



Archdiocese of Birmingham

Section 48 Inspection Report

TRINITY CATHOLIC SCHOOL

Part of the Our Lady of the Magnificat Catholic Multi Academy Company
Guy's Cliffe Avenue, Leamington Spa, CV32 6NB

Inspection dates: 15-16 February 2022
Lead Inspector: Stephen Burns

OVERALL EFFECTIVENESS: **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

Overall effectiveness at previous inspection: *Good*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- Leaders have planned and mapped out detailed provision for Catholic Life covering all aspects and sectors of the school.
- The Religious Education curriculum is planned, sequenced, structured, and resourced to support the needs of all pupils.
- Collective Worship is well planned and is now integral in the life of the school.
- It is led by committed Catholics whose leadership is inspirational.
- It is fully supported by an active governing body and multi academy company who know the school well and are determined for the school to grow and succeed in its mission.

It is not yet Outstanding because:

- Recent improvements in the Catholic Life of the school, introduced by the school's new leadership team, need time for their impact to become embedded.
- Improvements to the provision of Religious Education need to be evidenced with externally assessed exam data.
- Enhancements made to Collective Worship need to embed throughout the school, particularly during tutor time, so that all pupils are fully engaged.

FULL REPORT

What does the school need to do to improve further?

- Further enhance pupils' spiritual and moral development by fully embedding the recent rapid progress made in the school's Catholic Life, including the use of Catholic social teaching across the entire curriculum.
- Appoint a substantive subject leader for Religious Education to ensure the impact of regular monitoring and evaluation continues to drive further forward the improvements made to the outcomes of the subject.
- Monitor the impact of Collective Worship on pupils, with a particular focus on prayer during tutor time.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school	Good
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Good
The quality of provision for the Catholic Life of the school	Good
How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school	Outstanding

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

- Most pupils' understanding of the mission statement is good. They are able to freely recite the school motto and are able to apply it to their lives through their relationships with each other and their support for the wider community.
- Pupils speak enthusiastically about the school's Catholic Life; they particularly enjoy participating in charity work.
- There has been a significant reduction in the number of behaviour referrals, particularly amongst pupils with special educational needs or disabilities (SEND). Staff and pupils have commented on an increased sense of calmness within the school.
- The *Return to Learn* initiative as an alternative provision to promote inclusion for the most vulnerable pupils is having a positive impact on those pupils.
- Pupils' leadership is impressive with over fifty Catholic Life representatives and ambassadors from each year group; these two groups form the basis of the school's chaplaincy group. Both groups are highly valued by pupils, who speak with enthusiasm about their participation in charity events and whole school events, such as the 'pixel cross' and the development of prayer spaces which are dedicated to their house saints.
- Pupils' participation in Catholic Life has significantly improved and it now encompasses a broad spectrum of pupils across all year groups and from a range of backgrounds. For example, the development of prayer spaces in each tutor room is ongoing and there is healthy competition and rewards surrounding this initiative; pupils are keen to receive points on Bromcom for their work.

- Pupils are involved in fundraising and other charity work for causes of their choice, including food collections for the homeless, buddy bags and an active link with the local branch of the St Vincent de Paul Society. They talk positively about their experiences, demonstrating their awareness of others' needs and their desire to seek justice for others.
- Pupils and staff highly regard the lay chaplain. A rosary club has emerged from a retreat pupils experienced last summer, which prays regularly for vocations using the luminous mysteries. There is also a Youth Alpha group in which pupils engage in short drama skits and there are plans for them to perform them in partner primary schools in due course. As a result of these initiatives, pupils have developed a reverence for, and understanding of, their faith.
- An onsite Year 7 retreat was held last summer, and a successful Year 11 headspace retreat, provided by the Kenelm Youth Trust, was held in January 2022. Catholic Life representatives have also participated in a climate crisis conference. As a result of these, pupils' resilience, and hope in their own futures, and that of the wider world, have been strengthened.
- Pupils are appreciative of the care shown to them by the school's pastoral team. Staff and pupils are supportive of the lengthened registration time, which now lasts thirty minutes, and its move to the middle of the day. This means that pastoral staff now have three points of contact with their pupils every day, enabling them to check on their progress and well-being.
- The Catholic Life of the school makes an important contribution to pupils' spiritual, moral, and ethical development. Staff affirm that pupils show kindness to one another because of the very fact that the school is a community of faith, and pupils' confidence in contributing to the school's Catholic Life is growing.
- The school is a welcoming community, whose pastoral care is a real strength. This is emulated through the support given to pupils with SEND and also the way the school has welcomed a significant number of refugees into the community: an area in which the school has excelled at within the local area. This shows how Trinity Catholic School models discipleship of Christ within Leamington. Furthermore, pupils also show their compassion through initiatives such as outreach work with St Chad's Sanctuary and a Lenten 'walk for hunger'.

