

Trinity Catholic College and Sixth Form

Saltergill Avenue, Middlesbrough, TS4 3JW

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Recent improvements in teaching have not yet secured levels of achievement in line with national expectations in mathematics and science in Key Stage 4.
- Recent improvements in students' progress have not been consistent for long enough to close some of the gaps in achievement between different groups of students.
- The sixth form requires improvement. The achievement of students in the sixth form, particularly the most able, is not good enough.
- In a small number of subjects, teaching requires improvement. Students are not prepared well enough for examinations.
- Students do not all have regular opportunities to apply their knowledge and skills. This limits their understanding and ability to tackle unfamiliar problems.

The school has the following strengths

- Significant improvements have been made to teaching and learning, which are starting to increase students' rates of progress.
- Leaders have created robust systems to support and monitor teaching and learning, which has led to students gaining better grades in their most recent assessments.
- Arrangements with feeder primary schools are successfully improving the performance and care of younger students.
- All staff have embraced improvement strategies. Higher expectations and challenge are now evident in most subjects. This commitment to academic success is appreciated by the students, who are more ambitious and confident as a result.
- Students' behaviour is good. They are eager to learn and conduct themselves well at all times. They say they feel safe in school.
- Governors have supported the school well through a period of significant change and have helped secure good improvements.

Information about this inspection

- Inspectors observed 58 lessons or part lessons, including 13 in the sixth form centre. Six of these were carried out jointly with senior leaders.
- Inspectors held meetings with the senior leadership team, middle leaders, heads of department and pastoral leaders. Meetings were also held with representatives from the governing body, the local authority and external consultants who have been supporting the school.
- The 38 responses to the on-line questionnaire (Parent View) were included in the evidence, alongside the school's own recent parental questionnaire. Staff questionnaires were also included within the evidence.
- The inspectors met with students from all year groups, and took into consideration letters and emails from parents and stakeholders sent to the inspection team.
- Inspectors looked at a wide range of students' books and additional work from English, mathematics and science; those students on alternative timetables and the sixth form.
- The school's own documents: policies; tracking of students' progress; self-evaluation; and action plans were also seen.

Inspection team

Rebecca Lawton, Lead inspector	Additional Inspector
Graeme Clarke	Additional Inspector
John Paddick	Additional Inspector
Alison Thomson	Additional Inspector
Clive Petts	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is a larger than the average size secondary school, with a large sixth form. Some students come from the local area and many students travel significant distances because it is the only Catholic college in the area.
- The proportion of students supported by school action is higher than the national average.
- The proportion of students supported at school action plus is higher than the national average. A smaller proportion than average has a statement of special educational needs.
- The proportion of students who identify as from minority ethnic heritage is below the national average, as is those who speak English as an additional language.
- The proportion of students supported by the pupil premium funding (the additional funding for students known to be eligible for free school meals and those looked after by the local authority) is above average, almost half of the school population.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress.
- The school uses no alternative provision.

What does the school need to do to improve further?

- Improve the achievement and progress of all students, and especially in mathematics and science in Key Stage 4, and for the most able students in the sixth form, by:
 - improving the quality of teaching so that it is consistently good in all subjects and more is outstanding
 - ensuring students present their work to a higher standard in all subjects
 - improving the consistency of support for students in preparing for examinations, especially in the sixth form
 - increasing opportunities for students to apply their knowledge and skills to problem solving.

Inspection judgements

The achievement of students

requires improvement

- Students enter the school with a wide range of attainment, with a significant proportion below the national average. There has been a recent acceleration in the rate of progress of students in all subjects and year groups. However, this has not been sustained over a long enough period of time for achievement to be judged good. In the last two terms, students' rates of progress are closer to those expected nationally. For some of the older students, particularly those in Key Stage 4 and those in the sixth form, this improvement has come too late to impact significantly on their final level of attainment.
- This year, the progress of Year 7 students has improved because the leadership team has successfully implemented a new improvement programme. This focuses on raising teachers' expectations and ensuring challenge for all students. This has now been improving the rates of student progress in the majority of subjects for almost two terms.
- The rate of progress of students who are supported by the pupil premium funding, including those who are known to be eligible for free school meals, is also improving although in those subjects where the gaps in attainment were widest, they have not yet closed enough. In mathematics and science, a gap of roughly one term's progress remains.
- Students who have special educational needs are making similar levels of progress to their classmates. Additional support to improve their reading and spelling are closing any gaps in their achievement successfully.
- There are no significant differences in the progress and achievement of other groups of students, for example, those who identify as from ethnic minority heritage, those who speak English as an additional language or between boys and girls. The school works successfully to ensure equality of opportunity and that there is no discrimination.
- The most able students in Key Stages 3 and 4 are making good progress and achieve well. In the sixth form, the most able students do not consistently reach the levels of which they are capable.
- Early entry to GCSE examinations is not restricting students' ability to gain the grades they are capable of achieving.
- Students in the sixth form are well supported to make appropriate choices from the wide range of subjects on offer. Results at AS level are improving although the most recent set of A-level results were below average. There is significant variation between the achievements of students across different subjects in the sixth form.
- Students' progress and achievement in English is good and has been sustained since the last inspection. The significant improvements in students' progress in mathematics and science has not yet been sustained for long enough to impact on their achievement in formal examinations or in validated tests.

