

## Catholic Schools Inspectorate inspection report for **Trinity Catholic College**

URN: 142382

Carried out on behalf of the Rt Rev . Terence Patrick Drainey, Bishop of Middlesbrough on:

Date: 07 -08 June 2023

### Overall effectiveness

The overall quality of Catholic education provided by the school.....

3

### 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.....

3

### Religious education (p.5)

The quality of curriculum religious education.....

3

### Collective worship (p.7)

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

3

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

Partially

## Summary of key findings

### What the school does well

- Pastoral care is at the heart of the school and enables students to feel known and loved.
- There is some strong teaching in the religious education department which is lead by the new teaching and learning leader and the initiatives have allowed visible progress to be made in some religious education lessons.
- The newly formed SVP and Laudato Si student groups are a credit to the school and are already embracing challenges of student leadership and have a clear vision on how they can help the school.
- The newly appointed leadership team have made significant changes to support all groups of learners.

What the school needs to improve:

- The development of authentic Catholic leadership at all levels to actively live out the school's mission.
- To improve the quality of teaching and learning in religious education through:
  - Adaptive teaching so that all learners make at least the expected progress.
  - Fully implement the new whole school teaching and learning initiatives in a subject specific way using the new Religious Education Directory as a curriculum focus

To improve Catholic education at post-sixteen level by:

- Ensuring the highest priority is given to both A Level and General religious education.
- Ensuring the school's mission is lived out more explicitly in the sixth form.

## 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:.....

3

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

3

### Provision

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

3

### Leadership

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

3

Trinity Catholic College has a clear mission statement; 'To follow Jesus, build families and fulfil potential' which is proudly displayed across the school. The mission statement is known by some students. However, not all students are able to comprehend the importance of their Catholic identity and what it means to be a part of a Catholic community. Many students and staff refer to the school as their 'family' and despite times of challenge and change, have a sense of loyalty and belonging to their community. Some students are not able to recognise the unique nature of Catholic education and as a result do not actively participate in the Catholic life and mission of the school. The work of the chaplaincy team is valued by students and staff who speak highly of the provision. Currently only small numbers of students are directly involved in the work they do because their work has not reached a greater number of students. Key projects in the school have been well supported. These have included CAUSE (Catholics Against Unemployment) Christmas hampers and The Big Lent Walk. Staff and students hold the Eco shop in high regard because it helps vulnerable families and the community. The newly appointed student leadership groups; Laudato Si and SVP, have a clear vision for the Catholic life and mission of the school and are passionate about introducing further initiatives and taking on more responsibility as a key student group.

The school has prioritised displaying the Catholic character across the site; the chapel is at the heart of the school and a range of engaging and vibrant displays help students recognise their Catholic identity. The sixth form, however, does not explicitly display signs of its Catholicity. As a result, not all students acknowledge and appreciate the Catholic nature of their post-sixteen setting. The newly appointed sixth form lead has an authentic vision for the sixth form and for

Catholic education. This leader has worked hard to introduce change in order to bring Christ and the Catholic life and mission, to the centre of the sixth form. Leaders are supportive of the sixth form and are working hard to ensure the head of sixth form's vision, underpinned by gospel values, will come to fruition. Students across the school feel known and loved due to a strong pastoral care system that aims to support all students, including those who are vulnerable.

Leaders and governors are committed to placing Catholic life and mission at the centre of the school and have a vision of how to ensure authentic Catholic leadership. There is an effective partnership between school leaders, members of the Trust and the governing body who are passionate about providing a high-quality Catholic education for its' students. The implementation of this vision is in the early stages of the process. As a result, not all students are able to fully bear witness to the mission of the school. Some students feel a sense of injustice when sanctions and consequences are applied as a result of poor behaviour; policies and procedures relating to behavior lack a distinctive approach, personalised to the school's individual Catholic identity to actively underpin key elements of reconciliation and forgiveness. This is because not all policies and procedures are aligned to core gospel values. Professional development has been carefully planned for the needs of staff and this has been well received. Leaders have worked hard at engaging the community. However, the school has not re-established itself at the centre of the community. It therefore fails to win the hearts and minds of parents and carers so that they believe they can fully support the school's work and mission for the benefit of students.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

3

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

3

### Provision

The quality of teaching, learning, and assessment in religious education.....

3

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

3

Students work hard to know and remember more in their religious education lessons. Starter tasks are given at the beginning of lessons which recall key prior knowledge. These are a feature in all lessons as part of a new teaching and learning initiative. Students have benefitted from this focus because it was evident that, over time, student's theological vocabulary has improved. Despite students saying they enjoyed their religious education lessons, engagement during lessons is varied. In the best lessons, the whole school teaching and learning initiatives have been passionately embraced. This has led to students being fully engaged and feeling challenged in their study of religious education. This is not consistent across the school. Some lessons have not yet fully implemented new curriculum drives and students are passive. Recent examination data for both key stage 4 and key stage 5 shows that students are yet to make expected progress, including those students: with special educational needs; disabilities; pupils who are disadvantaged. Leaders are acutely aware of the issues surrounding student progress and are committed to addressing this to ensure all learners are able to make progress over time.