CL2 The quality of provision for the Catholic Life of the school

- Putting the most vulnerable people first is at the core of the school's mission and this is fully supported and embraced by all staff.
- The foundation programme delivered through the school's Ethnic Minority Support Service, or EMAS centre, is truly inspirational in its work supporting newly arrived pupils to the country. There are currently thirty-nine pupils across Years 12 & 13 who have a range of prior educational experiences and who have special provision made for them. There has been a 31% increase in this population during 2021/22 and eight pupils were enrolled at a local college to pursue a subject specialism, with a further thirteen who are planned to do so at the end of the current academic year. This is evidence of Trinity's compassion as they celebrate the work of EMAS, and of the way the school prioritises the needs of a significant group of pupils; in doing so, the school is tangibly changing peoples' lives. EMAS is at the centre of the school's work and the pupils are fully integrated into school life. Trinity is the only school in the area that has an explicit mission to support the most needy and vulnerable.
- Similarly, 'Peter's Place' is aimed at the integration of pupils with SEND and is physically located at the heart of the school. This special resource, supported by

local authority funding, is further inspirational and evidence of the school's commitment to support pupils of all abilities and needs.

- Staff commitment to Catholic Life has improved largely due to ongoing training and development provided by the school leadership. Staff model Catholic social teaching in their behaviours; continuing professional development (CPD) has further informed staff to consciously reflect on 'how to teach and who we are.' Consequently, staff are enabled to nurture the holistic development of pupils.
- Trinity is a prayerful community. The school prayer, written by the lay chaplain, is known by all, and is said at the start of every lesson. Prayers are also said at staff briefings and all meetings. As a result, the school is a supportive community.
- Catholic insignia and artefacts are apparent around the school, including the presence of prayer spaces in every tutor room, which are valued by pupils. The display of two large crosses is tangible evidence of the Catholic nature of the school. Every pupil in the school contributed to the painstaking production of the 'Pixel cross' which is given pride of place in the reception area. The 'mosaic cross', made in the summer school, is on display in a prominent position on the exterior wall of the building. Consequently, the school bears a witness to the Catholic faith to all who pass by.
- The leadership team is a visible model of Catholic social teaching in practise, and this is fully appreciated by staff. They speak of 'transformational change' over the last year and commented that, in relation to Catholic Life, 'we live it now.'
- The wider curriculum reflects Catholic social teaching and there is a development plan for Catholic Life which incorporates developing staff and pupil leadership of prayer, a whole school focus event and primary school outreach work, ensuring that the Catholic Life of the school is outward facing.
- Extensive CPD is provided to all staff, particularly around Catholic social teaching, for which there are briefings to introduce the new focus each half term. Subsequently, each department has begun to produce a statement of intent to show how their subject can promote the Church's teaching, for example, the English department use *A Christmas Carol*. The school has plans to further embed this work across all subject areas.
- The school now has a lay chaplain who is highly regarded by staff for the support offered in delivering Catholic Life, as well as Collective Worship. Pupils appreciate her support in increasing their confidence.
- Staff feel that Catholic values and aspects of the Church's social teaching are embedding. As a result, they describe the school as 'a prayerful community' and say that 'Trinity is more of a Catholic school than it has ever been' and that Catholic Life is 'at the core of the school's pastoral work.'
- The new behaviour policy has been successful, with all groups of stakeholders commenting on the greater calmness in the school, and the reduction in disciplinary action being taken against pupils. During the inspection, pupils explained that if an individual is sent to 'inclusion' now, they are encouraged and enabled to make a fresh start again the following day, reflecting Christ's teaching on forgiveness.
- From this academic year, relationships, sex, and health education (RSHE) is taught for one hour a week to all year groups on a rolling basis. It is taught within the context of the Catholic Church using the TenTen *Life to the Full* programme. As a result, pupils can speak about their understanding of love and relationships within a Christian context.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school