The quality of teaching

requires improvement

- There have been significant recent improvements in the quality of teaching in most subjects. However, the school's checks on teaching and students' previous under-achievement, shows that teaching has not been consistently good over time.
- Some weaker teaching remains in a small number of subjects, where staffing turbulence has disrupted the move to new systems and processes that are successfully improving students' progress in other subjects.
- The teaching of mathematics has improved significantly. Activities are now more relevant, are pitched at the right level for students and are now securing better learning and progress for students.
- This is also the case in science, where students' knowledge and attitudes to learning are much improved. The greater use of practical investigations now enables students to apply their

learning in scientific contexts. However, this is not the case in all year groups.

- Occasionally, students are not sufficiently well prepared for examinations. Not in all subjects are teachers providing sufficient time to support students and improve examination techniques prior to students' actual examinations. This is more evident in the sixth form.
- The marking of students' work is greatly improved. Students know how well they are doing and what they need to do to improve their work. Teachers' assessments are far more accurate.
- Students are enthusiastic learners, and respond well to the increased challenge and higher expectations. Questioning is used well to extend students' knowledge and understanding. Good use of resources is encouraging students to improve their investigative skills.
- Students do not always present their work clearly. In some cases, for example, when creating graphs or diagrams, this impacts on their understanding or limits their learning.
- In the sixth form, students are taught by a range of staff, including some who are new to teaching higher-level courses. There is a greater variation in the quality of teaching in the sixth form. Processes that have secured better teaching in Key Stages 3 and 4 have not impacted in the sixth form to the same extent.

The behaviour and safety of pupils are good

- The behaviour of students is good. Students are keen to learn, well mannered and respect staff and each other. Students report few incidents of bullying, know about the different types of bullying that exist, and are confident that staff would deal quickly and fairly with any incidents that might occur.
- Leaders have worked effectively to improve rates of attendance and this is now improving for all groups of students. Students' punctuality has also improved, and rates of exclusions are low.
- Older students and prefects regularly choose to help Key Stage 3 students with their reading, which builds a community of learning and an appreciation of success that is supporting raised expectations throughout the school.
- Students respect the new building, there is almost no litter, and they follow procedures for moving between lessons safely and without fuss. Behaviour is managed consistently well across staff and subjects. Incidents of poor behaviour are low and do not disrupt learning.
- There are few concerns about behaviour from parents, staff or students. The school has a significant number of staff who work with parents and those students who have particular additional needs. The school chaplain and pastoral team work particularly effectively with those students who might be at risk of underachieving or not attending school.
- The school's work to keep students safe and secure is good. Procedures and policies for child protection and safeguarding meet requirements and are implemented consistently.
- The provision for students' spiritual, moral, social and cultural development is a strength of the school. Trips and visiting speakers extend and enrich students' experiences and promote the school's ethos particularly well. For example, students regularly visit hospitals and places of religious interest such as Lourdes. Within school, activities such as elections to choose the student council ensure students develop a good understanding of cultural and political processes.

The leadership and management are good

- Strong leadership has successfully improved behaviour and teaching since the last inspection. This has taken some time, and is now beginning to impact on students' achievements. A culture of raised expectations and increased challenge for all students is now embedded across the school. Leaders have secured the support of all staff in their drive to improve the school.
- Robust monitoring of the quality of teaching has secured more consistently good teaching in Key Stages 3 and 4. There is now greater consistency in applying whole-school policies, which has led to improvements in teaching and assessment is increasing students' rates of progress.

- Good professional development has improved the skills of middle leaders. They now are more effective in monitoring teaching and students' progress. Leaders of mathematics and science, in particular, have secured significant improvements through monitoring the quality of teaching, which is now beginning to have a positive impact on students' achievements.
- The ethos of the school is clear from all areas of the school's activities and students are well supported by the school's wider community. Students have access to adults who care and support them, both academically and pastorally. They are provided with a wide range of experiences which enrich their cultural and social development.
- The school is well-supported by the local authority and has bought in additional expertise to ensure they meet specific targets for improvement set out in the previous inspection. This has helped leaders to improve the rigour and accuracy of their evaluation of the school's effectiveness.
- Newly qualified teachers are supported well, and the systems in place for continuing professional development of all staff are improving teaching and leadership skills at all levels. Performance management is used well to hold teachers to account for students' progress.
- The school's arrangements for safeguarding meet statutory requirements.
- The senior leaders have been particularly effective within challenging circumstances. They have secured successful improvements, which are more recently starting to raise students' achievement.
- **The governance of the school:**
 - Improvements to the skills and expertise of the governing body have ensured that governors have the ability to challenge senior leaders. Governors monitor the impact of the spending of the pupil premium funding closely and have ensured it benefits students appropriately. They are well informed as to the school's strengths and areas that are being targeted for improvement.
 - Governors are managing finances and resources well, and have supported the school through a period of intense change. Governors have developed an effective system for checking the performance of all students and staff. Performance management is rigorous and clearly linked to teachers' salary progression.
 - Governors have brokered additional support when they felt the need for additional expertise during a period of recruitment and training for new governors. This has ensured that challenge and support has been maintained over time in all of their areas of responsibility.
 - Some minor discrepancies on the school's website were brought to the attention of the governing body, most of which were rectified during the inspection.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135606
Local authority	Middlesbrough
Inspection number	430625

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,430
Of which, number on roll in sixth form	220
Appropriate authority	The governing body
Chair	Sister Moira Cashmore
Headteacher	Mr Peter Coady
Date of previous school inspection	9 January 2013
Telephone number	01642 298100
Fax number	01642 298101
Email address	peter_coady@middlesbrough.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

