

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: Trinity Catholic College

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Chair: Mike Wood

Date: 2 – 3 May 2013

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INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

Trinity Catholic College, formed in 2009 is an amalgamation of two former Catholic Schools, FCJ Newlands Specialist Maths and computing School and St David's Roman Catholic Technology College. The school has undergone significant changes since the previous inspection in July 2011. In September 2011, the two schools from which it was formed moved onto a single site. At the same time the school incorporated an adjoining sixth form college into its provision. The Religious Education department has also undergone recent and significant changes when, In September 2012, a member of the Senior Leadership Team assumed overall responsibility for the department and at the beginning of the Summer Term 2013 a new Curriculum Team Leader and Assistant Curriculum Team Leader for Religious Education were appointed. The school is a larger than average-sized secondary school. The proportion of students eligible for the Pupil Premium is well above average. Most students are of white British heritage and very few speak English as an additional language. An average number of pupils are supported by school action or school action plus or have a statement of special educational need. Just under half of the teaching staff and a large majority of the pupils are Catholics.

Pupil Catchment:

Number of pupils on roll: **1446**

Planned Admission Number of Pupils: **1200 (11-16)**

Percentage of pupils baptised RC: **74%**

Percentage of pupils from other Christian Denominations: **16%**

Percentage of pupils from other World Faiths: **5%**

Percentage of pupils with no religious affiliation: **5%**

Percentage of pupils with special needs: **30.1%**

Teaching Staff:

Full-time Teachers: **103**

Part-time Teachers: **9**

Percentage of Catholic Teachers: **44%**

Support Staff:

Full-time Classroom Support Staff: **18**

Part-time Classroom Support Staff: **4**

Percentage of Catholic Classroom Support Staff: **41%**

Secondary School R.E. Dept. Staffing:

Number of Full-time R.E. Teachers: **7**

Number of Part-time R.E. Teachers: **1**

Percentage of Catholic R.E. Teachers: **87.5%**

Percentage of R.E. teachers with CCRS: **25%**

Percentage of learning time given to R.E:

Yr 7	10%	Yr 8	10%	Yr 9	10%	Yr 10	8.3%
Yr 11	11.7%	Yr 12	0%	Yr 13	0%		

Parishes served by the School:

St Joseph, Longlands

St Mary's Cathedral, Coulby Newham

St Thomas More, Beechwood

St Clare, Brookfield

St Francis of Assisi, Acklam

Sacred Heart, Middlesbrough
Holy Name of Mary, Middlesbrough
St Alphonsus, North Ormesby
St Gabriel, Ormesby
St Bernadette, Nunthorpe
St Joseph, Stokesley

1. OVERALL EFFECTIVENESS

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MAIN FINDINGS

Trinity College is a good and rapidly improving Catholic school. Trinity is not yet an outstanding Catholic school due to historically weak outcomes in Religious Education and the need to include pupils more in the planning and evaluation of Catholic Life and Worship within school. Also there is still work to do to ensure that the quality of provision for the Sixth Form meets diocesan requirements.

Nevertheless, this inspection outcome, given the current context of the school, is no small achievement. There has been a vast amount of change in the very recent past: amalgamation, a new build, a site move and the incorporation of a Sixth Form in need of care and support. The head teacher and leadership team have not sought to make excuses but have put their shoulders more resolutely to the wheel than ever before. This strength of character, which is tangible throughout the school, is a reflection of the Trinity College's Catholic identity and the commitment of the whole school to living as a community of witnesses to the truth and power of the Gospel. Trinity College is a caring, inclusive and faith-filled community. This is evident both in its shared life of prayer and in the strength of the many other aspects of its provision: in its commitment to the educationally vulnerable; in its sharing in the joys and sorrows of the surrounding parish and local communities; in the quality of relationships between all members of the community – both staff and pupils; and in its support and respect for those of other faiths who find in Trinity College a place where they are welcomed, where their own identities and commitments are not just catered for but are positively cherished. Finally, Religious Education in the school, which has been historically weak, is beginning to show signs of real improvement under the direction of strong leadership and their commitment to improving the quality of teaching and learning for all pupils.

