



DIOCESE OF BRENTWOOD



Inspection Report

Name of School: Trinity Catholic High School

Inspection Date: 10 Dec 2014

Reporting Inspector: Rev Dr William J Dickson SDB, Miss Anne-Marie Brister

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

**Type of School: Secondary
School Category: Comprehensive
Age range of pupils: 11 to 19
Gender of pupils: mixed
Number on roll: 1699
Appropriate Authority: Redbridge
Date of previous inspection: May 2009**

**School Address: Trinity Catholic High School
Morningside Rd
Woodford Green
Essex, IG80TP**

TEL: 0208 504 3419

Information about the school

Trinity Catholic High School is a Catholic Comprehensive school in the Borough of Redbridge, in the diocese of Brentwood. It serves the parishes of Woodford Green, Chingford, Clayhall and Loughton in the surrounding area. There are currently 1699 pupils aged 11 to 19 on roll and the school is over subscribed. The majority of pupils are of White British heritage 39% are from ethnic minority groups. 95% of students are Catholics. The proportion of pupils with special educational needs (2.4%) is well below the national average and 11.5% of pupils receive free school meals which is also well below the national average. There are 92.3fte teachers of whom 65% are Catholic and 17 hold the CCRS and 3 other equivalent qualifications.

Key grades for inspection

1: Outstanding 2: Good 3: Requires Improvement 4: Inadequate

Overall effectiveness of this Catholic school

Grade 1

Trinity Catholic High School is outstanding with a Catholic ethos which permeates all every aspect of its identity. Prayer and worship are central to the life of the school and opportunities for pupils' spiritual and moral development are excellent. The Headteacher and senior management team (SMT) have developed an almost unique style of Catholic ethos which integrates Faith and Life and which permeates the whole fabric of the school. Challenging expectations, the highest standards of behaviour and excellent progress and achievement in learning are the outcome of a passionate commitment to the ideal of a Catholic community that 'acts justly, loves tenderly and walks humbly with its God'. Pastoral care is outstanding and involves all members of the school community. Relationships within the school are outstanding and pupils feel safe, well cared for and supported in their learning. Parents welcome the Catholicity of the school, appreciate the high standards and good communication with staff and the way the school keeps them informed. Pupils' knowledge and understanding and the skills they develop are well beyond what might be expected for their age and stage.

The school's capacity for sustained improvement

Grade 1

The school has an outstanding capacity for sustained improvement and has put in place systems which ensure self-evaluation is accurate and rigorous. The last inspection in 2007 identified two main areas for development: addressing the discrepancy between the attainment of boys and girls at GCSE, and the use of ICT in RE, which have been addressed. The school gives a high profile to religious education and has very good strategies to share the Catholic Ethos and good practice with new staff. Religious Education is well staffed with specialist teachers and the further development of the PRE (Personal Relationships and Religious Education) programme demonstrates the will to integrate Faith and Life across the curriculum.

The senior management team and governors have a clear vision for the Catholicity of the school and the central place of prayer, worship and religious education. Senior staff are very good role models and all staff are given opportunities to extend their knowledge and improve their skills through CPD.

The current leadership has an excellent capacity to maintain effectiveness. The Headteacher and SMT show outstanding leadership of a Catholic community through their leadership of prayer and worship and are well supported by staff. Governors have a very wide range of expertise and many are involved in the life of the school. Systems are in place to develop and strengthen

initiatives which lead to very good outcomes for all pupils. The Head of Religious Education is well placed to support colleagues and to offer training to Sixth Form Tutors for the excellent Sixth Form General RE programme and also in SRE for staff from all depts. who deliver it..

What the school should do to improve further

Enhance the Catholic life of the school by

- Ensuring that the renewed SRE programme makes explicit the Catholic foundations for the complex issues involved.
- Encouraging students to take leadership and initiative in planning and delivering Assemblies.