- The commitment of school leaders to Catholic Life is outstanding. There is a detailed development plan to drive standards higher which are being implemented with rigour and expertise.
- Catholic Life is monitored and evaluated through six-monthly external reviews and termly governor-led reviews. Furthermore, a 'Catholic mission summary report' is presented by the headteacher to the board of directors every six weeks. Pupils are also involved in monitoring and evaluation through regular surveys and Catholic Life representatives' meetings. Because of this thorough approach, a snapshot of the school's strengths and areas for development is always available, enabling leaders to focus their energies in a way that maximises impact.
- Self-evaluation by leaders is ongoing. The full impact of recent changes is yet to be fully realised as they continue to be embedded and felt across the school.
- Staff feel valued by the school's new leadership, and new staff are fully supported in their induction to the school. Staff appreciate the approachability and welcoming nature of their senior leaders.
- Parents are increasingly supportive of the school in recent times. This development follows coffee mornings for parents, coupled with detailed and attractive weekly newsletters produced by the senior leader designated as the person in charge of Catholic Life (PICCL). The timings of parental consultation meetings have been changed to make them more accessible to working parents, resulting in a deepening home-school partnership and an excellent example of how leaders respond to the needs of the community they serve. The headteacher has also visited many local parishes as part of her commitment to strengthen the school's relationship with them.
- The contribution of the local governing body is outstanding. Catholic Life is a standing item at all meetings and there is a named governor who participates in termly reviews of Catholic Life, resulting in a report being presented to the curriculum and standards committee. A Catholic Life 'overview' is included in the governors' shared area of the school website to ensure they are familiar with the school's mission, ethos, and distinctive nature of Trinity as a Catholic School. As a result, they are well informed of the key developments in this area of the school's work. The multi academy company has a Catholic mission collaboration group chaired by the PICCL from Trinity, with regular reports made to the company's school improvement board, ensuring that best practice is shared between schools and thus leaders learn from one another's' experiences.
- Leaders and governors respond well to diocesan policies and actively promote the archbishop's vision for the Archdiocese of Birmingham throughout the school.

RELIGIOUS EDUCATION

The quality of Religious Education	Good
How well pupils achieve and enjoy their learning in Religious Education	Requires Improvement
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor, and evaluate the provision for Religious Education	Good

RE1 How well pupils achieve and enjoy their learning in Religious Education

- Due to the coronavirus pandemic, there has been a lack of externally verifiable data about pupils in Key Stage 4 for the last two years. The most recently available data, from 2019, identifies outcomes for Religious Education at Trinity as being in line with national progress measures, though with a decline in the proportion of pupils achieving the top grades. However, this data is now historical and may not necessarily reflect the school's current performance.
- The last available external data, from 2019 showed that many pupils attained a low level in Religious Education. However, the school is confident that standards have risen as a result of initiatives implemented by new leaders, which are visible in pupils' work.
- Pupils are positive about their experiences of Religious Education; their engagement in lessons is good overall, although there is some off-task behaviour in classrooms which ultimately limits these pupils' achievements and the depth of work produced by them.
- Pupils' use of knowledge, and their understanding of it is mostly good, and many are able to speak about their work using specialist vocabulary. Consequently, pupils speak with increasing fluency about the influences and pressures that belonging to a religion has on their daily experiences of life.
- Pupils are given time to reflect on their work using techniques such as 'key terms, faith facts, changes to behaviour and sources of wisdom'. Furthermore, the 'heads, hands and heart' initiative is aimed at highlighting to pupils what has gone well in their work, what needs to improve, and for pupils to consider the effort they have put into their work. However, these are used inconsistently by staff, as not all of the sections are always commented on, and comments that are made are often brief and undeveloped. As a result, there is little pupil response and, meaning they do not always know what they must do in order to attain at a higher level in Religious Education.

RE2 The quality of teaching, learning and assessment in Religious Education

- Teachers' lessons are sequenced well and the work booklets they have been issued with recently have been designed to form the catch-up curriculum and facilitate progress. The use of these booklets is inconsistent across the department and the 'what do you need to know' sections on the front pages are rarely completed effectively or used as intended.
- It is not always evident how teachers adapt work to meet the needs of individual pupils. As a result, learning is not always optimised for all pupils.

