



# Holy Trinity Catholic School

## Inspection Report

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**Unique Reference Number** 122818  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 301054  
**Inspection dates** 14–15 February 2007  
**Reporting inspector** Godfrey Bancroft

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

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<b>Type of school</b>	Primary	<b>School address</b>	Boundary Road
<b>School category</b>	Voluntary aided		Newark
<b>Age range of pupils</b>	3–11		Nottinghamshire NG24 4AU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01636 689177
<b>Number on roll (school)</b>	273	<b>Fax number</b>	01636 689968
<b>Appropriate authority</b>	The local authority	<b>Headteacher</b>	Mr Barry Doran
<b>Date of previous school inspection</b>	14 February 2000		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	14–15 February 2007	301054

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an averaged sized primary school. Pupils come from a diverse range of economic and social backgrounds. Children's attainment on entry is close to that expected for their age. The majority of pupils are of white British heritage. The percentage of pupils from minority ethnic backgrounds and the percentage who speak English as an additional language are lower than usually found. The percentage of pupils who have learning difficulties or disabilities is broadly average. The school holds the Silver Arts Mark and the Basic Skills Quality Mark awards. The school is popular and over-subscribed.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is a popular school. It is highly regarded by the community and places are in great demand. As one parent, amongst many other who complimented the work of the school, remarked, 'I feel very privileged that my children attend this school'. Whilst the school tends to be modest in the evaluation of its performance, the inspection judges that it provides an outstanding quality of education and gives exceptional value for money. Provision in the Foundation Stage is outstanding, with children attaining standards that far exceed those expected for their age. Pupils in other years also achieve exceptionally well. They make excellent progress, to the extent that standards by the time pupils leave at the end of Year 6, are consistently well above average. These high standards are firmly founded on pupils' outstanding personal development and well-being. All staff are tireless in their efforts to ensure that all pupils make the academic progress and personal and social developments of which they are capable. This, in turn, is based on the very effective provision made for the care, guidance and support of pupils. Behaviour is good and attendance levels are high. Pupils' spiritual, moral, social and cultural development is exemplary. This is attributable in no small part to the school's commitment to its Catholic ethos, outstanding development of the arts curriculum and the ways in which pupils contribute very positively to their community.

Teaching and learning are outstanding. Teachers have very good subject knowledge. The content of lessons is matched exceptionally well to pupils' abilities and to their learning needs. Teachers are also extremely good at keeping pupils informed about the progress they are making and at helping them to find ways of making their work even better. The curriculum is good and meets the learning needs of pupils well. However, there is some imbalance in the coverage of subjects, especially science, and the links that exist between subjects are not always used to enhance pupils' learning even further. The school provides an excellent range of well-supported additional activities. These activities make a significant contribution to pupils' personal and social development.

Leadership and management are also outstanding. The headteacher and the governing body undertake their duties exceptionally well. Improvement since the last inspection is good and the school has built effectively on its previously identified strengths. However, the school is in no way complacent; the headteacher and governors are constantly seeking to bring about further improvements. Because of this, and in the light of the successful developments introduced over recent years, the school's capacity for its continued improvement is also outstanding.

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

- Further improve the curriculum to give a balanced coverage of all subjects, especially science, and give even more emphasis to the links between subjects.

## **Achievement and standards**

### **Grade: 1**

At all stages pupils make outstanding progress and achieve exceptionally well. Children join the Foundation Stage classes with standards that are broadly in line with those expected for their age. By the time they begin in Year 1 their attainment, in all areas of their learning, far exceeds that expected for their age. Pupils continue to achieve exceptionally well and, by the time they reach the end of Year 2, standards in reading, writing and mathematics are well above average. A similar picture is evident by the time they leave at the end of Year 6, with consistently high standards found in English and mathematics. Standards in science are above average, but not as high as those in English and mathematics. The number of pupils who have learning difficulties or disabilities and the percentage of pupils who speak English as an additional language is rising steadily. These pupils also achieve exceptionally well. High standards can also be seen in several other subjects, including art and design and design and technology.

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

### **Grade: 1**

The personal development and well-being of children and pupils of all ages are outstanding. This is a happy school where behaviour is good and all are very enthusiastic about their learning. Attendance is above the national average, reflecting pupils' enormous enjoyment of school and their eagerness to do their best. Personal success is important to most pupils, as is valuing and encouraging the efforts of others.

Pupils see their school community as a union of adults and children. They value their roles and responsibilities within this community, not least through the school council. Typical of their contributions is the introduction of children's meetings with teachers to discuss their progress and targets. The needs of others are equally important to them; witness the Year 4 decision to support the campaign for saving the whale and the links with a partner school in Kenya.

