artistic subjects. It is very broad and meets the needs of all pupils extremely well, including those with learning difficulties and disabilities, and helps them to make good progress. It covers the National Curriculum very effectively. Pupils also follow courses in religious education, drama, dance and performance. They can also study two modern foreign languages. This balanced curriculum is maintained in Key Stage 4. All pupils study for the GCSE examination in English, mathematics, science and religious education, plus a minimum of one other subject. Most pupils follow several more examination courses. There is strong provision for the arts. A well-organised work placement in Year 10 gives pupils helpful first-hand experience of the world of work. However, the school correctly recognises the need to extend the scope of its vocational curriculum. An extensive range of advanced level courses is provided in the sixth form, although there are currently a limited range of vocational courses. Students who require courses at a lower level are directed to other local providers. The curriculum is complemented at all key stages by an outstanding range of enrichment activities. There is excellent support for learning outside normal hours, especially in mathematics. Pupils participate extremely well in sport and the performing arts, of which the school's marching band, involving around a hundred pupils, is an outstanding example.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, support and guidance is outstanding. Pupils throughout the school are very well cared for by a committed staff. Pupils feel able to talk to teachers and all other adults in the school about any concerns. There are excellent procedures to identify, monitor and support pupils who may be at risk of underachievement. The school has recently increased the number of teaching assistants, including one with language skills, and this is providing good additional support for some pupils. The arrangements for the safeguarding of all pupils are robust. There are well-managed procedures for the protection of children and for health and safety. The school works very well with parents and support agencies to ensure that pupils make the best possible progress.

## **Leadership and management**

### **Grade: 2**

#### **Grade for sixth form: 1**

The school evaluates the quality of its leadership and management as good, in both the main school and in the sixth form. Inspectors agree it is good in the main school, but judge it outstanding in the sixth form. The new headteacher, effectively supported by the very experienced leadership team, is building very well on the core values of the school. These underpin the achievements of the pupils and their personal and spiritual development. There is a clear, long-term development plan as well as a firm focus on important short-term areas for improvement. Both levels of planning are good, but do not put sufficient emphasis on the outcomes for pupils. Monitoring and

review systems are well established and robust at all levels. Although there is excellent practice in some departments, there is a lack of coherence across the school and insufficient opportunity for the sharing of practice between departments. The school is staffed well, with often high levels of expertise, particularly in the sixth form. Resources are used very well, and prudently, in support of pupils' and students' learning. The whole school provides outstanding value for money. In relation to supporting work in the arts, links with other schools and the local community are outstanding. However, partnership links with other local schools and colleges, to enable the expansion of the sixth form curriculum, are under-developed. The governing body is fulfilling its duties well, and with significant levels of commitment. The expertise of individual governors is very well recognised, and their role valued. Governors are keen to support and develop further their partnership with the school. Overall, the school is very well placed to improve further, and there is a shared desire, for continued improvement. This is because the staff and pupils, working together, have a high sense of pride in, and ownership of, the school.



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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	1
How well does the school work in partnership with others to promote learners' well-being?	1	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	1	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
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

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	No
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	No
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

As you know, your school was recently inspected and this letter is to tell you about the results of the inspection. First of all, however, I would like to thank you all, on behalf of the inspection team, for your courtesy and co-operation during our visit. You are an enormous credit to the school. The inspection found a great deal of which the school can be proud. The Catholic nature of the school is the foundation of much that is good about it. All the pupils we encountered were happy at school. It is rare to find pupils enjoying their learning so much. Your behaviour, your attendance, and the ways in which you contribute to the life of the school are excellent. In our view, your teachers provide you with excellent care and support. They are extremely committed to the school and to you. Your parents, who sent in their views to us in large numbers, are overwhelmingly pleased with the school and supportive of it. We were particularly impressed by the activities that take place outside the classroom and the benefits these have for you. The arts activities are excellent, and I enjoyed watching the marching band practice. Sport is also very strong, and there are many other opportunities as well. You are very lucky to go to school where this is the case, and large numbers of you do take advantage of it. The academic progress you all make at the school is good, at all levels. You all work hard, your teachers teach you well, and consequently the standards you reach are excellent. This is especially true in the sixth form. The curriculum you follow at the school is good, although we do think this could be improved, because at the moment the opportunities for taking vocational courses are limited. There are other ways that we feel the school could improve further: the various departments in the school could share the way they do things better, for instance. In conclusion, our view is that you are going to a very good school, and we wish you all well for the future.