

# DIOCESE OF MIDDLESBROUGH

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



**School:** Trinity Catholic College  
Part of the St Hilda's Catholic Academy Trust

**Address:** Saltersgill Avenue  
Middlesbrough  
TS4 3JW

**URN:** 142382

**Head of School:** Mr Peter Coady

**Chair:** Mr Kevin Duffy

**Date:** 19-20 April 2018

**Inspector:** Meg Baines (Lead)  
Sara Crawshaw (Team)  
Lucy Collins-Younger (In Training)

**Date & Grade of Last Inspection:** 2-3 May 2013      **Grade:** 2

**Overall Grade for this Inspection:** Grade 2

A Report from:  
The Diocese of Middlesbrough Schools' Service  
Section 48 Inspection Team  
50a The Avenue  
Linthorpe  
Middlesbrough TS5 6QT

## 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 Religious Inspectors and Advisers.

### 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 is a member of the Saint Hilda's Catholic Academy Trust. It was formed by the amalgamation of three schools, FCJ Newlands Specialist Maths and Computing School, St David's Roman Catholic Technology College and St Mary's Sixth Form College. The school has a large and diverse catchment area, being the only Catholic secondary school in the Middlesbrough area with over 30 feeder primaries. The school deprivation indicator is high at 0.4. This is double the national average. The school has undergone a number of changes since the previous inspection.

The Religious Education (RE) department and Chaplaincy have also had a number of changes to staff and line management recently. These changes are ongoing and have been mindfully managed by the school.

The school is a larger than average-sized secondary school with a small sixth form.

Numbers in the school have declined since the last inspection by 5%. The number of students eligible for Pupil Premium is above average. Most students are of white British heritage, very few have English as an additional language.

The number of students supported by the school with additional needs or with a statement for special educational needs (SEN) is average (11 with statement, 209 without).

The percentage of Catholic teachers has also declined since the last inspection by approximately 19%.

## **INFORMATION ABOUT THE INSPECTION**

### **Pupil Catchment:**

Number of pupils on roll: 1,375

Planned Admission Number of Pupils: 240

Percentage of pupils baptised RC: 66%

Percentage of pupils from other Christian Denominations: 14%

Percentage of pupils from other World Faiths: 20%

Percentage of pupils with no religious affiliation: 0

Percentage of pupils with special needs: Yrs7-11: 18% Yrs12-13: 3%

### **Teaching Staff:**

Full-time Teachers: 80

Part-time Teachers: 15

Percentage of Catholic Teachers: 35%

### **Support Staff:**

Full-time Classroom Support Staff: 14

Part-time Classroom Support Staff: 0

Percentage of Catholic Classroom Support Staff: 5%

Percentage of teachers with CCRS: 8

Percentage of learning time given to R.E:

Key Stage 3: 10%

Key Stage 4: 10%

Key Stage 5: 8%

**Parishes served by the School:** All Middlesbrough parishes.

St Joseph, Longlands

St Mary's Cathedral, Coulby Newham

St Thomas Moore, Beechwood

St Clare, Brookfield

St Francis of Assisi, Acklam

Sacred Heart, Middlesbrough

Holy Name of Mary, Middlesbrough

St Gabriel, Ormesby

St Alphonsus, North Ormesby

St Joseph, Stokesley

St Bernadette, Nunthorpe

# 1. OVERALL EFFECTIVENESS

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## MAIN FINDINGS

Trinity Catholic College is a good school. Historical weaknesses in outcomes for pupils in Religious Education and a need to strengthen the provision for sixth form Religious Education (RE) remain areas for development. However planning, evaluation and monitoring are now thoroughly robust and current data indicates signs of improved outcomes at all key stages. Collective Worship is in place and would benefit from greater involvement of students and pupils in the planning and delivery. There is still work to do to embed the role of chaplaincy. The strong ethos is evident in school amongst staff and pupils. Very good working relationships were observed and behaviour for learning is excellent.