Outcomes for pupils

Grade 1

Trinity Catholic High School sets out to be a Eucharistic community, where students develop a personal faith, feel appreciated, are happy and live in harmony, where they develop a deep sense of responsibility for others, and become aware that they are linked to other communities, at a local, national and international level. Through the Discipleship Award Programme students at KS3 and 4 make an outstanding contribution to the Catholic life of the school. They voluntarily take on various Leadership roles; *eg* in the School Council which involves training and leading fundraising activities in Advent and Lent, as Peer Mentors in the Raphaelite Programme and in various Faith Development Groups (*eg* the Young Franciscan Group, Youth Cafe). At Sixth Form students are involved both at KS3 and KS4 through the Guardian Angels Programme in peer mentoring and supporting SEN students in class and in the wider community. They are actively involved in the TELCO campaigns: e.g. for affordable housing in the Thames Gateway Development, or in ensuing a living wage for all Canary Wharf workers and in encouraging an ethical legacy from the Games. Students respond very well to opportunities to understand the needs of others in school and the wider community and carefully record their involvement which also forms part of their Duke of Edinburgh Bronze Award which is overseen by the Chaplains. School Surveys suggest that 99% of students and parents feel very that there a plenty of opportunities to make a positive contribution outside lessons and also to celebrate their faith in school. Students have many opportunities to be involved in Music Drama and Art which enriches the cultural and religious life of the school. Many local, national and international charities are supported throughout the year and last year the student raised nearly £20,000 for charity. Students show respect for adults and each other. Behaviour is excellent and students highly appreciate the sense of community created within the school where they feel safe and valued. There is a culture of praise and thanksgiving that celebrates their achievements, acknowledges student efforts and encourages them to feel appreciated as individuals as well as part of the community.

Prayer and worship are central to school life. Pupils respond positively to opportunities to progress on their faith journey. They are involved in presenting assemblies, liturgies and masses and participate well. Students are involved in reading and preparing for Mass and take an active part in well prepared assemblies. Form Liturgy leaders lead the class prayer and read the scripture. Morning Mass which is held before the school day begins is well attended by pupils and staff. The traditional prayers of the Church are well known and pupils are given time for reflection and meditation. They are able to apply aspects of Jesus' life and teaching to their own

lives. They understand the importance of worship and might well be given more opportunities to design and deliver Assemblies for different groups of students.

Pastoral care is outstanding and given a high priority by staff and governors. The chaplains and heads of year are trusted support for students in difficulty. The Raphaelites in each form offer excellent peer support and they work closely with the Chaplains to promote the welfare and personal development of their companions. Students feel safe, well cared for and know where to go when they need support. They value being in a friendly environment where they are listened to and encouraged to help each other. Parents highly value the care given to their children, and the Alpha Parenting course offers support and education to parent and is enhanced by the quality of education and the approachability of staff. The Good Pastors and the Damascus programme offer a real way for students in difficulty to reintegrate into the learning community.

Progress in religious education over the last three years is outstanding. Though there was a dip in results at KS4 last summer the overall pattern is outstanding and the data for the Mock GCSE exams in December suggest that the previous high levels of achievement will be sustained, Pupils work with application and interest. They enjoy their religious education lessons and work very well together. They are eager to participate in activities and keen to do well. They have a good knowledge of the Catholic faith appropriate to their age and abilities. Workbooks are very well presented, show coverage of the curriculum and indicate a varied range of tasks. Assessment for learning, is well established, peer assessment, formative teacher comments and good student responses all characterize high quality learning. Knowledge understanding and skills demonstrated by students were above what might be expected for their age and stage..

Leaders and managers

Grade 1

The Headteacher passionately believes in the mission of the School in the Catholic community. He inspires staff and students to see Faith and Life as an integrated human experience. He is supported by his SMT and demonstrates excellent leadership of the school through the way he promotes the provision for the Catholic life of the school. He communicates a clear Catholic vision to the whole community which is affirmed by staff and governors who are all committed to providing the best possible environment for the students. His commitment to sharing his educational vision has led him to take on the task of leading the King Solomon Jewish School and demonstrates the Catholic commitment to outreach to the wider community. The School has a highly developed system of self-evaluation which is detailed, accurate and identifies areas for improvement. The Head of Religious Education has a very good knowledge of areas for development and is proactive in developing the inter-disciplinary PRE programme.

Senior leaders monitor religious education by means of lesson observations, work scrutiny and joint planning which is followed by feedback to individual teachers. Much emphasis is placed on staff development which includes teaching assistants who play a key role in the school.

Governors work closely with senior leadership and have a very good understanding of the strengths and areas for development. They are well informed about the life of the school through the Headteacher's report, meetings with subject leaders and frequent visits. Governors recognize the need to ensure that there is an effective monitoring system in place to evaluate all aspects of the religious life of the school and to enable the governing body to challenge and support effectively. The Governors are aware of the need to engage actively in the process of succession planning to ensure the continuing development of the Catholic nature of the school.

