

Trinity Catholic High School

Mornington Road, Woodford Green, IG8 0TP

Inspection dates 18-19 March 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth form provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The inspirational headteacher is passionately committed to providing an outstanding education for every student. He leads by example and his clear vision drives everything the school does.
- Other very skilled leaders share his very high expectations. They work together very well to ensure that students enjoy their learning and achieve highly.
- The school's strong sense of moral purpose and respect and consideration for each individual contribute very strongly to the sense of community. Staff and students are proud to be part of the school.
- Behaviour is outstanding. Students have excellent attitudes to learning. Time is not wasted in managing poor behaviour because all the students know how they are expected to behave. Students feel very safe at all times.
- Achievement is outstanding. Students of all abilities make rapid progress in a wide range of subjects, including in English and in mathematics. The standards they achieve in their GCSE examinations are well above average.
- The quality of teaching is outstanding. Teachers share high expectations of all students. They motivate the students by planning challenging activities which make them think and deepen their understanding.
- The curriculum meets the needs of the students exceptionally well. In addition to a wide range of academic courses, there are many additional activities and extra classes beyond the school day. Students have the opportunity to develop their interests in sport, art, drama, music and many other subjects. Their spiritual, moral, social, and cultural development is outstanding.
- The sixth form is outstanding. Students achieve very well in their examinations. They make an important contribution to the life of the school. They are exceptionally well prepared for their next steps in education, training or employment.
- Governors are highly skilled and very knowledgeable about the school. They provide very good support and challenge so that they contribute strongly to the outstanding leadership.

Information about this inspection

- Inspectors observed learning in 47 part lessons, 13 jointly with senior staff. The inspection team also made several short visits to other lessons to scrutinise students' work.
- Inspectors observed behaviour in lessons, around the school and while students travelled between sites. They attended assembly and visited the library.
- Members of the inspection team held meetings with the headteacher, members of the senior leadership team, groups of staff, a group of governors, including the Chair of the Governing Body, and with one of the school chaplains. An inspector held a telephone conversation with a representative of the local authority. They held discussions with four groups of students.
- The team scrutinised a wide range of school documents, including the school's own evaluation of how well it is doing. They scrutinised detailed statistical information about the achievement of students and about behaviour and attendance. They reviewed the school and departmental improvement plans.
- Inspectors considered the 328 responses to the online questionnaire, Parent View. They analysed 93 questionnaires completed by staff.

Inspection team

Ann Short, Lead inspector	Additional Inspector
Kanwaljit Singh	Additional Inspector
Steve Nelson	Additional Inspector
Christopher Doel	Additional Inspector
Alwyn Richards	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized secondary school. It has a very large sixth form.
- The proportion of students who are supported by additional government funding is much lower than average. This funding is provided for students known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of students who speak English as an additional language is lower than average. Most are fluent English speakers. A very small number of students who are at the early stages of learning English have recently joined the school.
- The proportion of disabled students and those who have special educational needs is much lower than average.
- The majority of students come from White British backgrounds. The proportion of students from minority ethnic groups is slightly higher than average. About 20 students are supported through the Year 7 catch-up funding which is for students who did not attain Level 4 in English or in mathematics at the end of primary school.
- Two students are currently attending work-related courses at Waltham Forest College and Epping Forest College.
- The headteacher is currently acting headteacher at King Solomon High School in Barkingside.
- The school meets the government's current floor targets, which set the minimum expectations for students' progress and attainment.

What does the school need to do to improve further?

- Build on the excellent practice in the school so that the gaps in attainment for disadvantaged students close even further.

