

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about the school

The Trinity is a larger than average sized Catholic Primary School situated in Liverpool serving the communities of St. Anthony of Egypt, Our Lady of Reconciliation and St. Sylvester. There are 284 children on roll (including nursery) of whom 214 are baptised Catholic, 21 come from other Christian denominations, and 14 from other faith or religious traditions. There are 20 teachers of whom 16 teach Religious Education 15 are Catholic. Eleven teachers have a suitable qualification in Religious Education. There has been no significant change in personnel since the last inspection.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

1

The school's capacity for sustained improvement

1

Main Findings:-

The Trinity is an outstanding Catholic school. There is an inspirational vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement – '*...through the love of the Father and the guidance of the Holy Spirit, we follow Jesus by showing love, respect and forgiveness to everyone...*' Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the school community. The pursuit of excellence in Catholic Education at The Trinity has securely maintained and continued to build on previously outstanding performance. All new initiatives have been embraced and addressed as the school strives to improve standards and provision. Self evaluation is rigorous, comprehensive and accurate. Outcomes for pupils are outstanding. Pupils are confident, happy learners who thrive in the caring atmosphere created by the school. A year four pupil summed up the immense love and care shown in the school as he commented "*Here the impossible becomes possible!*" There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are outstanding. The Trinity is extremely successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and consistently communicates its high expectations to staff in order to secure improvement to outcomes and provision. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and is being used effectively to improve outcomes. Staff are encouraged and supported in their ongoing development. School leaders are committed to the ethos and mission of the school and promote high expectations of all pupils spiritually, morally and in all aspects of learning. Parents are very supportive and appreciate all the school does especially in engaging with the local communities The Trinity serves.

Given the dedication and commitment shown by the leadership of the school, their culture of improvement planning and rigorous self-evaluation, there is an outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Continue to implement the targets set out in the school's Self-Evaluation Document including:
 - embedding use of the 'driver words' into daily practice;
 - embedding the language of the level descriptors when planning for groups of children to ensure that there is sufficient challenge especially for the more able pupils;

- further develop the work currently being undertaken to ensure all pupils are involved in planning, preparing and leading Collective Worship.

How good outcomes are for individuals and groups of pupils

Pupils' progress and achievement in Religious Education at The Trinity is outstanding in relation to their starting points and capabilities. Pupils' attainment in Religious Education is excellent. Analysis of assessment undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a high level for their age and stage of development. Outcomes for pupils with additional or special needs are outstanding. Pupils are supported by highly effective teaching assistants who know their individual needs and respond to them. Pupils are becoming increasingly more religiously literate as they become familiar with the key words from the topics and can relate their own life experiences to the Christian understanding of the topics. They are developing the skills that enable them to think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Their knowledge, understanding and skills are appropriate to their age or capacity and some exceed expectations. Any underachievement is challenged. Pupils' enjoyment of their learning is outstanding as shown by their interest, enthusiasm and excellent, thoughtful behaviour which are a real strength of the school. The Trinity's collaborative aspirational vision is tangible. Pupils know that they can reach for the stars because their teachers are constantly reminding them that through self belief and hard work they can realise their dreams.

Pupils are actively involved in developing and evaluating the Catholic character of the school by showing an outstanding commitment to their own Mission Statement. The environment is adorned with many motivational displays but the pupils' own Mission Statement wall is particularly impressive. It is testament to the love shown at school. Pupils' have an outstanding sense of belonging to the school community and show how much they *'live, love, learn and laugh'* by the way in which they forge excellent relationships with their friends and teachers and always strive to do their utmost best. Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors. Pupils are considerate and caring of others both in school and the wider community. They are proud of their backgrounds and beliefs and have a strong sense of personal worth. They support and fundraise for numerous charitable causes including CAFOD, Nugent Care, Poppy Appeal, Haiti Appeal, Jospice, The Lily Centre etc. Pupils benefit from participation in annual residential PGL activities to Kingswood and Crosby Hall Education Trust. Two Year 6 pupils annually join the HCPT Lourdes Pilgrimage Trust.

Education for personal relationships has fostered positive attitudes in pupils and SEAL, Rainbows and Miss Dorothy.Com resources are used effectively in support of this. Ten Ten Theatre Company have visited the school and enriched both the Religious Education and Personal, Social and Health Education curriculum throughout the day experience. Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each others achievements at their weekly assembly. Assertive mentoring is used throughout the school and pupils collect 'smiley' rewards which are transferred into individual and class prizes. This is a new initiative but is already having a great impact on outcomes. Pupils show a readiness to

embrace and celebrate their lived experiences. The Trinity operates a breakfast club

Pupils at The Trinity are outstanding in responding to and participating in Collective Worship which is an integral part of school life. They act with reverence and are keen to participate in a variety of gatherings. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. As outlined in the school Self Evaluation Document pupils need to further develop their input into planning and leading Collective Worship. Pupils' knowledge of prayer and liturgy is increasing. They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	1
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	1
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching is consistently very effective in ensuring that pupils are interested and engaged in their work and make outstanding progress. Teachers take into account pupils' prior learning and ensure a variety of differentiated tasks are planned so that the work consolidates, builds and extends their knowledge and understanding. However, a range of activities are needed to ensure that the more able pupils are challenged sufficiently. Teachers provide opportunities for pupils to work independently, in pairs and collaboratively in small groups. Excellent use is made of time and resources e.g. support assistants, interactive white boards, God's and Church's Story, audio and visual media etc. Effort and achievement are recognised, rewarded and celebrated. Pupils are affirmed and know how well they are doing. As a consequence they are highly motivated, sustain their concentration extremely well and thoroughly enjoy their learning. Plenary sessions are a real strength across the school. Teachers are very adept at enabling pupils to link the religious content and scripture to their own lives in a meaningful way. Teachers use developmental marking and indicate what pupils have to do to improve further. The learning environment is extremely positive and vibrant and each classroom has an appropriate Religious Education focal point with space for children's work to be appreciated and celebrated. Great care is taken to provide excellent facilities and resources for the pupils. This is particularly evident outside where the grounds and 'Faith Garden' are in stark contrast to the surrounding area. The children benefit from a vegetable plot which provides own grown produce for the kitchen.