The head teacher and senior leaders work together well to create a calm, happy school. They are committed to the Catholic ethos of the school and strive to ensure that the Catholic identity of the school is central to all that happens here.

Senior leaders and the department head are very focused on raising attainment and they have devised effective strategies to ensure lessons are well planned, stimulating and that pupils' work is effectively marked, enabling them to make progress. This progress was seen in the data provided by the Raising Standards Team. The data demonstrated a greater resilience in forecasting suggesting it was in line with performance and accurate. The team felt that the RE department had engaged well with the whole school's moderation drive which benefitted from external moderation. Strategies are also in place to target the achievement of boys. Evidence of good resources and differentiated planning was found in pupil work books and staff planners. Detailed records and monitoring procedures are also a strength. Pupils confirmed that their work is marked and that feedback about their progress and learning was given. Attendance for some pupils is an issue. Pupil Premium attendance 2017-18 to date stands at 89.07% which reduces the overall school figure dramatically to 92.28%.

Trinity College is an inclusive school. The commitment the school demonstrates to ensuring the most vulnerable are nurtured is evident in the work done at the Marie Magdalene centre. Its involvement with many local charities and action groups serves as a sign of their wider commitment to the Catholic Church's mission. An example is that the school is used for many training sessions and meetings. During the inspection, plans were in place for the Diocesan Lourdes group to receive training before their pilgrimage, school offers a venue and staff assist in training.

Governors, staff and parents report that the RE department is now a strength of the school. Leadership here is strong.

The school meets all the statutory obligations in its provision of RE for all pupils.

The strategic direction of the school was well articulated and shared by the head teacher. All leaders and governors have a shared vision. The school shows a great capacity to improve further.

### What the school needs to do to improve further:

#### Improve outcomes for pupils in key stage 4 and 5 by:

- Continuing to closely monitor teaching and learning within the RE department ensuring the impact of such monitoring is evaluated by senior leaders and governors.
- Sharing best practice to achieve consistency in teaching and learning
- Continue to provide and develop existing strategies for improving the performance of boys
- Ensure all pupils are fully engaged in RE lessons

**Fully embed the role of chaplain to provide dynamic leadership in Collective Worship and Catholic Life by:**

- Appointing a Chaplain based full time in the school
- Ensure the role has high status within the school across all sites and key stages
- Develop fully a programme of Collective Worship which enables authentic student leadership, one which involves them regularly in planning and delivery.

**Provide a high quality General RE programme for the 6<sup>th</sup> form which ensures students have:**

- Access to all aspects outlined in the Curriculum Directory
- Lessons which have a core of Catholic teaching
- Opportunities for the students to be fully involved in the Catholic Life of the school in its broadest sense.
- Improve take up of RE at A-level

## 2. PUPILS

### **How good outcomes are for pupils, taking into account variations between groups**

The extent to which pupils contribute to and benefit from the Catholic Life of the school is good. Students at Trinity are keen to participate in the Catholic Life of the School. They value their school community and feel happy and safe. Pupils in all key stages acknowledge the excellent relationships that they have with staff and how all teachers act with fairness and are just. In turn pupils treat staff and each other with respect. In the rare cases of any issues arising students have confidence that justice and reconciliation prevail. Governors reported that students feel that 'they matter' and this deep respect is positively impacting on behaviour for learning and students sense of self-worth.

Inclusivity is genuine and policy and practice show how committed the school is to ensuring all students are valued and fully supported. The inclusion provision is the Marie Magdalene Centre. It is a well-resourced building that is expertly led and staffed to support vulnerable learners. Their experience there is positive, aspirational and focused on reintegration into the school community.

Students take care of their school environment and show pride in their appearance and in their preparation for learning.

