



Catholic Schools Inspectorate inspection report for

Blessed Trinity Roman Catholic College URN: 147581

Carried out on behalf of the Right Rev. Bishop John Arnold, Bishop of Salford on:

Date: 22nd and 23rd March 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
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.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
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	Fully

Summary of key findings

What the school does well

- Senior Leaders use the mission statement as a means to inform and drive forward school improvement so that Blessed Trinity provides a true Catholic community for all stakeholders.
- The quality of teaching in religious education, as evidenced in lesson observations, work scrutiny and student voice, is at least good and rapidly improving.
- Pastoral care at Blessed Trinity, especially for those that are most vulnerable, is exceptional, ensuring that Blessed Trinity is a place of stability and hope for the students.

What the school needs to improve:

- To further develop the role of all governors in the mission of the Church in education, including their understanding of their role in monitoring both Catholic life and collective worship.
- To ensure that attainment of all students in religious education, especially at the end of Key Stage 4, is at least good.
- Ensure that students can see more clearly that the school's compassionate and charitable outreach to its community is rooted in Catholic Social Teaching.

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:.....

1

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

2



Students at Blessed Trinity clearly understand they are part of a Catholic community whose values come from Jesus Christ. In all years, students enthusiastically embrace positions of responsibility including mission leaders, choir, eco-club, equality group, literacy ambassadors or working with a Palestinian school online. These responsibilities build and sustain the community and reflect the needs of the students. Students display positive behaviour and state bullying is comparatively rare and dealt with in an effective and timely manner. Indeed, difference is embraced so students feel safe and cared for. They are well supported by exceptional pastoral systems that show commitment to the students, especially the vulnerable. Catholic Social Teaching has clearly influenced the school's compassionate commitment to its community, for example, in acts of solidarity with support for a suicide awareness project or in local fund-raising initiatives such as Burnley food bank. Students play a key role in promoting equality and diversity, exemplified by the Equalities group that leads on the school's welcome to ensure all students, regardless of perceived differences, feel accepted and heard. A dynamic chaplaincy provision includes a well-designed programme for the liturgical year that provides exceptional opportunities for spiritual and moral development of staff and students.

All stakeholders could clearly articulate the schools' mission; *'Love God, serve others, work hard and value all'*. This mission is lived out, permeates the school and is characterised by strong, respectful relationships that result in a united community. The school is extremely welcoming, and the sense of community is palpable. In lessons observed, teachers have excellent relationships with students and this results in an environment that is conducive to learning. Wall displays are rooted in faith and scripture and proudly celebrate the Catholic identity. They are creative, high quality and transform the spaces. The Braille club is an excellent example of a fully inclusive enrichment programme that nurtures personal development and an understanding of visual impairment. In personal, social, health and education lessons observed, elements of the relationships and sex curriculum are sensitively delivered and set in the context of Catholic belief and teaching. The

'Interfaith Day' provides broad opportunities for all students to engage with the mission and ethos in practical and hands on ways. Additionally, in 'Faith Friends' sessions, members of different local faith communities send volunteers into school to help develop understanding of other faiths, in line with weekly whole-school themes.

Leaders are committed to the Church's mission in education and could proudly articulate preferential option for the poor. Policies align with the mission. For example, the behaviour policy is rooted in promoting positive behaviour and taking personal responsibility. Staff briefings start with a prayer and reflection which model good practice and set the tone for the day. Diocesan links are strong and include the religious education leader being a Specialist Leader in Education, hosting Diocesan training, and leading a diocesan wide 'aiming higher' study conference for GCSE students. Members of the senior leadership are governors at local primary schools and the lay chaplain leads on the local parish's Confirmation programme. Parents overwhelmingly support the school; one stated *"This is a super Catholic school"*. Leaders are witnesses to the core principles of Catholic Social Teaching, most notably service to the vulnerable. For example, they allocate resources to support students with disability or those who feel the need for a safe space to express their identity. Staff are valued by leaders and the staff wellbeing working party is testament to this. An established Catholic life working party embeds the mission across all subject areas. Leaders' self-evaluation accurately identifies issues and hence, address quickly. It would be beneficial for governors and students to become more involved in the self-evaluation process going forward.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

2



Student outcomes are comparable with other core subjects. A dip in GCSE outcomes in 2022 is being addressed by a relatively new religious education subject leader. This leader rapidly understood the strengths and weaknesses of the department and is implementing a clear vision to ensure that the curriculum is well-structured, resourced and academically rigorous. Lesson observations show appropriate challenge, students learning both scripture and key concepts and the curriculum intent is followed. Work scrutiny demonstrated the implementation of a sequenced curriculum that builds upon prior learning and knowledge. Student voice was overwhelmingly positive and when asked, students were confident in discussing the knowledge they had gained. In the better lessons observed, students ask insightful questions reflecting a deepening understanding of the subject. Assessment was aligned with the curriculum intent and end learning goals. New assessment practices identify gaps, informing future planning and leading to regular review. There is evidence of some effective student self-assessment, building on the effective assessment by staff.