Inspection judgements

The leadership and management are outstanding

- The inspirational headteacher is passionately committed to helping every student develop a love of learning. Students, staff and governors share his enthusiasm and his very high expectations. Other outstanding leaders at all levels very ably support him in this. They work together closely to ensure the best possible outcomes for the students.
 - Subject leaders play an important role in the continual drive to improve teaching and ensure that it is outstanding. Expectations are high, teachers are set challenging targets and supported to meet them. The links between successful teaching and salary progression are clear. Teachers participate in a wide range of training opportunities. They regularly share ideas and learn from each other.
 - The school's exceptionally rigorous analysis of the progress made by the students informs school and departmental development plans. The school knows exactly how well it is doing and where improvements could be made.
 - Additional government funding is used strategically and effectively to promote the achievement of the small proportion of disadvantaged students. As a result, gaps in achievement have closed significantly.
 - The exceptionally wide curriculum meets the needs of students of different abilities very well. The wealth of activities on offer makes an exciting contribution to their enjoyment of school and the excellent progress they make. There are masterclasses, e-learning courses and Saturday school. There are many classes, clubs and activities beyond the school day. There are chances to study a range of additional subjects. Students in Years 8 and 9, for example, can study GCSE astronomy. There are many trips and visits.
 - The clear vision and values of the school, known and understood by all, promote understanding, tolerance and respect for other religions. A strong sense of shared moral purpose makes the school a very happy and purposeful place. Students are well prepared for life in modern Britain.
 - A commitment to equality of opportunity is at the heart of the school vision, with a focus on the care of every individual.
 - Students receive excellent advice about the choices they are able to make at different stages in their education so that they are well prepared for their next steps.
 - Parents and carers are highly supportive of the school, as is demonstrated by the extremely positive response to Parent View. A number of parents and carers made a point of speaking or writing to inspectors about their gratitude to the headteacher and other staff for the excellent care and education their children receive. Communication with parents and carers is very good and there are many opportunities for parents and carers to come to the school to learn about its work and about the progress of their children. The school provides innovative support and education for parents and carers to help them to support their children.
 - The school carefully checks the progress, attendance, behaviour and safety of the very small number of students who attend college courses. As a result, they achieve well on their courses.
 - There is a strong working partnership with the local authority which provides 'light touch' support for this outstanding school but maintains strong links. Through this partnership, the school is currently providing highly effective support for King Solomon High School. Other schools in the authority can share in the special provision at Trinity to help students who have behavioural issues. The school also supports teaching in a number of other schools, for example in science.
 - Safeguarding meets statutory requirements. All staff are well trained; they follow clear procedures carefully and make rigorous checks.
- **The governance of the school:**
- Governors are highly skilled and are very knowledgeable about the school. They visit regularly and receive very informative presentations and reports from school staff and from external advisers. They have a detailed understanding of how well students are doing. They can interpret information about the achievement of students to help them identify strengths and areas for development. They use the information to help them understand the quality of teaching. They understand how setting targets for teachers promotes outstanding teaching and they know how teachers are supported. They are appropriately involved in making decisions about salary.
 - They plan strategically and provide effective support and challenge to school leaders. They rigorously monitor the effective use of resources, including additional funds provided to support particular groups of students.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Students want to learn. They enjoy their learning and are excited about learning more. They are immensely proud of their school.
- They enjoy being at school. Each student is made to feel important. They report that the school knows them, cares for them and encourages them to do their very best. They receive praise when they try hard, behave well and succeed in the many different activities on offer.
- Students are polite and courteous and respectful of each other and of adults. They move around the building and between sites sensibly and safely. They take care of their environment so that there is no litter. They wear their uniform with pride.
- No time is wasted in managing behaviour because the students know exactly how the school expects them to behave. Staff, parents, carers and students all agree that behaviour is very good and well managed.
- There are no short-term exclusions from school. The school provides strong support for any student who has difficulty in managing his or her own behaviour. The number of permanent exclusions over recent years has been very small. Only when there has been no other possible option have students been excluded.
- Attendance is well above national expectations. Students arrive at school and to lessons on time.
- The very small number of students who attend courses off site work hard and enjoy their courses. The school monitors their progress and attendance carefully.

Safety

- The school's work to keep pupils safe and secure is outstanding. Students report that they feel very safe in school. One student commented, 'I feel emotionally safe too!'
- Students show good awareness of different kinds of bullying, such as cyber, racist or homophobic bullying. There is very little bullying or name calling. If it does happen it is dealt with immediately.
- Students support each other respectfully so that all can feel safe to learn. Younger students are well supported by the older students. For example, sixth form 'Guardian Angels' support younger students in lessons.
- Students have an excellent understanding of how to keep themselves safe, including when they are online. The school has provided good support to parents and carers so that they can help their children to stay safe, for example when using the internet.
- The safety of the students who attend alternative courses off site is very carefully checked.