The Senior Management Team ensure that the school is a welcoming community where everyone is respected and valued, diversity is celebrated and pupils are taught to respect other faiths. The school participates in local sporting and cultural events and there are good links with the local parishes and the wider community. Provision for spiritual development ensures that pupils are able to reflect on their own lives and experiences. Parents are invited to many school events and are kept well informed about their children's welfare and progress. They appreciate the curriculum information booklet and homework diaries which enable them to support their children's learning.

Provision

Grade 1

Provision for prayer and worship at Trinity Catholic High School is outstanding. Prayer punctuates the whole day: at morning Mass and assemblies, at the noon Angelus and in the afternoon. Daily Mass on the Lower Site and Eucharistic Services in the Upper Site begin the day and assemblies vary from teacher-led teaching and worship to student led reflections and prayer. Both contribute significantly to pupils' spiritual development and religious education. The assemblies include visual presentations, bible readings drama, singing and music. Pupils are involved in collective worship in their classrooms and are given opportunities for personal reflection. The Form Liturgy Reps and Prayer leaders take responsibility for the daily act of worship and use the resources provided in the classroom. Each classroom has a crucifix with religious artefacts and display boards which generally includes children's work. Beautiful chapels on both sites with the reserved Blessed Sacrament are at the heart of the school and are available for classes and groups for quiet prayer and reflection. Masses and age appropriate liturgies are celebrated in school throughout the year with special provision for Mass being made for the Feast of St Francis, the Immaculate Conception, etc., which are associated with the school's Franciscan tradition. Parents, families and parishioners are invited to many celebrations, *eg* the Advent Mass.. The Friars from the school's parish support the school through offering daily mass, other local clergy also help with liturgies and offer the Sacrament of Reconciliation while the school has two lay chaplains.

The quality of teaching and learning in religious education is excellent. During the inspection, lessons observed were either good or outstanding. Lessons are planned with clear learning intentions and an interesting range of activities. Pupils work very well and make very good progress. Teachers respond well to pupils' comments and take every opportunity to extend knowledge and develop understanding. Challenging extension work is provided and students know what levels they are working at and how to improve. Good support by teaching assistants and Sixth Form Volunteers is a feature of lessons. Marking is positive and includes suggestions of ways to improve. Very good assessment, planning and tracking supports the learning and progress of pupils. Student perception surveys indicate that pupils are keen to know the next steps in their learning and this is being developed as part of the marking policy.

The quality of the religious education curriculum is outstanding. Including the PRE programme, generally 10% of curriculum time is devoted to religious education at Key Stage 3 and 4 and 5% at Key Stage 5. The new PRE programme offers the school the opportunity to make explicit the practical implications of faith in the critical areas of health, wellbeing and personal relationships and development. The Headteacher gives religious education a central place in the life of the school and this is demonstrated by the budget devoted to it and the position he gives to the Head

of RE. Religious art and displays around the school emphasize the centrality of faith to the work of the community. The Key Stage 3 Curriculum stretches students to engage with their Faith tradition conscious of the complexities of living in a secular and multi-faith world. Key Stage 4 introduces them to Mark's Gospel and Catholic Christianity. Philosophy and Ethics are studied by good numbers at A-Level. The Sixth Form General RE programme encourages students to view important ethical and fundamental human questions in the light of Faith. Overall the RE curriculum enables pupils to become aware of their responsibility for each other and their environment. It contributes very well to their spiritual and moral development. The excellent range of extra-curricular activities enables pupils to develop their gifts and talents. There is every indication that current high standards are likely to be maintained or improved.

The work of the chaplains is highly valued by staff and students. They offer a comprehensive programme for faith development and social action. Groups such as YouFra, Youth Café encourage students to a personal development of faith and prayer life. They support students in difficulties and are an important part of the pastoral team. They support the Raphaelites, Good Pastors and the Damascus Programme, Liturgy leaders and model the whole vision of the School that Faith and Life are integral to good education.

The Inspectors would like to thank the Headteacher, the Staff and Students for the warm welcome and unfailing courtesy with which they were greeted and the patient response and robust discussion with which the School engaged in the inspection process.

Fr John Dickson SDB.