

Holy Trinity Catholic Primary School

URN: 104635

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

26–27 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

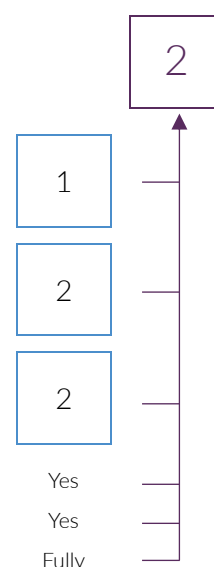
Collective worship (p.7)

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

- The drive and determination of the head teacher at Holy Trinity is inspirational. Her passion ensures that the school's Catholic life and mission are vibrant, being relevant to all. Consequently, all staff serve as outstanding role models and ensure that Christ is at the centre of the school's work.
- Pupils feel happy, safe and confident at Holy Trinity. They have an ability to articulate how the Catholic mission of the school impacts on their life and the decisions they make as a consequence.
- Pastoral care is outstanding. All members of the school community benefit from this and there is a particular focus on the most vulnerable.
- All staff understand and value the importance of religious education within the curriculum. This is a result of the commitment and expertise of the subject leader.

- Pupils' reverence and respect during prayer and liturgy is exemplary. They are a credit to the school.

What the school needs to improve

- Pupils live out Catholic social teaching values but they are not clear on what they are. The school needs to address this and make pupils aware of the principles of Catholic social teaching.
- In religious education there are inconsistencies when giving targeted feedback linked to learning objectives. Some pupils are unsure about what they need to do to improve their learning.
- More pupils need to be involved in the planning and delivery of prayer and liturgy throughout 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



All staff and pupils understand and appreciate the distinctive Catholic identity of their school. The warm, welcoming environment, extended to everyone, ensures that they feel valued as part of the Holy Trinity community. Pupils benefit hugely from the commitment shown by all staff in their mission to provide a rich, authentic Catholic experience. All pupils know they are unique, made in the image of God, and they clearly understand that staff are helping them to follow Jesus' example, with one commenting, 'we are all walking in the footsteps of Jesus'. Catholic social teaching principles are woven into the life of the school and all staff and pupils are active in responding to these. Pupils can identify the links between the work that they do to help the most vulnerable through their work in organising food hampers, fundraising for Cancer Research and Cafod events. They understand that their actions are underpinned by these principles and they lead on some initiatives. Pupils appreciate the work that staff do for them, often going the extra mile to ensure that they receive the best school experience that they can. They respect and accept each other for who they are, and this ensures outstanding behaviour both in and out of the classroom.

The school's mission statement has been reviewed since the last diocesan inspection and this has given a more focused purpose to the work of the whole school community, providing a direct link to Gospel values. Pupils understand that this impacts on their actions within school, and in the wider community, in a positive way. The belief that Christ is at the centre of all that they do is the focus for provision in school and this drives the whole school curriculum intent. Lesson observations and discussions with staff and pupils highlight the strong pastoral systems in place, with all staff modelling the behaviours expected from children. Staff are wholly committed to the most vulnerable within the school and the local community, striving to ensure that equality and

diversity are promoted. Pupils of other faiths are happy here and their beliefs are recognised and respected by staff because this is an inclusive school. Displays throughout school is current, appropriate for the liturgical year and of a high standard. Pupils play a part in contributing to this and are proud of their work. The rich offer for spiritual growth and moral development is an example of the school's commitment to the development of the whole person. The school's provision for relationships, sex and health education meets both statutory and Archdiocesan requirements and is faithful to the teaching of the Church.

Leaders view Catholic life and mission as a core responsibility and ensure that it permeates all whole-school policies and practices. Links with the school's parish are strong and improving, with pupils visiting their parish church regularly for Masses and participating in a number of ways. These are well attended by the wider community. Induction for new staff is outstanding and they feel well supported by leaders, enabling them to confidently fulfil their commitment as Catholic educators. Governors have a clear vision for Catholic life and they articulate this well. They, alongside the parish priest, are fully active in school life. All are regular visitors who are known to staff and pupils. They are ambitious for the school and play a key role in developing the Catholic life programme, providing challenge where necessary. They know their school and the local community well, with their expertise being used to review provision and refine the Catholic life experience for all. Leaders and governors are rigorous in their approach to monitoring and evaluation. Where necessary they access the training opportunities offered by the Archdiocese and comment that this has enhanced their roles.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

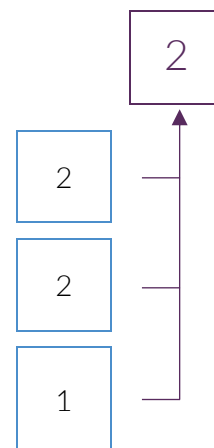
How well pupils achieve and enjoy their learning in religious education

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



Outcomes in religious education are good, with attainment being in line with or better than other core subjects within school. Most pupils demonstrate secure, age-appropriate knowledge. Internal assessment and monitoring shows that good progress is being made by the majority of pupils and data shows an improving trend over the past three years. Pupils like their teachers and enjoy religious education lessons. They speak enthusiastically about the work they have done and are able to remember and recall stories from Scripture, relating this to their own lives. Religious literacy is good and older pupils use this well to articulate their understanding and reflect on their work. Pupils are also given a range of opportunities to work independently, the work in their books is of a good standard and they take pride in this. Staff have good working relationships with pupils and this ensures good engagement and excellent behaviour. Pupils recognise the importance of learning about other faiths and cultures, understanding that this prepares them well for life in a multicultural society.