In lessons and in discussions students are reflective and enquiring. Most students are happy to share their beliefs and to answer questions. Students' responses are thoughtful and caring showing real moral purpose. The values of social justice are clearly linked to Catholic social teaching and Gospel values. In applying for duties as prefects some students cited the calling to be like Jesus and a Sixth Form EPQ (extended project qualification) explored the nature of Jesus. Sixth Form students talked about how charitable causes 'pulled on their heart strings' and called them to act.

Trinity College is rich with acts of Catholic witness. Staff and students are generous with their time, resources and faith. Catholicity is implicit within departmental values and plans as well as in pastoral approaches to addressing behaviour and other student needs and in acts of charity.

Middle leaders informally and sensitively work with the RE department to discuss how their subject content and pedagogy can support students' spiritual and moral development. Teachers value the child and live the mission of being an 'inclusive learning community living out Gospel values'.

Relationships within Trinity are a strength. All pupils are loved and nurtured, they are valued and treated with respect and supported in their formation. Staff embrace this calling and pupils flourish as a result. Responses to 'pupil voice' questionnaires suggest pupils feel safe, supported and valued.

Individual staff and students bring their own charisma, faith and skills to inspire and instigate acts of charity and community working. Examples include: students volunteering at the Middlesbrough Gurdwara - working with the Sikh community to feed the homeless; the CAUSE - 'Catholics Against Unemployment and Social Evils'; form groups donate and make hampers for the needy; designing and building a wellness garden in the Marie Magdalene centre for those who feel anxious or over-whelmed; CAFOD Hunger lunch and Christmas parties for the elderly and the parish family are sources of enormous joy. Faith in action is a natural response in Trinity to support the vulnerable and to journey with those in need.

Pupils show a genuine enjoyment in RE, many regarding it as one of their favourite subjects. Evidence for this was seen in the excellent behaviour for learning and in the often beautifully presented work in books. All lessons observed showed pupils behaving and working well. Some outstanding teaching was seen. In the best examples pupils responded passionately to effective teacher questioning and superb discussions which led to some excellent work in their books and orally. Pupils showed a real sense of pride in their work. They have a good

understanding of how well they have done and what they need to do to improve. Lessons were thoughtfully planned.

Standards in RE for key stage 4 last summer were 64% achieving A\*- C, somewhat below the national and Diocesan average of 70% and following previous results of 66% in 2016 and 81% in 2015. The quality of work seen in books, in lessons, and in formal assessments demonstrates an increased level of achievement. The department have worked hard to raise standards, employing a number of strategies. There have been a number of changes to teaching staff and leadership. This summer forecasts are for 71%. Current data triangulated with work in books and assessments suggests this is a realistic forecast. Key stage 3 has a newly prepared scheme of work. The results for this key stage are very good for all groups except Pupil Premium boys, where attendance is a major factor. A-level standards in all subjects generally are slightly above average although in RE they were slightly below average and expectations at C- . Numbers taking up A-level RE are declining. There are 12 students in Year 13 and 3 students in Year 12.

The current positive data reflects some excellent teaching and learning which has also been reflected in recent assessment, attainment and progress but this progress is not yet fully embedded across the board in the department. It will take time for the often excellent classroom practice to have an impact on outcomes. The outstanding practice observed in key stage 3 and 4 was not evidenced in key stage 5. A decline in uptake at A-level and a trend of poor results indicate this.

Pupils respond respectfully and reverently to Collective Worship, led chiefly by adults in the school. Pupils' participation as such is good. There are good and detailed programmes in place however this area is not yet good overall as too few pupils are involved in the planning and delivery of liturgy in the classrooms and in whole school assemblies. Sixth form are not fully involved in planning, monitoring and delivering Collective Worship on a regular basis. A service rather than 6<sup>th</sup> Form liturgy was observed. Students participated with reverence and respect and responded well to the intercessions.