The quality of teaching is outstanding

- As a result of outstanding teaching over time, students make excellent progress, including in literacy, reading and mathematics.
- All teachers help to develop the literacy skills of the students. They encourage correct spelling, careful presentation and use of subject-specific vocabulary. Inspectors saw some excellent examples of writing at length in different subjects. Numeracy is taught across a range of subjects, for example in science and technology, not just in mathematics.
- Teachers use their excellent subject knowledge to plan lessons which challenge and motivate students. They have high expectations of what students can achieve. Relationships are outstanding so that students feel confident to ask questions and explore their ideas together.
- Many teachers use questioning very well to strengthen understanding and develop thinking. They often ask students to explain and develop their answers. For example in a Year 10 science lesson, the challenge was for students to explain scientific ideas in their own words. In a Year 9 English lesson, skilful questioning helped students develop links between the themes of the text they were reading and current political issues.
- Inspectors saw many examples of excellent written feedback, with clear guidance to students about how to improve their work. Students report that they are given time to reflect on this guidance, and sometimes encouraged to respond. This helps to promote the rapid progress that they make. Students have frequent opportunities to assess their own work and that of their classmates. They do this exceptionally well because they get clear guidance about what they should look for.
- Home study is purposeful and promotes outstanding learning. Many students take up the challenge to

extend their learning by carrying out research or additional reading at home or to engage in discussion online. The school uses the internet well to help students to learn in their own time.

The achievement of pupils

is outstanding

- Many students enter the school with levels of attainment which are above average. Students from all backgrounds make rapid progress across a wide range of subjects so that they achieve exceptionally well in their GCSE examinations. The proportion gaining five or more good quality grades at GCSE, including in English and mathematics, is consistently higher than average.
- From their different starting points, the proportions making good or better progress in both English and in mathematics are well above average. Students also make outstanding progress in many other subjects including science, humanities, modern foreign languages, art and physical education.
- The very small proportion of students identified as disadvantaged and eligible for additional government funding also make excellent progress. The gaps between their achievement and that of their classmates closed in 2014. In 2014, there was a gap of just under a grade in both English and in mathematics. However in both subjects these students achieved over two thirds of a grade higher than other students nationally.
- Disabled students and those with special educational needs make outstanding progress because teachers expect them to achieve highly. They, and additional adults in the classroom, support and encourage them so that they make rapid progress.
- Students who speak English as an additional language make the same excellent progress as their classmates because teachers support them very well.
- The school has very high expectations of the most able students. They are challenged successfully in lessons and through additional activities so that they achieve exceptionally well.
- The school uses Year 7 catch-up funding well so that these students make rapid progress and develop the skills they need to do well.
- There are innovative strategies in place to ensure that all students develop a love of reading. There is time allocated every day for students to read independently. Students read fiction but are also guided to read non-fiction books and articles. They are encouraged to read to extend their understanding of a range of subjects. The library is well used, including before and after school.
- The school no longer enters students early for GCSE examinations.

The sixth form provision

is outstanding

- Leadership in the sixth form is outstanding. The progress made by each student is carefully checked so that the right support can be given to ensure that all can achieve highly. There is a wide range of academic courses for students to choose from. There are many opportunities to extend learning online and through a great variety of additional activities.
- Students have excellent attitudes to learning. They make very good use of their independent study time. Their outstanding behaviour makes them excellent role models for the younger students. They enjoy their school life and are very appreciative of the high levels of support they receive. They help others both within and beyond the school. For example, they act as 'Guardian Angels' for younger students who benefit from additional support with their learning.
- Teaching is outstanding. Teachers share their strong subject knowledge and engage and motivate the students through focused discussion and challenging questioning. In a Year 12 religious education lesson, for example, skilful questioning enabled the students to explore in detail the ethical considerations around euthanasia. Teachers encourage students to take responsibility for their own learning and to read widely.
- Achievement in the sixth form is outstanding. Students make excellent progress so that they complete their courses and achieve very well. The small number of students who retake GCSE English and mathematics achieve well.
- Students receive excellent advice and guidance about the next stage of their education, employment or training. The majority go on to universities, including Russell Group universities. They also receive expert careers advice about other opportunities, for example apprenticeships.
- Students have an excellent understanding about how to keep themselves safe and how to manage any risks to their well-being.
- Students who join the sixth form from other schools have a variety of different faiths. They flourish in the safe environment of respect and care for each individual.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102860
Local authority	Redbridge
Inspection number	453338

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11-18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,688
Of which, number on roll in sixth form	492
Appropriate authority	The governing body
Chair	Mrs Moira Bishop
Headteacher	Dr Paul Doherty
Date of previous school inspection	26 February 2009
Telephone number	020 8504 3419
Fax number	020 8505 7546
Email address	school_manager@fc.tchs.uk.net

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