What the school needs to do to improve further:

- Ensure that the pupils in the Sixth Form have an experience of Catholic Education which equals that of their lower school peers by:
 - Introducing an excellent General RE programme in the Sixth Form
 - Committing to the project with a Palestinian orphanage (or a similar project) so that it can have the same profile and impact as the Gambia project does in the main school.
 - Finding ways to increase the participation of the Sixth Form in voluntary Mass and other whole school and class based worship opportunities
- Improve the outcomes for pupils at both GCSE and A Level by:
 - Applying the excellent practice in teaching, learning and assessment consistently across all teachers and key stages
 - Providing greater opportunities within and outside of lessons for pupils to engage in meaningful independent learning.
 - Ensuring that good practice and teaching expertise is shared across each key stage – specifically that the newly appointed departmental leadership gain greater involvement in the teaching of A Level Religious Studies.
 - Using tracking and intervention to ensure that every pupil makes at least expected progress and that a majority make at least good progress
- Ensure that the pupils' experiences of Collective Worship are consistently outstanding by:
 - Developing greater opportunities to allow pupil leadership of creating and leading worship outside of sacramental liturgies.
 - Educating pupils in how to plan and lead effective worship experiences for their peers in year group and pastoral group gatherings
 - Improving the quality of communal singing at Mass and assemblies.

2. PUPILS

How good outcomes are for pupils, taking into account of variations between groups.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is good. Pupils at Trinity Catholic College speak very highly of the school and regard it as 'one big happy family'. The mission statement's focus on inclusivity is clearly lived out in so many areas of the school life. The students frequently referred to how safe they felt at school and how comfortable they felt in turning to their chaplaincy co-ordinator when faced with personal problems. A notable feature is the work they do for charitable causes both at home and abroad. One student, having visited Gambia as part of an on-going fundraising appeal, stated how she 'now felt so appreciative of life'. Equally the experiences of the school's Lourdes Pilgrimage helped them recognise the importance of helping others. A recent serious accident involving one student created a spontaneous pupil led response which has resulted in raising funds for the Great North Air Ambulance. One student stated 'we all came in the day after the accident and wanted to pray for him and help in some way'. A similar project to the lower school Gambia project is being planned to allow the sixth form to contribute to the work of an orphanage in Palestine. As yet however, the experience of the Catholic Life of the school for Sixth Form students requires improvement since their sense of connection to the school's Catholic identity is one they find difficult to articulate and one which does not appear to have had a distinctive impact on their experience of Sixth Form. Nevertheless, overall the students know what it means to belong to a Catholic school and understand the importance of religious beliefs and values in their own religion as well as that of others. Relationships within the school are strong and they are based upon mutual respect and reconciliation. Pupils speak with a great deal of pride and affection about their school and are appreciative of the opportunities they have to express their own views and beliefs.

In Key Stages 3 & 4, pupils really enjoy their Religious Education lessons. They have responded enthusiastically to the improvements the department has made to the quality and variety of learning opportunities and they are now making good progress in most lessons as a consequence of the detailed feedback they receive from their teachers. Pupils demonstrate this passion for Religious Education in numerous ways: in their profound responses to challenging questions in lessons; in their willingness to learn from each other in discussions of religious ideas; and through the deep pride they evidently feel in the work they produce. In many of the lessons observed, it was apparent that for many pupils Religious Education was far more than merely an academic subject. For example, in a lesson on the problem of evil, students were asking serious questions about the nature of human evil and its impact on the

world in response to a picture of human suffering which had a visibly moving effect on the whole class. These good outcomes, whilst not entirely absent from A Level lessons, were more evident in the lower school. Furthermore, whilst the quality of learning and progress – evident in lesson observations, in conversations with pupils and in their exercise books – is now mostly very good, the public examination outcomes still require improvement. In terms of both attainment and progress, the pupils do not yet do as well as they should at the end of year 11 and year 13. These results have improved every year for the last three years and the forecasts show that this trend of improvement is sustainable and increasing. Nevertheless, it will take some time before the mostly excellent classroom experiences the students now have are reflected in their examination outcomes. As a result, pupil outcomes in Religious Education overall still require improvement.

