



# Holy Trinity Catholic School

URN: 144719

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

12–13 March 2026

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

1

#### 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

1

#### Religious education (p.5)

The quality of curriculum religious education

1

#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops’ Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops’ Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

## What the school does well

- The school demonstrates a strong and clearly articulated commitment to its mission which is evident in the quality of relationships, the culture of welcome and the centrality of Gospel values across school life.
- Governors, leaders, and staff have high expectations of themselves and the students which are truly rooted in the school's mission and Gospel values.
- Pastoral care is deeply rooted within the Catholic life and mission of the school and is highly effective in supporting students and their families.
- Leaders and teachers have secured strong outcomes in religious education for their students which in turn secure strong foundations for their futures.
- The sense of inclusion is tangible and students, families, and the wider community, are welcomed, valued, and very well supported.

## What the school needs to improve

- Establish consistency in the school environment ensuring that the quality of the space reflects the dignity of each person.
- Revisit the richness of Catholic tradition in prayer and liturgy to encourage greater participation.
- Develop pupils' independence in religious education so that they can think deeply for themselves and express their understanding with individuality and creativity.

## 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

1

**Provision**

The quality of provision for the Catholic life and mission of the school

1

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



The Catholic mission of the school is lived out consistently by students across the school community. Students can clearly articulate that they are loved, valued, and cared for by staff. Students benefit greatly from the school's inclusive nature and strong sense of welcome. This enables students to thrive and prepares them well for the next stage of their lives. Pupils understand clearly that the school is committed to following the example of Jesus Christ and students appreciate that Gospel values are at the centre of the school's ethos and mission. This is evident in the wide range of opportunities through which students develop morally, socially, and spiritually, including 'family learning' in the Drexel Centre, sponsored walks in support of charities, and taking part in collections for the school food bank with the belief from students that 'It is more of a blessing to give than to receive.' Students take on a leading role in responding to Catholic social teaching through the work of a diverse chaplaincy team. Students show deep respect for others, which is evident in the respect shown to other faiths and religions. Students articulate confidently that Holy Trinity Catholic School is a 'diverse community knitted together through its Catholic mission.'

Staff and students embrace the mission of the school and implement it in all aspects of their school lives. There is a tangible sense of community, seen in the highly positive relationships across the school and its strong culture of welcome. This is evident in the enduring relationships the school maintains with families after students leave at the end of Year 11; students typically commented they do not want to leave. Staff go above and beyond in their care for students and their families. This is evident in the home-school liaison work through which the school supports families with accessing health care and local policing services. The school provides a varied pastoral intervention programme, including courses on misogyny, bullying, and mutual respect;

all of which reinforce the Church's teaching on dignity. The impact of these programmes is evident in the positive behaviours and relationships seen throughout the school. Relationships, sex, and health education (RSHE) is a clear strength of the school and is delivered with great care and clarity. The sequencing of the RSHE curriculum is carefully considered to ensure that it is age-appropriate and meets the school's needs. For example, sensitive topics are sequenced carefully so they do not coincide with significant times such as Ramadan. The school environment reflects the school's mission and identity but greater care and attention is needed to ensure that the quality of the space fully reflects the dignity of the whole person and contributes positively to their formation.

Leaders and governors fully understand their roles as guardians of Catholic life and mission. Policies and procedures within the school reflect its Catholic mission, with forgiveness, compassion, and tolerance at their core. The school benefits from positive relationships with parents, the wider community, and the parish it serves. The school also plays an active role across the St Teresa of Calcutta Multi-Academy Company (MAC) and leads various initiatives, which subsequently improve Holy Trinity Catholic School. Governors, including directors, are highly ambitious and challenge leaders in meetings, roundtable discussions, and formal quality assurance systems. As a result, self-evaluation is extensive, effective, and multi-faceted. Staff training about Catholic life and mission is frequent, engaging, well planned, and effective. Staff are rightly very proud to work at this school, reflected in the low rate of staff turnover.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

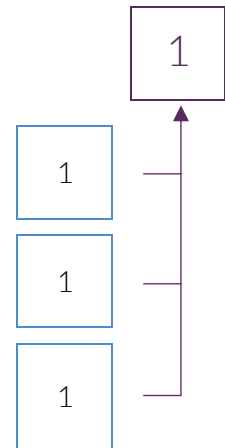
How well pupils achieve and enjoy their learning in religious education

**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



Students achieve well in religious education, where attainment has been above that in other core subjects for the last two years. Students develop secure knowledge, understanding, and skills, and make excellent progress against the planned curriculum. Students are religiously literate and can explain complex Catholic concepts confidently and with ease. This enables them to deepen their understanding, particularly in light of the low starting points in literacy for many students. A consistent culture of retrieval practice is embedded across religious education lessons, helping students to learn, remember more and sustain strong attainment and progress. Students consistently produce work of a high standard that further supports the excellent attainment and progress that students make in religious education. Students enjoy their learning which is reflected in their positive behaviour, in what they say about the subject, and their full engagement in lessons.