The quality of religious education lessons is varied across the department. Some lessons have highly effective questioning where students are challenged and this has lead them to be introduced to critical thinking and reflection. At times, students are not given the thinking time required to produce meaningful verbal responses. This means that their theological knowledge is not deepened. Most staff have secure subject knowledge and in some lessons this was able to facilitate a genuine focus on Catholic education. Other staff share lesson content with a limited understanding of the importance of religious education for their students. The quality of student work has improved from the start of the academic year with

some students being able to articulate their areas for development. A new approach to marking and assessment has aided the advancement of written work but the whole school assessment policy has not been fully implemented. There have been some significant improvements made to the general religious education scheme of learning in the sixth form. This has brought much needed consistency and focus to post-sixteen study of compulsory religious education. Students are not all fully committed to their study of religious education. However, the expectations and routines have been introduced relatively recently.

Currently, there is no head of religious education in post. As a result, the department has lacked clarity and guidance in relation to the taught Catholic curriculum. The acting assistant lead is passionate about cultivating a love of the subject and has a strong vision for moving religious education forward, with a clear focus on improving standards. The lack of a religious education specialist has had implications for recruitment to A Level for the current academic year. There is no cohort in year 12. Both the head of sixth form and the leadership team have actioned a recruitment plan which has led to the course being viable for year 12 in the next academic year. Leaders recognise the importance of leadership in religious education and have worked hard to recruit a subject lead for the new academic year. Leaders have ensured that quality assurance has taken place. However, this has not been conducted by a subject specialist and the curriculum has not been thoroughly and meticulously reviewed in alignment with a bespoke focus on the Catholic taught curriculum. Leaders have not ensured that the subject is consistently planned to meet the needs of different cohorts across all key stages, including: pupils with special educational needs; disadvantaged pupils; higher ability students. Leaders have a clear understanding of the progress of the department which has been able to effectively inform their self-evaluation of religious education.

## Collective worship

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

Collective worship key judgement grade:.....

3

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

3

### Provision

The quality of collective worship provided by the school .....

3

### Leadership

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

3

Prayer and liturgy are a part of daily routines. However, these routines have only been recently re-established and the participation and responses from students is varied. Students are able to articulate that prayer is always a routine part of their day, but not all students can make links between their daily experiences of prayer and liturgy and how this can inform and lead to action. Students are reverent during worship but at times students are passive and do not fully engage in prayer. Students do not have a clear understanding of the liturgical year and how this can influence prayer and liturgy. Prayer and liturgy in the sixth form has not created a prayerful atmosphere that could lead to the development of student spirituality. Across all key stages, students do not plan and lead prayer and liturgies because there are limited opportunities to become actively involved. Leaders do not embed prayer and liturgy as integral routines of school life to allow students to respond with confidence before moving towards student led prayer.

Prayer and liturgies have been carefully planned in accordance with the liturgical year of the Church and the themes are clearly marked on the school calendar. Central resources are provided by the chaplaincy team for use in both form time and year group liturgies. However, the approach to prayer lacks variety and creativity at times. Students do not benefit from a wide range of Catholic prayer traditions, although music and art were celebrated in the Year 10 Mass. Students were prayerfully silent during Mass and demonstrated how the school holds its Catholicity as a defining aspect of who they are. Staff are becoming more skilled at delivering liturgies. However, this is not modelled at all levels of leadership. This means that staff do not have the necessary modelling to develop the skills and expertise required to create a naturally engaging, embedded, pattern of prayer. Across the school prayer spaces in

classrooms are displayed clearly. However, they lack ownership from the students and they are therefore not helpful to the daily routine of prayer and worship.

Leaders and governors hold great importance to prayer and liturgy. There are some mechanisms in place to quality assure prayer and liturgies and leaders understand the purpose of monitoring. However, this is not done in a holistic way in order to maintain the integrity of the evaluation of prayer. Staff have spoken highly of the training they have received from the chaplaincy team. However, priority is not given to identifying the needs of staff to deliver meaningful and powerful worship to students. Students are therefore often unable to understand how prayer and worship can have an impact on their lives and those around them. Students have begun to be involved in monitoring the prayer and liturgies they are a part of, but change and impact is yet to be seen as a result of this. Leaders have not been fully successful in providing prayer and liturgy that inspires students to actively participate in daily and liturgical prayer. Leaders at all levels do not review the prayer and liturgical provision in order for students to embark upon a meaningful and spiritual faith journey. Families do not always feel fully included in the prayer life of the school. These relationships require further work in order for the school to help bring the local community together. Leaders have worked hard at trying to develop relationships with local parishes, but any work the school is doing in conjunction with its local Catholic community is not showing the necessary impact.



## Information about the school

Full name of school	Trinity Catholic College
School unique reference number (URN)	142382
Full postal address of the school	Lacy Road Middlesbrough TS4 3JW
School phone number	01642 298100
Name of head teacher or principal	Mr Andrew Rodgers
Chair of governing board	Vicky White
School Website	<a href="https://trinity.npcat.org.uk/">https://trinity.npcat.org.uk/</a>
Multi-academy trust or company (if applicable)	Nicholas Postgate Catholic Academy Trust
Type of school	Sixth form college
School category	Academy
Age-range of pupils	11-19
Trustees	Diocese of Middlesbrough
Gender of pupils	Mixed
Date of last denominational inspection	April 2018
Previous denominational inspection grade	2 - Good

## The inspection team

Rosa Flanagan	Lead inspector
Mark Taylor	Team inspector
Andrew Gardner	Team inspector
Lucy Collins	Team inspector

## 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

