



# Archdiocese of Birmingham

## Section 48 Monitoring Visit

### **HOLY TRINITY CATHOLIC PRIMARY SCHOOL**

Fraser Street, Bilston, West Midlands, WV14 7PD

---

Inspection date	June 16 <sup>th</sup> 2014
Reporting Inspector	Mr Joseph Skivington

Inspection carried out under Section 48 of the Education Act 2005

---

Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	266
Appropriate authority	The Governing Body
Chair of Governors	Ann Ramsbottom
Telephone number	01902 558977
E-mail address	c.mcnally@holytrinity-pri.lppplus.net
Date of previous inspection	May 2009
DFE School Number	336/3309
Unique Reference Number	104378

<b>Headteacher</b>	<b>Carroll McNally</b>
--------------------	------------------------

Previous inspection:	1
This inspection:	1

---





June 2014

Diocesan Education Service,  
Don Bosco House,  
Coventry Road,  
Coleshill,  
B46 3EA

Holy Trinity Catholic Primary School  
Fraser Street  
Bilston  
West Midlands  
WV14 7PD

Dear Mrs McNally

### **Section 48 Monitoring inspection 16<sup>th</sup> June 2014**

Thank you for the welcome you, your staff and pupils gave to me when I inspected your school and for the information you provided both before and during the inspection. I am grateful for the time given by all including the parish priest in speaking with me.

The inspection was a "light touch" monitoring inspection because your school was judged at the last section 48 inspection to be an outstanding school and because it is now five years or more since you last received a diocesan inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, interviewed senior leaders, a governor, the parish priest, the subject leader for RE, and pupils. I observed five (part) lessons on a learning walk, and looked at a sample of pupils' written work. In addition, I gathered evidence of some of the outstanding practice in the school as part of a diocesan wide survey of good practice in Catholic life and religious education.

### **Catholic Life**

Holy Trinity School, in its self evaluation, judges itself to have sustained the outstanding quality of Catholic education which was found at the last inspection. The evidence gathered in this light touch monitoring visit supports and validates the school's judgement. The quality of the provision and outcomes of Catholic life and collective worship is outstanding, very evident in the pupils' outstanding response and valuable contribution to the rich opportunities for prayer and worship. All are included regardless of faith background or none, and all participate with real enthusiasm and reverence. They are also developing successfully the skills of planning and presenting their own liturgies, class and school assemblies. It is mainly their voice and their ownership of their own learning, characterised by reflectiveness and self evaluation through frequent feedback, which validates what the school thinks of itself. For example, there is immediate verbal feedback on the quality and impact of an assembly or liturgy, or review and improvements to the sacramental preparation programme after parent consultation. Core value questionnaires go out to parents and carers, stimulating reflection and debate. These initiatives have grown a strong bond between school, parish and community. Much is done by discussion, but the school has recognised the need to record the impact of every action in detail so that its evaluation continues to be robust and dependable. The school's mission statement is in the forefront of the planning and development programme, which is a working document frequently reviewed and re-shaped. As a result improvements are put in place swiftly and effectively.

The governing body and senior leaders generate the processes for feedback and review with rigour and honesty, because they know that only input from the whole school community can provide robust, objective self evaluation. Among these processes are frequent planning meetings to re-energise mission and ethos, parent review, regular use of diocesan training for teachers new to Catholic education or needing updating on teaching religious education, and governors undergoing training in their own responsibilities. As a result, governors come to evaluate more accurately and become much better informed and critical friends. Leadership also ensures the nurturing of the staff's own spiritual life through opportunities to pray and reflect together. Long term succession planning is being wisely secured, so that impact is not wholly reliant on one person's charisma, but rather on the inspiration of



all leadership and management which is encouraged and shared. The pupil audits have been found to provide valuable pointers and opinions as to improvement, which are then incorporated into exemplary time scaled planning with measurable objectives.

### **Religious Education**

The school has judged provision for religious education, including teaching, assessment and curriculum as outstanding and the evidence strongly supports this judgement. From a low baseline, pupils make rapid progress especially in the early year, so that by the end of Key Stage 1 they are matching and often exceeding expectation. This progress is sustained so that by the end of Year 6 most have reached their targets and many have exceeded them. The evidence from lesson observations and the pupils' work over time bears this out. This is in large measure down to teaching which is consistently good with much that is, over time, outstanding. Pupils themselves readily contribute to their own learning by their positive attitude and enjoyment of the subject, but also through feedback questionnaires on what it is that teachers do which really helps them to learn. This feedback then enables teachers to plan and re shape their lessons and strategies, to more closely meet the learning needs of the pupils. Monitoring and assessment opportunities enable staff to review the topic planning and measure its impact on progress. Pupils receive fruitful feedback themselves with targets set in the context of the child friendly level indicators. Opportunity is provided for reflection on what went well and what could be better next time. Marking is helpful and developing into a very valuable tool to drive progress. The curriculum and schemes of work are constantly being revised and bettered. Parents are closely involved in the RE programme, readily enquiring after their child's progress, and being consulted on aspects such as the relationship syllabus. School and parish work closely together, pray together and for each other, and celebrate the Sunday Mass where the pupils play an active part in the liturgy.

All the above outstanding outcomes are directly due to the leadership and management being reflective, always scanning for new and more effective ways to fulfil their precious mission, and giving close attention to every detail and aspect of school life. It sees itself clearly, precisely because it constantly seeks feedback and pointers to improvement from pupils, parents, staff and governors. It is this which sustains and feeds the school's excellence and its mission.

Yours sincerely

Joseph Skivington  
Diocesan Inspector