The assessment of pupils' work in Religious Education is outstanding. Teachers use assessment to identify and tackle underachievement and are now using the

information gleaned in future planning to ensure that given tasks are pitched at the correct levels. Some gender analysis is currently being undertaken by the subject leader. Formal assessment tasks are undertaken and recorded appropriately. Work is moderated across the school and portfolios of evidence are kept. Assessment information is collated and shared with staff and governors. Progress is tracked and through Assertive Mentoring all pupils now have Religious Education targets. Annual reports on progress and achievement in Religious Education are excellent and inform parents what their children have undertaken in the subject.

The curriculum is outstanding in meeting pupils' needs at The Trinity. Leaders and staff see Religious Education as the core subject and at the very heart of the curriculum and they are innovative in the manner in which they present it to the children. It is very successful in providing pupils with well planned enriching experiences. The school using the 'Here I Am' programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Planning ensures full coverage of the Religious Education programme. Religious Education newsletters are provided for parents and carers and these provide information about what is being taught in Religious Education. Parent's views and opinions are sought and valued by the leadership team. The Trinity supports the 'Community and Schools Together' project. Imaginative and well planned visual, auditory and kinaesthetic strategies are deployed to enrich pupils learning e.g. Information Communication Technology, role play, recording, outdoor provision, painting, book making etc. The school implements new curriculum developments as appropriate. Enrichment activities such as sports, arts and magic club have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development.

The quality of Collective Worship provided by The Trinity is outstanding. Teachers plan well and the subject leader ensures it is monitored effectively. Provision for Collective Worship has a high profile at The Trinity. Resources, including the use of Information Communication Technology, are provided to enhance worship and are kept up to date. An excellent policy and guidelines are in place. Collective Worship reflects the Catholic character of the school and takes into account the background of the pupils. The subject leader has given in-service training in planning and delivering Collective Worship. She uses her skills well to engage staff and children and provide joyful celebrations. Collective Worship plays a key part in meeting the spiritual needs of the pupils and staff.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	1
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	1

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are outstanding in promoting and developing the Catholic life of The Trinity and show an excellent understanding of and commitment to the Mission of the Church. The Headteacher is deeply committed to the Church's mission in education she is energised by the task and together with her team is a source of inspiration for the whole community. All those who form part of the school community were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life. Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. in outreach, charity work and in raising awareness of those in need in particular those communities local to the school. There is a deep commitment and drive for improvement demonstrated by the Headteacher, deputy and subject leader. Ongoing self evaluation ensures that continuous improvements are made in all aspects of the Catholic life of the school. The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. It is rigorous, comprehensive and accurate. This analysis provides a basis to celebrate the schools strengths and outlines areas for development. Timescales and clear lines of accountability are included thus ensuring the school's priorities are clear. A range of opportunities for Spiritual and Moral development are provided for all staff including opportunities to join in 'Before you Begin' celebrations, Collective Worship In-service, Archdiocesan Spirituality days and 'Living Well' retreat days.

Leaders and managers are skilled in the way they use monitoring data to evaluate the schools performance, celebrate and plan future improvements. There is a comprehensive monitoring and evaluation programme in place which ensures lesson observations, monitoring of planning, book trawls and moderation of assessments are undertaken. The subject leader fulfils her role in an outstanding manner with enthusiasm and great commitment. Together with the Headteacher and her overall vision for the school they make an outstanding partnership. They take it in turns to attend Archdiocesan briefings and training sessions. Reports are regularly produced and delivered to the Governing Body curriculum committee. Excellent documentation guides and directs all staff in their delivery of the subject.

Governors at The Trinity are well informed and discharge their responsibilities in an outstanding manner. They have effectively helped to shape the direction of the school. They set challenging targets and are constantly striving to improve the learning environment and provision. They are involved in monitoring and improvement planning and are committed to the Catholic life of the school. Some of the Governors have attended Archdiocesan training sessions.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school community. There are positive relationships at every level leading to a welcoming, happy and caring learning environment for staff and pupils. Leaders and managers facilitate pupils' involvement in service to the immediate neighbourhood served by the school and the wider community. Dialogue and collaboration is encouraged with people who

hold different beliefs and values. The use of the Religious Education Programme 'Here I Am' provides outstanding support to community cohesion. Pupils have studied Judaism in the Autumn Term. These experiences have helped to promote tolerance and respect for those who think differently. The 'Wednesday Word' is provided by the parish and distributed through the school. Sacramental preparation is delivered jointly by the school and parish. The Parish Priest is a regular visitor and appreciates the commitment of the school in nurturing the faith. He is fulsome in his praise of the leadership and management of the school commenting that The Trinity is "...*the heartbeat within the community*" which is a resounding sentiment shared by all its stakeholders and is testament to the Gospel Values which the school emulates through its abiding love for everyone who passes through its 'always open door'.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	1