Trinity is committed to the Diocesan Lourdes Pilgrimage and hosts the training day for the diocese. Students and staff relish this opportunity to serve and to worship. Those who attend are shaped by the experience and are enthusiastic about their faith and the privilege of being involved

Voluntary school Mass takes place every half term. Those who are not able to attend, participate in 'Lectio Divina' in their classrooms. Many pupils indicated that they would like to attend but numbers were limited by space. Prayers are said, usually read in form time. These prayers are mostly provided by the teachers. A small number spoken to had written their own prayer. Leading and planning liturgy by students is not nurtured.

During a powerful assembly led by a member of staff two year 11 pupils read a prayer on the topic that they had written. A recently formed chaplaincy team including teachers, governors and students offers the opportunity for more strategic vision of Catholic Life. Many excellent projects and spiritually enriching opportunities are currently not celebrated enough and are not strategically harnessed.

The chaplain has recently led Stations of the Cross for staff each week during Lent, supported visits to the Cathedral to venerate the relics of Ss. Jacinta and Francisco Marto, developed links with the John Paul Centre and facilitated a pilgrimage to Holy Island. The chaplain is part-time and as a result some aspects of provision are not fully realised and staff and students say that access to the chaplain is limited.

A lack of cohesion in chaplaincy leaves this essential part of school life without firm direction.

• The extent to which pupils contribute to and benefit from the Catholic life of the school	2
• How well pupils achieve and enjoy their learning in Religious Education	2
• How well do pupils respond to and participate in the school's Collective Worship	3

### 3. PROVISION

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#### How effective the provision is for Catholic education

The quality of teaching and learning in Religious Education is good with some outstanding teaching. Instances where teaching is less than good are few. Fewer require improvement. In many lessons the pace of learning is rapid and designed with great thought to engage pupils of all different abilities and learning styles. The quality of the marking and feedback in the best lessons allows pupils to be aware of how well they have done and precisely what they need to do to improve. Rolling this out across all lessons would greatly contribute to improving overall outcomes. Work seen in the book scrutiny was of a very good standard. Pupils take care of their books and present their work with pride. The 'green pen' challenge is how the department refers to the process for giving advice and formative feedback. Feedback forms are also pasted into books. Pupils will act on this advice in the succeeding lesson. The range of formalised systems of feedback such as this is having a dramatic and positive impact on learning in lessons and on outcomes. Effective teacher questioning was seen in the majority of lessons followed by effective use of praise of pupil response and encouragement to stretch themselves further. All lessons observed showed a good degree of effective class management. In some instances pupils were so quiet that it was hard to tell that they were fully engaged in the lesson. In some lessons over focus on good behaviour dampened responses. In the best lessons the class dynamic allowed for free expression of ideas and personal reflection. This in turn was effectively supported by highly skilled teachers who carefully affirmed this expression.

High level classroom practice was not consistent across the key stages. The imperative to maintain good control in the classroom occasionally dampens the enthusiasm and independent learning which are evident in other lessons. These lessons were too teacher-led and invariably led to lack of engagement. Until a consistency in the standard of teaching RE is in place the provision will remain good. It is clear however that on the evidence of this inspection, the work in books and files, and the bright, creative atmosphere in most lessons and within the department and classrooms, the RE department is aspirational.

Resilience forecasting and outcomes for pupils have been under great scrutiny since the last inspection. The Inspection Team Monitoring team and its successor the Raising Standards Team, made up of external advisers, have been in place since 2013 and are working with the school to ensure more rapid improvement in outcomes for pupils. Their recent (Easter 2018) ratification of data suggests that RE department forecasts are accurate.

Where teaching assistants were effectively used pupils were able to access the curriculum fully and seemed to enjoy their lessons. The inclusivity and caring nature of the school is embodied by such staff. Policy and practice reflect the care and pastoral methods employed to look after the most vulnerable members of the school community.