- Teachers' subject knowledge is good despite a number of non-specialists in the department. Most teachers showed enthusiasm for the subject they were teaching.
- A range of teaching strategies is used to teach Religious Education. Retrieval of knowledge is achieved through the use of 'do now quizzes' at the start of each lesson, but on occasions these take up too much time and result in the pace of learning being too slow.
- Questioning of pupils by teachers is good, with questions being directed at individuals rather than using a 'hands up' strategy, enabling teachers to target individuals with planned questions. Pupils respond positively to these questions, but they are not always confident in doing so. Use of verbal praise to encourage pupils to respond more confidently is infrequent and only used in a minority of lessons.
- Pupils are always given time to formulate personal responses to lessons, as such they are enabled to offer a personal reaction to the material they are being taught. Teachers also use questioning to consolidate and develop pupils' religious vocabulary.
- Some teachers use peer assessment, self-assessment, and use of green pen feedback to enable pupils to know where they are at in their learning journeys and to signpost them towards how to improve. However, these strategies are significantly more prevalent in Key Stage 4 lessons.
- Lessons always start with the 'big question', capturing pupils' interest and enabling them to access the learning objectives, so that they know their teacher's intended outcome for each lesson.
- Lessons are well resourced with work booklets provided for all year groups. However, an over-reliance on these booklets tends to replace and/or discourage extended writing from pupils, which consequently limits the depth of their responses.
- Lessons are regularly enriched by use of artefacts and age-appropriate multimedia to illustrate key points. As a result of varied resources and teaching strategies, including storytelling, pupils are mostly engaged in their learning.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- The multi academy company has secured strong leadership which is bringing about swift improvements in Religious Education.
- Leaders and governors ensure that Religious Education meets the requirements of the Bishops' Conference of England and Wales in almost all respects.
- Religious Education is currently unavailable to study at A-level in the Sixth Form.
- Leaders and governors ensure that Religious Education is comparable to other core subjects in terms of timetable priority and budget allocation.
- Religious Education is included in the external reviews and half termly governor reviews, which form part of the 'Catholic mission summary report'. However, regular internal monitoring of the department through learning walks, book reviews and lessons observations is not yet embedded as part of the school's drives to establish consistency within the department and to raise of standards.
- The subject leader, currently on secondment to Trinity as a senior leader, has made great effort to provide a catch-up curriculum and a totally revised Key Stage 3 curriculum and there has been improvement made to date.
- Although there is not a substantive subject leader for Religious Education in place, the multi academy company has ambitious recruitment plans which would remunerate the postholder at a level that is at least in line with the subject leaders in other core subjects. Governors must appoint a substantive subject leader for

Religious Education whose initial priority will need to be to revise and develop existing schemes of work.

COLLECTIVE WORSHIP

The quality of Collective Worship	Good
How well pupils respond to and participate in the school's Collective Worship	Good
The quality of Collective Worship provided by the school	Good
How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship	Good

CW1 How well pupils respond to and participate in the school's Collective Worship

- During instances of prayer and liturgy celebrated by individual year groups, pupils behave well and demonstrate reverence. They participate during periods of reflection and read readings and bidding prayers with confidence.
- Participation in prayers during tutor time is less focussed and there is some off-task behaviour during these occasions.
- Pupils write their own prayers and put them in a communal envelope in each tutor room, so that they can be used during tutor time. Opportunities are built in for tutor groups to lead prayer in the Chapel. And the majority of pupils say they are provided with opportunities to plan and lead acts of worship. The lay chaplain provides well-regarded and expert support in enabling pupils to undertake this important responsibility.
- Pupils participate in a variety of approaches to prayer, such as year group and tutor time acts of Collective Worship, rosary club, weekly voluntary Mass, and Adoration of the Blessed Sacrament. These are valued by all who participate, with a recent significant improvement in the reverence demonstrated by pupils during times of prayer. The school's priest chaplain commented positively to inspectors about the high standard of reverence that is now demonstrated by pupils.
- Awareness of the liturgical calendar is evident with displays in tutor rooms including prayer spaces and in corridors. Pupils show ownership and pride in being part of a Catholic community.
- As a result of prayer, the school's and Gospel values have been developed and are explained using key religious vocabulary, including the use of scripture. For example, the value of integrity is made relevant to the pupils and explained in the context of their school everyday lives. Because of this, pupils can articulate how the Gospels' values manifest throughout their behaviours and actions. Pupils told inspectors how Trinity is now a 'calmer' and 'kinder' place because of the focus placed on the Good News of Jesus Christ.