The religious education team consists of specialists and some experienced practitioners. As a result, students benefit from teachers with exceptional subject knowledge and excellent knowledge of effective teaching and learning, which supports strong attainment and progress. This practice is supported by exceptional leadership of religious education. Questioning is a key strength of the department and enables teachers to skilfully adapt learning in real time, increasing students' engagement and supporting their progress extremely well. Students are positive about religious education and can articulate clearly how it helps them grow in character and understanding. There are high levels of trust between students and staff, evident in their positive behaviours in lessons and the high-quality work they produce. The sequencing of the religious education curriculum is thoughtful and teachers take account of the different starting points of students in Year 7, including their previous exposure to Catholic religious education. This give students a solid foundation for later learning, and contributes positively to religious

education outcomes by the end of Key Stage 4. Consequently, lessons extend students' knowledge and understanding extremely well. The school has high levels of students with special education needs and disabilities (SEND) and English as an additional language (EAL); adaptive teaching strategies are used effectively to ensure that all student groups are supported and challenged in achieving their very best by maximising learning.

Leaders and governors have planned for the final year of implementation of the *Religious Education Directory* (RED) with the current Year 9 cohort. Due to the school's context, students in Year 7 benefit from a transition programme in religious education that ensures they develop a secure understanding of basic Catholic doctrine and tradition. Religious education has full parity with other subjects as the 'core of the core' in terms of resourcing, staffing, timetabling, and environment, including its own suite of classrooms. Religious education benefits from highly effective leadership. Self-evaluation is accurate and informs clear strategic actions for departmental improvement. The subject leader for religious education provides inspirational support for the religious education team and in developing a Catholic curriculum across all subjects. High-quality staff training is evident, and the subject leader uses the strength and experience of the team to good effect.

## 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

1

**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

1

Students value the opportunity to engage in prayer and liturgy. Students work collaboratively with their peers and staff to plan and minister prayer and liturgy at various points during the school's weekly cycle. Students are challenged to consider how the themes explored in prayer and liturgy can be lived out in their daily lives. For example, when 'Love Thy Neighbour' was a focus, students articulated confidently and clearly the actions they needed to take to uphold the commandment. Students show respect to one another, including those of differing faiths and religions. Students articulate clearly how prayer and liturgy impact on their own lives and the world around them. Students understand Catholic teachings and make connections with ease to their own faith, using this to deepen their knowledge and understanding of the Catholic faith.

Staff are committed to providing inspiring opportunities for prayer and liturgy for students. Families and the wider community work well in partnership with the school to enhance prayer and liturgy. There is a clear daily pattern of prayer across the school and this has been strengthened by the recent introduction of a third time of prayer in the day. Students and parents have welcomed this opportunity to reflect and find a moment of peace in a busy school day. Mass is celebrated regularly in school on feast days and holy days of obligation. Students speak enthusiastically about the relationship that the priest chaplain has with the school and look forward to times when he celebrates the Eucharist with them. There are opportunities throughout the year to receive the Sacrament of Reconciliation and there is provision for adoration of the Blessed Sacrament and the Holy Rosary. Relevant staff are highly skilled in supporting and delivering prayer and liturgy. However, the range of ways of praying within the Catholic tradition is not yet rich enough to encourage fuller engagement and participation from all members of the community. Prayer spaces, particularly in those in the modern foreign language department, reflect the centrality of prayer at Holy Trinity

There is a clear policy for prayer and liturgy that is well formulated, regularly reviewed both at a school and MAC-level, and is fit for purpose. The school calendar and timetable are planned carefully to ensure the opportunity to celebrate the Eucharist is provided for. Holy days of obligation are priorities and feast days of year group saints are celebrated liturgically with Mass. The 50th anniversary celebrations and Mass, celebrated by the archbishop, were a high point of the year, and staff and students articulate clearly how this deepened their understanding of Catholic prayer and liturgy. Leaders at all levels have a comprehensive understanding of the broad range of ways of praying in the Catholic tradition. This is evident in the wide range of opportunities for prayer such as the Holy Rosary and Adoration that is provided on a weekly basis. Leaders use their understanding and skill of praying by Catholic traditions to meet the needs of their community when planning worship. Leaders prioritise prayer and liturgy, ensuring that well-chosen resources support consistently high-quality experiences. Staff benefit from inspirational, frequent, and well-planned training delivered by highly skilled practitioners, that enhances their confidence and ability to deliver high quality prayer. The priest chaplain plays a significant role in supporting and evaluating the quality of prayer and liturgy across the school.

## Information about the school

Full name of school	Holy Trinity Catholic School
School unique reference number (URN)	144719
School DfE Number (LAESTAB)	330 4026
Full postal address of the school	Oakley Road, Small Heath, Birmingham, B10 0AX
School phone number	0121 772 0184
Headteacher	Joanne Daw (interim)
Chair of governing board	Andrew Cullinane
School Website	www.holytrc.bham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Teresa of Calcutta Multi Academy Company
Phase	Secondary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	11 to 16
Gender of pupils	Mixed
Date of last denominational inspection	January 2020
Previous denominational inspection grade	1

## The inspection team

Luke Payton	Lead
Maggie Hazeldine	Team
Claire Restell	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