Pupils’ response to and participation in the school’s collective worship is good. It is not yet outstanding because they do not have sufficient involvement in the planning and evaluating of liturgy both at the class and whole school level. Also, the Sixth Form do not yet have as much involvement in the worshipping life of the school as pupils in lower school. However with these caveats the quality and extent of pupil involvement in collective worship is impressive. They participate willingly and with reverence in daily acts of worship and increasingly lead in this area. The chaplaincy co-ordinator has ensured that all forms have access to a high quality form prayer experience. A very prayerful form time was observed in the chapel during which all students were encouraged to reflect upon times when they have engaged in “random acts of kindness”. Pupils were particularly attentive and respectful during a very well attended, voluntary, whole school Mass. A group of pupils assist in the Mass as Altar Servers, musicians and singers. The school is developing this further by encouraging stronger involvement of the music department in liturgies as the quality of communal singing overall requires improvement. Those pupils who choose not to attend Mass participate in ‘Lectio Divina’ a spiritual exercise which provides the opportunity for personal reflection on the Gospel of the day, thus ensuring that the spiritual needs of those who have not attended the voluntary Mass are met.

<ul style="list-style-type: none"> • The extent to which pupils contribute to and benefit from the Catholic life of the school 	2
<ul style="list-style-type: none"> • How well pupils achieve and enjoy their learning in Religious Education 	3
<ul style="list-style-type: none"> • How well do pupils respond to and participate in the schools’ Collective Worship 	2

3. PROVISION

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How effective the provision is for Catholic education

In the best lessons, teaching and learning in Religious Education are outstanding. In these lessons, the pace of learning is rapid; the learning activities are highly creative and thoughtfully designed to engage learners of all different abilities and types; and the quality of the marking and feedback is such that pupils always know how well they have done and exactly what they need to do to improve. The “green pen challenge” is the name the department has given to the process whereby advice on improvement will be given in green pen and students will act on this advice in the following lesson. This and other formalised systems of feedback have had a dramatic positive impact on the learning in lessons and across time whenever they have been applied consistently. Again in the best lessons, the interaction between teachers and pupils produces an excitement about learning which is mutually motivating for both teachers and students. This is especially the case when questioning techniques are astutely applied to ensure that pupils feel affirmed while misunderstandings are skilfully corrected.

However, the practice in all of these areas is not yet consistent across the department or across every key stage. It is also the case that in general there still seems too much caution in allowing students to learn independently and from each other in more extended thinking and discussion activities. In the observed Sixth Form lessons especially, too much of the lesson activity was characterised by teacher dominated discussion. Finally, even where teaching, learning and assessment are excellent, they are still too much in their infancy to have had sufficient impact on pupil outcomes at the end of each key stage. Until better outcomes in Religious Education have been secured, the quality of teaching and learning in Religious Education requires improvement. At the same time it is important to note that, on the evidence of inspection, many Religious Education classrooms are already places characterised by creativity, excitement and growth for both pupils and staff.

The Religious Education curriculum is well planned and resourced by the leadership of the department. Collaboration between the department and the highly effective chaplaincy coordinator has also ensured that there is an increasing connection between Religious Education and the spiritual and moral development of pupils. In every year group apart from the Sixth Form, the curriculum meets the requirements of the Bishops’ Conference fully. This is a significant and serious omission but the school is in the process of addressing it and General Religious Education will be in place from September 2013. Whilst it is recognised that the school leadership has moved quickly since absorbing St Mary’s Sixth Form in

attempting to rectify this weakness, until this provision is in place – and its quality proven to be equal to that of Religious Education in lower school – the curriculum provision for Religious Education requires improvement.

The quality of collective worship provided by the school is good. It is planned and coordinated by the chaplaincy co-ordinator and members of the local clergy who have made a significant contribution to raising the profile of collective worship. A particular strength of the school is its commitment to the liturgical and sacramental life. A very full and comprehensive calendar reflects the many opportunities that exist to become involved in numerous worship experiences providing both pupils and staff with the opportunity to reflect upon their faith and allow it to grow in a supportive environment. The chaplaincy co-ordinator, with a member of the governing body, regularly reviews the provision in order that the highest quality is ensured. Pupils and teachers comment on the high profile and importance given to collective worship and the benefits it provides to the whole school community. Students also commented on how valued the opportunity to attend the sacrament of reconciliation is and how well attended it is by so many.

