

## Holy Trinity Catholic Academy

URN: 140727

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

05–06 June 2024

### Summary of key findings

#### Overall effectiveness

The overall quality of Catholic education provided by the school

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

#### Religious education (p.5)

The quality of curriculum religious education

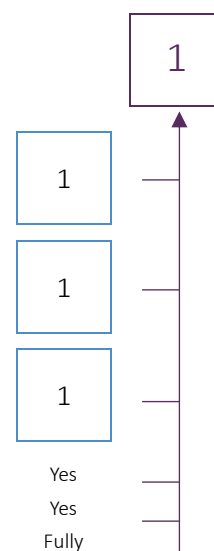
#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



### What the school does well

- School leaders, including governors, and members of staff are rigorous in their pursuit of outstanding practice in the Catholic life and mission of Holy Trinity Catholic Academy.
- Pupils are passionate advocates for Catholic life and mission through their various ambassador roles.
- Pupils consistently demonstrate excellent religious literacy both verbally and within their workbooks.
- Leaders and governors have ensured that robust and rigorous systems are in place for the evaluation and impact of religious education.
- The provision of sacred spaces for prayer and liturgy is a strength of the school.

## What the school needs to improve

- Adapt explanations and tasks in religious education lessons to maximise learning for all pupils.
- Ensure that a wide range of scripture is used consistently within religious education lessons across the school.
- Enable pupils to lead prayer and celebrations of the word with independence, in line with their age and stage within the school.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

#### Pupil outcomes

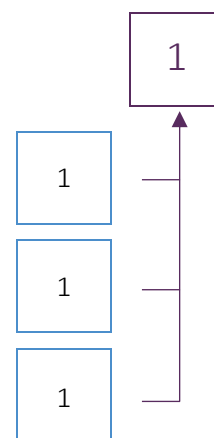
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

The quality of provision for the Catholic life and mission of the school

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils can confidently articulate the mission statement and virtues of Holy Trinity Catholic Academy and are committed to living these out through involvement in a range of Catholic life ambassador groups. All pupils know that they are valued and cared for: 'No matter who you are or what you do, God will always love you'. Pupils are passionate advocates for the common good and looking after those most vulnerable in society. They explain this by saying, 'I know that the virtue of 'care' means we should help others, so when I have spare change from the shops, I give money to the homeless'. Pupils are fully engaged with chaplaincy provision. Key Stage 2 pupils confidently articulate how they like to 'take on different roles and tasks in spreading God's word'. Key Stage 1 pupils do not participate in these activities, meaning that their contributions are not fully included every time 'pupil voice' is gathered.

This school is welcoming, warm and caring. Chaplaincy provision is active and embedded, incorporating a detailed programme which includes creative opportunities for pupils' spiritual and moral development. A carefully formulated progression document sets out what pupils should know and be able to talk about in relation to the school's written mission statement. This is outstanding practice because it clearly demonstrates how to live out the agreed mission in an appropriate manner for each key stage and age group. Inspirational displays link to Catholic Social Teaching, virtues, and stewardship. Prayer stations encourage and support spontaneous prayer. Parents state that there is a real sense of community within the school: staff are empathetic, listen to concerns and deal with issues well. Staff provide a comprehensive range of pastoral care for their pupils including emotional literacy support. Teaching assistants are highly skilled in driving forward a range of Catholic life and mission groups through their commitment and determination, though links with this impressive work are not strongly highlighted in terms of Catholic Social Teaching within the local and wider community. Relationships, sex, and health education is taught in line with Diocesan requirements.

The school virtues underpin 'the Holy Trinity way'. Inspirational leadership teams have ensured that the mission and vision for the school is embraced and shared within the wider community. Leaders and governors consistently ensure that the mission is at the centre of school life. This is noted within the local governing body's minutes, which are shared as examples of best practice within the Our Lady of Lourdes Catholic Multi-Academy Trust. Leaders, including governors, are passionate in their determination to ensure that all aspects of Catholic life and mission are at the forefront of school life. Policies and progression documents detail how this is to be

achieved. The bishop's spiritual themes are consistently referenced throughout learning environments as well as within the teaching of religious education. There are strong links with the diocese and the bishop has recently visited to bless the prayer gardens. Leaders and governors are actively involved in developing partnerships with other schools and cascading their practice, for example in relation to whole school retreats. The school has achieved, the 'Live Simply' Cafod award. Although they have not been fully involved in writing Catholic school evaluation documentation, governors are fully involved in all other aspects of school life, including in relation to 'reinforced autoclaved aerated concrete' (RAAC) issues. A typical attitude to their role as governors is captured in the comment: 'I am delighted to be a governor at this school and observe first hand all the hard work that takes place. I am so grateful that I want to support in any way I can'.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