Staff have a good subject knowledge and this is reflected in their teaching, which is predominantly good with some outstanding teaching having been observed. Expectations are high and staff are skilled in offering a variety of different approaches within lessons to assist pupils in meeting these. These approaches are matched to a range of assessment methods that meet different needs. The effective deployment of capable, well-informed teaching assistants ensures that all pupils, regardless of need or ability, are fully engaged in classroom activities. When teaching is good or better, lessons are appropriately paced and adaptive, resulting in good progress being made. This is evident through discussions with pupils, in class books and through classroom displays. Staff use praise well and this motivates pupils to do their best. When targeted feedback is clear and linked to learning objectives, pupils demonstrate greater understanding and this challenges them to think more deeply. However, there are

inconsistencies in this area and some pupils are unsure about what they need to do to make progress. In the best lessons, teachers use questioning skilfully, with pupils' knowledge and understanding being developed. It is in these lessons that pupils are also given time to reflect and extend their thinking, allowing them to consolidate their learning.

The leadership team is fully engaged with the mission of the school and, alongside governors, they have ensured that religious education is at the core of the core curriculum. The curriculum offer is challenging, appropriate and well planned across the school. Governors have a good understanding of the subject's strengths. They know the areas for development and what needs to be done to improve further. Senior leaders are effective and rigorous in their approach to improvement. They are excellent at communicating their intentions and this strong communication, coupled with a flexible approach to monitoring curriculum impact, ensures that staff can manage change with confidence and continue to deliver effective provision. The subject leader is strong and an outstanding classroom practitioner. He has a love of the subject and a clear vision for religious education at Holy Trinity. He also knows his staff well and has, along with the leadership team, put a number of strategies in place to address areas for improvement. The leadership team work well with a number of newer teachers to support and develop their skills, accessing appropriate and timely training when necessary. Pupil voice and the views of the wider community are used effectively as part of the school's self-evaluation process. Consequently, any change in practice is well-considered and has impact in the classroom.

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

1

2

Pupils engage in a variety of prayer and liturgy that promote participation and are thought provoking. They are respectful and responsive to the wide range of prayer offered and participate well in communal singing and traditional prayers, which are a well-established part of prayer life at Holy Trinity. Pupils can articulate how their reflections on prayer lead to action, with one commenting that prayer makes them think about, 'how we live our lives and think about whether something's right or wrong'. There is some evidence of pupils working with others in the planning and preparation of prayer and liturgy activities and where this is evident it is done well. However, not enough pupils are involved in this aspect of school life. There are also few opportunities for pupils to formally evaluate the prayer and liturgy on offer in school, which in turn doesn't allow them the opportunity to consider how they can become more involved or improve on their contributions. Pupils are aware of the Church's liturgical year and those who are older have a good understanding of how prayer and liturgy in school is linked to this, realising that there is a thematic approach to the prayers used at key times in the liturgical year.

The centrality of prayer is paramount for all in school and is evident in policy and practice. Staff provide children with a variety of ways to pray and are adept at providing these in an age appropriate manner. Scripture, traditional prayers, silent reflection and communal singing are among the prayerful experiences witnessed during prayer and liturgy sessions. Pupils respond well to these, the great majority being fully immersed. This centrality is also evident in the daily pattern of prayer and the pupils' familiarity with this. Staff know their pupils well and this gives them the opportunity to nurture and skilfully integrate the gifts and talents of the pupils into prayer and liturgical life. There are a number of dedicated prayer spaces around school which are used frequently and valued by pupils. They speak about these positively with one pupil commenting, 'we can pray at any time in different parts of the school'. The parish priest visits

school regularly and is involved in many activities throughout the year, both in and out of the classroom. He organises and leads on a retreat for the pupils in Year 6 to the Ladyewell Shrine, accompanied by governors and staff. The school actively encourages families and those in their parish to participate in prayer and liturgy. Attendance at these events is improving but the school recognises that they have more to do to secure this.

Leaders and governors have ensured that the school's prayer and liturgy policy offers opportunities to tailor provision to suit the needs of individual classes. Pupil leadership in prayer and liturgy activities is evident but not enough pupils are involved in this. The school recognises this and detailed plans are already in place to incrementally introduce this leadership throughout the school in an age appropriate manner. The subject leader is aware that there are some inconsistencies in the provision of prayer and liturgy and recognises the need to address these. Consequently, stronger practitioners model best practice for those who require support. A full year of events has been agreed and scheduled with the parish priest to strengthen pupil and wider community participation. Leaders, including governors, ensure that ample time and resourcing are dedicated to prayer and liturgy. This is because all leaders care deeply about the spiritual formation of all members of the community.

Information about the school

Full name of school	Holy Trinity Catholic Primary School
School unique reference number (URN)	104635
School DfE Number (LAESTAB)	3413514
Full postal address of the school	Holy Trinity Catholic Primary School, Banks Road, Liverpool, L19 8JY
School phone number	01514277466
Headteacher	Helen Raley-Williams
Chair of Governors	Martin Walwyn
School Website	www.holytrinitycatholicprimaryschool.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	16 th January 2018
Previous denominational inspection grade	Good

The inspection team

Mark Taylor
Kathryn Berry

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