CW2 The quality of Collective Worship provided by the school

- Prayer is central to school life. The school prayer is known by all and is said at the beginning of every lesson. Tutor time takes place at the middle of the day and a staggered lunch facilitates regular year group collective worship and weekly tutor Masses in the chapel. Consequently, praying together is part of the daily experience for pupils and staff.
- The Catholic Life calendar provides central planning and guidance for staff leadership and the pupil Collective Worship programme. Staff say that it is rich, relevant and helpful to them. Tutors value the daily PowerPoint presentation that is sent to them, giving all pupils throughout the school a common approach to prayer.
- Staff's understanding of liturgical year, seasons & feasts is enhanced by CPD each term on Catholic social teaching and on training days. Consequently, staff are enabled to deliver a more authentic prayer experience to their pupils.
- Staff support pupils in creating prayer spaces in classrooms, and in writing their own prayers, which are subsequently used in tutor group prayer times. Each tutor has a prayer log which serves as a record of pupils' prayers used, this recognises their effort and facilitates inclusivity by ensuring all pupils efforts are celebrated.
- The school has reached out to the wider community and parent body by organising coffee mornings and extensively using social media to increase communication and engagement. As a direct result of these initiatives, parents feel informed about the Collective Worship in the school.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- The headteacher and PICCL have detailed knowledge of and bear witness to the prayer life of the school, as evidenced by the comprehensive calendar of liturgical planning and their provision of prayer and liturgy. This is reinforced through good quality CPD opportunities for all staff and their 'Catholic Life briefings', which also focus on Collective Worship. This enables pastoral staff to deliver and participate in instances of worship with growing confidence.
- Prayer is made accessible in a contemporary context through use of technology and music. Pupils have recorded their own music to be played during prayer session, and four houses with contemporary saints' names such as St Josephine Akita, Blessed Carlo Acutis, St Maximilian Kolbe and St Mother Theresa have been created within the pastoral system. In addition, the Sixth form have adopted their own saint: St Oscar Romero.
- Music which was played during Collective Worship, Masses and other liturgical services was streamed during lockdowns caused by the recent pandemic, and has been also streamed for local primary schools. The liturgy is made relevant and more easily understood by the use of religious vocabulary to explain the Catholic values adopted by the school.
- The leadership team, specifically the headteacher and PICCL are regarded as excellent Catholic role models by all stakeholders and their recent changes were described to inspectors as 'transformational.' Staff commented that as senior leaders, they are always available to support and to explain any key points to them. One member of staff said, 'they have created a faith filled community.'
- Pupil leadership is promoted through the Catholic Life representatives and ambassadors who meet regularly with pastoral leaders and take an active role in planning liturgy. As a result, pupils are actively engaged in shaping the prayer life of the school.

- Key staff attend partnership meetings and multi academy company conferences. Recent whole staff training was provided to all staff, and leaders utilise opportunities provided by the archdiocese to deliver further training on Collective Worship, which is then reinforced by follow-up CPD throughout the year. As a result of this training, staff are more confident in leading and participating in Collective Worship, and leaders can be confident they remain current with diocesan initiatives and best practice.
- Monitoring and evaluation of prayer is carried out regularly through pupil voice and external reviews. However, leaders must monitor prayer within tutor time more regularly to accurately determine whether teachers consistently deliver the liturgy and programme planned by leaders.

SCHOOL DETAILS

Unique reference number	148362
Local authority	Warwickshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Secondary
School category	Academy
Age range	11-18
Gender of pupils	Mixed
Number of pupils on roll	540
Appropriate authority	The board of directors
Chair	Yvonne Brennan
Headteacher	Bridget Morris
Telephone number	01926 428416
Website address	www.trinity-school.org.uk
Email address	tcs-office@tcs.magnificat.org.uk
Date of previous inspection	15-16 October 2014

INFORMATION ABOUT THIS SCHOOL

- Trinity Catholic School is a smaller than average secondary school serving the parishes of St Peter the Apostle, St Joseph's, Our Lady's, and St Mary the Immaculate. The school is located in the town of Royal Leamington Spa.
- The percentage of Catholic pupils is currently 22%.
- The percentage of disadvantaged pupils is in line with the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is below average.
- There have been significant changes since the school's last inspection. Trinity Catholic School joined the Our Lady of Lourdes Multi Academy Company in January 2021. In the same year, Our Lady of Lourdes Multi Academy Company and Holy Family Multi Academy Company merged to form Our Lady of the Magnificat Multi

Academy Company. A temporary subject leader for Religious Education, who is also the deputy headteacher and PICCL, was seconded to the school in January 2021. In September 2021 a Catholic Principal was appointed into a substantive post. A new local governing body has also been constituted.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Stephen Burns and Chris Martin.
- The focus of the inspection was on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across 10 Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of governors, the Catholic Life link governor, the headteacher, the Religious Education subject leader/PICCL, lay chaplain, parish priest, CSEL, director of school improvement, director for Catholic mission, and pupils from each year group.
- The inspectors attended a Year 8, 9 & 10 Collective Worship in assembly, and visited five tutor groups during registration times. Inspectors attended the rosary group, youth Alpha and adoration of the Blessed Sacrament. Inspectors also visited the EMAS Centre (for refugee children) and Peter's Place (a special resource centre for pupils with SEND).
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, development plans for Catholic Life, Religious Education & Collective Worship; external reviews from April and December 2021 were reviewed alongside termly governor reviews, in addition to the company's Catholic mission summary report.