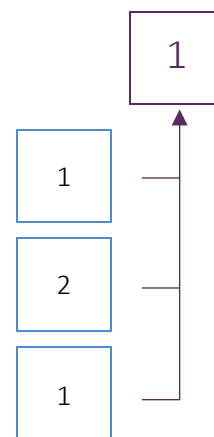
How well pupils achieve and enjoy their learning in religious education

#### Provision

The quality of teaching, learning, and assessment in religious education

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing an excellent understanding of religious education, demonstrating secure knowledge retrieval. Pupils are confident to share what they know using excellent religious vocabulary linking to everyday experiences. For example, when collecting the crucifix, one pupil in the Early Years Foundation Stage said, 'That's Jesus. He died on the cross on Good Friday and went to heaven with God, his dad, on Easter Sunday'. Most pupils demonstrate notable independence within their lessons and can make links beyond the prepared resources. Pupil engagement is evident when answering challenging questions, using talk partners to develop ideas. Pupils can confidently articulate how to improve their learning and how they make progress, for example, 'I need to make links with saints and scripture. I used Maximillian Kolbe to show how he lived out his faith and was an inspirational leader'. Outstanding practice in Catholic life and mission and collective worship is continually transferred into pupil outcomes.

Teachers demonstrate confidence in the lessons they teach and are supported by able teaching assistants in the delivery of religious education. All teachers are committed to the teaching of religious education and have consistently high expectations of pupils. Most lessons have clear learning objectives: however, some of these lose impact due to their length. Teachers plan a range of tasks, including drama, discussion and artwork, though a wide range of scripture is not routinely part of lessons. In some cases, teachers allow pupils flexibility in the way work is presented. Pre-learning tasks inform teachers of pupils' starting points, which teachers use to plan suitable activities which build knowledge and understanding. However, there are some inconsistencies in the ways in which teachers adapt explanations and activities for pupils. There are opportunities for pupils to have silent reflection within lessons. Pupils and staff have highly effective working relationships, and this results in motivated pupils and excellent behaviour. Teachers celebrate pupils' effort and provide specific feedback, ensuring that pupils know exactly which 'next steps' to take. In some year groups, pupils tend to write more in English than in religious education workbooks. Pupils with special educational needs and disabilities (SEND) receive good support through scaffolded activities, with clearly differentiated learning objectives, often alongside knowledgeable teaching assistants.

It is evident that areas for development have been addressed since the last inspection, including the provision of creativity within lessons. Leaders and governors ensure high quality professional development for all staff is in place, using a range of resources and external agencies, including support from the diocese and the Our Lady

of Lourdes Catholic Multi-Academy Trust. One teacher commented, 'I feel supported within a school community where no-one is left behind'. Pupils' depth and detailed written responses in religious education is significantly enhanced through the rigorously embedded provision of Catholic life and mission and collective worship. Leaders and governors have ensured that the religious education curriculum is sequential and curriculum fluency is embedded. Assessment procedures ensure that all pupils are challenged, inspiring them to achieve even further. Leaders and governors are determined in their drive to ensure rigorous and effective monitoring which is evidenced consistently in folders. This has led to a significant improvement in attainment. Data reflects lower outcomes, though pupil progress looks strong: the headteacher, therefore, effectively identifies areas for action and has ensured that all staff are secure in what is required for the teaching of religious education, including well targeted and meticulously planned monitoring systems. This is an excellent support scaffold for teachers new to their role and new to the school.