The RE curriculum is well planned and resourced at key stage 3 and 4. A newly written scheme of work for key stage 3 reflects the new methodologies demanded at key stage 4 and work on the GCSE programme begins in the summer term of year 9. The curriculum plans were seen for Personal, Social and Health education (PSHE) and Relationships, Sex education (RSE) which are taught separately, and conform to the Catholic Church's teachings.

The learning environment reflects the school's mission and Catholic identity. In some areas of school notably the 6th Form block there is a shortage of outward signs of Catholic life and vitality and the sense of the history of the school is lacking. However in the teaching rooms on both sites signs of the school's Catholic character are apparent. There is a true sense of passion for their faith amongst staff. This is characterised by the way they treat the pupils and each other.

The pastoral programme is a strength of the school. Behaviour in and out of the classroom is excellent and incidents are dealt with genuine affection for all concerned. The policy reflects Gospel values and the teachings of the Catholic Church, encouraging a sense of justice and making room for healing and reconciliation. Pupils feel safe and know who to go to if they need help.

The quality of Collective Worship provided by the school requires improvement while pupils act with reverence and are keen to participate in Worship, much of the provision is adult led. The chaplain and heads of year ensure all form tutors have the resources for daily prayer and the quality of these is good. Chosen liturgical themes are consistent with the season and responsive to current affairs and the students' own personal issues. Staff use these resources to ensure all pupils are able to have an entitlement to daily prayer; class based Acts of Worship follow a routine and are staff-led. In some instances students are given the opportunity to lead Acts of Worship and in these instances Worship is more varied and creative.

Whole school Mass, which is offered every half-term, is routinely over-subscribed. Leaders are looking for ways of addressing this issue, this will be a challenge for the new chaplain, ensuring that opportunities for receiving the Sacraments are inclusive and open to all. Parents and the wider community are invited to attend year 7 and year 11 Mass. Despite excellent transition arrangements and vibrant links with Catholic feeder schools only small numbers of parents do attend the induction Mass.

A room in 6th Form is nominated as a multi-faith space but is unused and unwelcoming. There is a programme for Collective Worship which is fairly underdeveloped at the moment. Staff in the department and across most of the school have a sound understanding of the Church's liturgical heritage and are committed to ensuring that pupils have good quality experiences of the Church's liturgical life.

<ul style="list-style-type: none"> <li>• The quality of teaching and how purposeful learning is in Religious Education</li> </ul>	2
<ul style="list-style-type: none"> <li>• The extent to which the Religious Education curriculum promotes pupils' learning</li> </ul>	2
<ul style="list-style-type: none"> <li>• The quality of Collective Worship provided by the school</li> </ul>	3

## 4. LEADERS, MANAGERS AND GOVERNORS

### How effective leaders, managers and governors are in developing the Catholic Life of the school, including Collective Worship

Leadership and management at Trinity College effectively promote, monitor and evaluate the provision for the Catholic Life of the school. Such provision is good. The school is ably led by a head teacher who works hard to create a cohesive school. He is committed to Catholic education and is fully supported by a passionate and dynamic leadership team who themselves are committed to creating an environment where cohesion, aspiration and success are within grasp of all.

Leaders and governors are whole-heartedly committed to the Catholic Life of the school. They are clear in their vocation to educate the whole child and to reflect the Church's mission in education. They regard spiritual and moral development as a priority. This vision is articulated and shared by staff. Middle leaders feel supported and engaged with the Catholic Life of the school. The RE department is regarded highly and staff from other disciplines are keen to discuss how to embed Catholic teaching on moral or spiritual issues into their practice. The school is blessed with many faith-filled and dedicated staff who share their own Catholic calling and bring the Gospel alive for students.

In the light of many changes to the RE department and chaplaincy the member of senior leadership team (SLT) with responsibility for Catholic Life has kept the light of Catholic life burning through his own personal passion for the school, Catholic Life and for the many charitable works the school coordinates. There is a thorough self-evaluation document and plans for Catholic Life are monitored. A recently appointed priest chaplain is committed to providing as much spiritual support as possible. The Sacrament of Reconciliation was arranged by the chaplain and a number of priests gave of their time to come into school during Lent.