The quality of provision for the Catholic Life of the school is outstanding. All learning spaces are well maintained, engaging and stimulating and reflect the Catholic nature of the school. It is evident that the school is much cared for by both pupils and staff alike. The chaplaincy co-ordinator and pastoral team are pivotal in their role as support for all children, particularly the most needy and vulnerable. The Marie-Madeleine Inclusion centre is testimony to the care and devotion pupils receive at difficult times of their lives. The behaviour of students is exemplary and a reflection of the mutual respect that exists between pupils and staff. Students commented that no matter how often they ‘get it wrong’ they are always given another chance at every possible stage. The pastoral team also make full use of outside agencies such as the bereavement counselling service ‘Forget-me-not’, in order to ensure pupils receive the best possible support when needed. Under the leadership of a committed Head and Head of School and through the ministry of the chaplaincy co-ordinator, Trinity College is faithfully living out its call to be the “good news” for the young people it serves.

• The quality of teaching and how purposeful learning is in Religious Education	3
• The extent to which the Religious Education curriculum promotes pupils’ learning	3
• The quality of Collective Worship provided by the school	2
• The quality of provision for the Catholic life of the school	1

4. LEADERS, MANAGERS AND GOVERNORS

How effective leaders, managers and governors are in developing the Catholic life of the school

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The promotion, monitoring and evaluation of the provision for the Catholic life of the school is good. The Head teacher is fully committed to Catholic Education and is supported by a strong and dynamic leadership team which is committed to sustained improvement in all aspects of school life. The school's self-evaluation documentation regarding Catholic life is thorough and on-going and reflects a commitment to developing the Catholic life of the school. As a result of this students are able to articulate the school's mission and strive to support it. The extent to which the governing body provides effective challenge and support is good. Along with the rest of the community they have the best interests of the school at heart. The involvement of governors in so many areas of school life is a real strength of the school's leadership. Governors are involved in the Catholic life of the school at both whole school and departmental level and have played a significant role in helping to shape the recent and on-going improvements in the Religious Education Department, providing challenge and support where needed. They are a real presence in the school, visiting all areas including the inclusion centre as well as providing a listening ear for staff. Leaders and managers work well with other providers and develop strong links with them which promote the well-being of pupils. The pastoral team ensures that transition arrangements are effective and ensure that pupils settle in well to the school as early as possible. Strong links with the parishes enable the school to celebrate the sacrament of confirmation. Pupils are also involved in wider Diocesan events such as the Lourdes Pilgrimage, MyMission and Education Sunday Mass, and from interviews it is evident such involvement has a positive impact on their spiritual and moral development. The leadership and management ensure the school plays a full and active part in the wider community. All pupils, including those of different faith background speak warmly of the sense of inclusivity that characterises the school. One Muslim pupil spoke of the freedom she was given to follow her own faith journey whilst remaining very much part of the whole school community. The pupils are also actively involved in helping local needy families through the hamper appeal.

The leadership of Religious Education in the school is increasingly good and once its impact has been fully felt it will undoubtedly be outstanding. The leadership of the department, both at curriculum and whole school level, is inspiring. The school has in place highly effective systems of self-evaluation and knows precisely what needs to be done in order to improve outcomes for pupils. The senior leader currently responsible for the department has been scrupulous in his monitoring of the department and he, along with the impressive new curriculum leader and assistant leader of the department, are working creatively to address

the need to improve consistency in teaching, learning and assessment. Similarly, the department leadership has now begun to address the lack of General Religious Education in the Sixth Form which has been a serious deficiency in provision for some time. It is clear from the impact of these initiatives that the department is now led by extremely competent, passionate and effective professionals who are determined to ensure that Religious Education in Trinity College will produce results worthy of this department which is now earning its rightful place at the heart of the school's curriculum. The only thing preventing it from being outstanding is the current lack of sufficiently good examination outcomes. This is a situation the leadership of the department are clearly determined to remedy. What is also clear is that these same departmental leaders – with their many and complementary gifts – are precisely what is needed to bring about this transformation.

<ul style="list-style-type: none"> • How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> • How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	2