Pupils' spiritual, moral, social and cultural development is excellent. They know what is meant by a healthy lifestyle. Most enjoy and are keen to participate in sport, music, dance and drama. By Year 6, pupils are thoughtful, well-rounded, mature young people, well set for secondary school and life as young adults.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. Pupils learn extremely well because they are motivated by their teachers to want to succeed. Teachers have very good subject knowledge and plan lessons which are imaginative and fun. For example, pupils in the Foundation Stage were enthralled when using real Chinese artefacts to support

their Chinese New Year topic. Teachers are very skilled at using well-focused questions which challenge pupils to extend their learning and build very effectively on what they already know. Teachers and teaching assistants use assessment information extremely well to plan lessons that meet the needs of pupils at all levels of attainment. They are clear about what pupils are going to learn and ensure that pupils fully understand what is expected of them. The school has an excellent system of target setting and pupils are very clear about what they have to do to improve. Teachers have high expectations of pupils' behaviour and response and this is reflected in the excellent presentation of pupils' written work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets the learning needs of all pupils well. Whilst it is well organised, there is some imbalance in the coverage of subjects and the links between subjects are not always emphasised to enhance pupils' learning even more. The time given for teaching science is also much less than for English and mathematics. Information and communication technology (ICT) is used very well to support pupils' learning. Personal, social and health education is well embedded and is a significant strength of the school. There is an excellent range of stimulating learning activities for children in the Foundation Stage and this provides them with a good start to their education. Special weeks for creative arts, technology, and health education extend the curriculum well. Pupils have outstanding opportunities to join an impressive range of clubs and to take part regularly in activities such as local and residential visits, musical productions and sports.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care, support and guidance for its pupils. Staff are utterly committed to the well-being of pupils, highlighted by a pupil's observation that, 'the staff are great'. This aspect of provision is underpinned by a very effective range of procedures. These are often implemented in highly imaginative ways. For example, the 'MOOT' activities, allow pupils in each class to discuss their concerns and interests. Pupils say that feeling safe is important to them, 'so that we can then do our best in lessons.'

Those pupils needing additional help are catered for particularly well. The school's provision is supplemented very effectively through partnerships with external agencies. Procedures for child protection are well-established, as are the arrangements for health and safety checks and risk assessments. The tracking of pupils' academic progress is detailed and precise, enabling the school to target support where it is most needed. Exceptionally, all pupils have individual progress profiles, which allow them to share in the assessment of their own achievements as well as guiding them in deciding future targets.

## **Leadership and management**

### **Grade: 1**

The leadership of the headteacher and others senior managers is outstanding. It is focused entirely on maintaining high standards and ensuring that pupils achieve as well as possible. The school constantly seeks to make further improvements; a philosophy to which governors subscribe wholeheartedly. Staff with additional responsibilities support their colleagues exceptionally well. The school maintains a high standard of provision because it provides all staff with outstanding opportunities to enhance their performance and gain further experience and qualifications.

The school's procedures for evaluating its own performance are highly effective. Governors play the fullest possible part in checking the quality of education. Consequently, they are very well informed about what needs to be done for the school to become even better. Financial management is outstanding. This is typified by excellent work to bring about significant improvements to the accommodation for the Foundation Stage, ICT and other classrooms.

The school is exceptionally good at keeping parents and carers well-informed and involved in all aspects of school life. As a result they, along with the Friends of the School, the parish and the wider community provide considerable additional funding to ensure that the resources available to support children's learning are of a high quality.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
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

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

15 February 2007

Dear Children

Holy Trinity Catholic School, Boundary Road, Newark, Nottinghamshire, NG24 4AU

I am writing to thank you for making our recent visit to your school such a pleasurable experience. We particularly enjoyed talking with you about your education and seeing how much you enjoy your lessons. We think you are very lucky to attend a school that is outstanding in so many ways. We know that many of you and your parents and carers think so too. This is because:

- your school is exceptionally good at taking care of you. All the staff do their best to make certain you feel safe and that you enjoy your lessons and other activities.
- your teachers and teaching assistants are outstanding at giving you all the help you need to make as much progress as possible in your academic and in your personal development.
- your behaviour is good. You work hard and are very kind and helpful towards each other.
- Mr Doran, Father Brian and your school governors always work tremendously hard to make sure your school becomes even better. They are superb at making sure that you have everything you need to be successful learners.

To help to make your learning to become even better we have asked Mr Doran and the staff to:

- look very closely at how your learning in different subjects can be linked together and to give more time to science.

I am sure you will continue to enjoy your learning and to do as well as you can.

Yours sincerely

Godfrey Bancroft

Lead Inspector.