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

#### Pupil outcomes

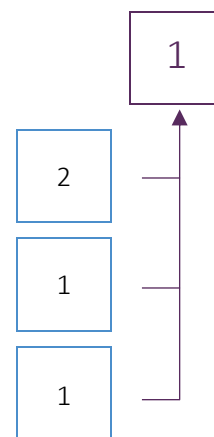
How well pupils participate in and respond to the school's collective worship

#### Provision

The quality of collective worship provided by the school

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils are engaged with prayer and liturgy and consistently demonstrate reverence and respect. Pupils know how to pray in a variety of ways using appropriate resources and they lead this with some confidence, including spontaneous and traditional prayers and meditation. Key Stage 2 pupils select their own resources to arrange their prayer tables and plan class liturgies. Pupils have an excellent understanding of the liturgical year. They work well in preparing, leading and evaluating celebrations of the word. Lay chaplains build upon what the pupils already know and ensure that creativity is embedded within celebrations of the word, building towards high-quality delivery. Pupils can articulate links between prayerful experiences, such as retreat days, and other curriculum subjects: for example, stewardship and looking after God's creation. Upper Key Stage 2 pupils do not plan with high levels of independence, despite having the capacity to do so. Although pupils are reflective in discussion, they do not consistently volunteer ideas about how to plan and lead celebrations of the word, which limits their ability to fully take charge; they do take on board, however, ideas presented to them by members of staff. In addition, pupils are beginning to incorporate further time and space for pausing during times of prayer, to allow for deeper understanding.

Prayer and liturgy are deeply embedded into daily routine of the school. The school community comes together to celebrate significant moments in the liturgical year. The rhythm of prayer is explicitly evident and felt by all participants, who consistently engage with creative experiences such as the prayer stations both inside and outside the school building, and retreat days. An inspirational leadership team lead by example, ensuring that all pupils understand the very essence of prayer and liturgy. Staff support pupils to confidently articulate a range of ways to integrate music and art within their prayer and liturgy sessions; however, they do not expose pupils regularly to a wide range of scripture. The school has made outstanding provision for using a range of spaces for prayer both within and outside the school learning environment. The school has strong links with the parish and pupils have a range of opportunities to visit for silent, reflective prayer.

Holy Trinity's policy for prayer and liturgy ensures all staff have clear expectations, set out in a system of phased progression, and know what this looks like in practice. Leaders and governors have ensured that there are clear stepping stones from one phase to another. The school meticulously outlines a calendar of diary dates in line with the liturgical year. The school community also comes together regularly to celebrate Mass. The Sacrament of Reconciliation is offered during Advent and Lent. Leaders and governors have facilitated appropriate support

and training in prayer and liturgy, making best use of lay chaplains to upskill all staff. Leaders and governors support staff exceptionally well to have confidence in prayer and liturgy. School budgets show clear spending parity with other core subject areas. There is a rich and diverse range of resources available in the chaplaincy area. Lay chaplains have an impact on making the most appropriate choices and have provided modelling within year groups to support teaching staff. Leaders and governors ensure prayer and liturgy is a high priority and that it is rigorously monitored and quality assured, starting with evaluation by pupil and teachers.



## Information about the school

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| Full name of school                            | Holy Trinity Catholic Academy  |
| School unique reference number (URN)           | 140727   |
| School DfE Number (LAESTAB)                    | 8913766  |
| Full postal address of the school              | Boundary Road, Newark, NG24 4AU  |
| School phone number                            | 01636689177  |
| Headteacher                                    | Julia Summers  |
| Chair of Local Governing Body                  | Robert Beall   |
| School Website                                 | <a href="http://www.holytrinityacademy.co.uk">www.holytrinityacademy.co.uk</a> |
| Trusteeship                                    | Diocesan   |
| Multi-academy trust or company (if applicable) | Our Lady Of Lourdes Catholic Multi-Academy Trust                               |
| Phase  | Primary  |
| Type of school                                 | Academy  |
| Admissions policy                              | N/A  |
| Age-range of pupils                            | 3-11   |
| Gender of pupils                               | Mixed  |
| Date of last denominational inspection         | 14 July 2017   |
| Previous denominational inspection grade       | 2 - Good   |

## The inspection team

Patricia Chapman  
Alex Downing

Lead  
Team

## Key to grade judgements

| Grade | England              | Wales  |
|-------|----------------------|--|
| 1     | Outstanding          | Excellent  |
| 2     | Good                 | Good   |
| 3     | Requires improvement | Adequate and requires improvement                |
| 4     | Inadequate           | Unsatisfactory and in need of urgent improvement |