Pupils are involved in a wide range of Catholic Life activities in the community such as the afore-mentioned Diocesan pilgrimage to Lourdes and Faith walks alongside local primary schools. A number of pupils interviewed said they served on the altar in their own parishes and some sang in the choir or played instruments.

Pupils spoke of their pleasure at taking part in charitable works for example the Middlesbrough Hamper scheme (CAUSE).

Governors know the school well and have the energy and drive to ensure the Catholic mission pervades all aspects of school life.

Staff and pupils have a high regard for the distinctive Catholic nature of the school. They are proud to belong to the school community and recognise that Catholic Life is part of every aspect of the formal and wider curriculum.

Trinity hosts the MAT (Multi-academy Trust) professional development day and the Lourdes Training Day for the diocese and is visible in being a home to these events.

Chaplaincy is closely monitored by a senior leader who has a palpable passion for Catholic education. With limited chaplaincy time some of the ambitions for Catholic Life have not to date been fulfilled. Leaders are clear in their ambition and aspirations for the school. This includes a future strategic approach to chaplaincy across the school; involvement of an active chaplaincy team in shaping provision; a desire to empower pupils in the leadership of dynamic and varied Worship and revisiting how Sacramental opportunities are planned to ensure access for all students.

Leadership in the development of Collective Worship is not yet good as while there is monitoring of Collective Worship, leaders, including the chaplain do not have a complete grasp of how to plan and deliver high quality Collective Worship experiences. Leaders have a sound knowledge of the Church's liturgical year but are not as yet making these traditions available and wholly accessible to all. An example would be the limited numbers accessing the Blessed Sacrament at Mass once every half term. A desire to attend more Masses from

the student body was perceived and articulated by them. Limited pupil participation in planning and delivery of Collective Worship limits individuals' own personal formation. Leaders and managers reviewed their practice as part of their diocesan self-evaluation document and deemed their practice to be good. This inspection found that while reviews of Collective Worship have taken place, insufficient use was made of outcomes and a lack of leadership with creativity and drive in providing dynamic and inspirational liturgies and para-liturgies was in evidence. It was noted that there is a desire to create a new direction for Collective Worship within the school and the expectation is that the new appointment of a permanent chaplain will address the issues mentioned.

Senior leaders support curriculum RE with robust tracking and monitoring systems that inform timely intervention to ensure student progress. Monitoring informs performance management and enables appropriate support and challenge. Despite a period of illness and maternity leave in the leadership within the department, leadership has been maintained and focused. The leadership of RE is very good and is visionary. Senior leaders have facilitated partnership working with other schools to ensure accurate implementation, moderation and training for the new GCSE.

Leaders are focused on raising of attainment in key stages 4 and 5 and have appropriate plans in place. The 'head of school' is line manager for the RE department and in her role as 'standards lead' she has ably supported the department through rigorous monitoring and intervention where necessary. The leadership within the department is highly effective.

Staff are well supported in their professional development as teachers in a Catholic school. Annual induction for new staff and ongoing CPD (continuous professional development) programmes are in place. The school accesses diocesan training for new teachers and encourages staff to consider the CCRS (Catholic Certificate for Religious Studies) as an optional development programme. There are currently 8 teachers with this qualification. Ongoing and informal support is provided by the chaplain and the RE team. Staff consider themselves well supported and value the ongoing formation.

Outcomes for pupils are expected to improve based on current data and results for years 7, 8 and 9 which are very good. The leaders and managers of RE at department and whole school level are fully focused and determined that this trend (3 term forecast) will continue. The expectation of positive results in the summer is well supported by evidence. The hard work of all concerned is inspiring.

<ul style="list-style-type: none"> <li>• 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</li> </ul>	2
<ul style="list-style-type: none"> <li>• How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li> </ul>	2