Teachers had strong subject knowledge ensuring that students are currently making good progress. High expectations and effective questioning led to appropriate challenge and underpinned the quality of teaching observed in many lessons. The experienced subject leader has implemented coherent quality assurance processes that are embedding and monitor the quality of provision but accepts that there is still a need to ensure consistency of teaching across both key stages. There is some excellent practice in questioning, engagement and assessment within the department that, if more systematically shared, could help drive further improvement from within. Lesson visits demonstrated, without exception, relationships were based on mutual respect, leading to a purposeful learning environment. Students were eager to both ask and answer questions and praise was used effectively to further motivate. Work scrutiny showed great use of knowledge organisers, covering key religious concepts. Spiritual and moral development is integrated throughout the curriculum. For example, discussions of the problem of evil (theodicy) are linked to individual human tragedies and connected with charitable action and the development of resilience

and care. Resources at both key stages are broadly appropriate and are a mixture of internally created resources and bought in resources.

Key Stage 3 curriculum plans are currently being reviewed to ensure that they are mapped against the new *Religious Education Directory* and at Key Stage 4 all students are entered for Eduqas Religious Studies GCSE. Religious education has parity with other core subjects and curriculum allocation meets the requirements of the Bishops' Conference. Work scrutiny across the ability range and key stages showed that the subject has the same systematic demands and rigour as other subjects. The leader and teachers in religious education are knowledgeable and can articulate the centrality of religious education within the wider curriculum. The curriculum is being designed and developed through a strong collaborative approach ensuring real teamwork, pooling experiences and leading to quality discussions. The subject leader has a clear vision and uses her experience to ensure this vision translates into practice. For example, curriculum planning is robust, and she shares high quality resources. She is also committed to the integration of religious education with the development of Catholic life and mission. Leaders in religious education participate and lead diocesan professional development sessions. Enrichment opportunities are extensive and include retreats at Castlerigg, Savio House and Soli House. Collectively these support students' faith journeys.

Collective worship

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

Collective worship key judgement grade:.....

1

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

1

Leadership

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

2

Student conduct in liturgical celebrations, for example, the reconciliation service, was exemplary. During assembly, they bore witness to their faith through reading, praying and singing. Acts of worship follow the liturgical year and include sacramental opportunities. Prayer and liturgy in form time was well thought through, and a range of prayers for different stages of the day extended this beginning throughout the timetable. At times the use of appropriate lighting, candles or well-chosen video clips enhanced the standard provision. The Chaplaincy Team have implemented comprehensive plans to ensure prayer and liturgy is student driven. Student leadership is varied, extensive and inclusive, with excellent opportunities to build confidence, resilience and teamwork. This is borne out by student leadership on holy days of obligation, Advent masses and reading scripture. Extended Monday form time allows time for students to plan, lead and participate in collective worship. Key stage 3 mission leaders were articulate, engaged and welcoming, very clear on the importance of the school's mission. At Key Stage 4, opportunities to develop leadership roles in the school's Catholic mission increase. A committed and enthusiastic group supports a wide range of activities, for example, Fairtrade Fridays, 'Quiet and Calm Club' and an annual day to promote inter-religious understanding. The make up of the group is a model of bringing together those from Catholic, Anglican and other religious backgrounds.

Planned daily prayer is embedded and central to school life. Form time is centered round a prayer and the exploration of either the weekly theme or forthcoming opportunities to support the mission. Assemblies explore in depth the Gospel from Sunday Mass. The chapel is well used and resourced: the school is fortunate to have inherited from one of its foundation institutions a large and beautiful space enhanced with rich examples of commissioned sacred art. It is used for liturgical celebrations and more informal groups, including the link with Palestine. This anchors the spiritual side of school life in practical action. Prayer themes of the week align with the liturgical year. Biblical quotations and scripture express faith and alongside the excellent use of visual notice boards, reflects and celebrates a positive community. Professional development has focused on the use of scripture and strong links with the Diocese including hosting and leading the Romero day. The

headteacher and other leaders embody the Catholic life of the school through their warm humanity, robust compassion and a reflective, calm approach. Chaplaincy provision is led by a part time lay chaplain who is also a teacher. Her creative collaboration with the parish priest enhances provision in school and was particularly appreciated during lockdown through online liturgies. The commitment of the parish priest is expressed through opportunities for the Sacrament of Reconciliation and the celebration of weekly Mass. The 'Triple P' initiative is an excellent example of working constructively with parents to promote child development and manage student misbehaviour.

Although leaders are committed to further embedding collective worship, they also acknowledge this needs to be re-invigorated, for example, a concerted effort is being made to re-integrate the chapel into daily school life. The schools' policy on prayer and liturgy is fit for purpose. Leaders have planned a programme, including staff professional development to deliver high quality collective worship. Staff speak positively of the time given to reflect on the school's mission. Leaders' knowledge and experience of collective worship is extensive, allowing them to 'walk the walk' and they lead on all aspects of collective worship ensuring real ownership, authority and credibility. Furthermore, they have the expertise to ensure professional development is meaningful. The allocation of resources, including staffing, to prayer and liturgy is prioritised, further confirming leaders' commitment to the mission. However, leaders, including governors, need to ensure the monitoring and evaluation of collective worship is more rigorous.

Information about the school

Full name of school	Blessed Trinity Roman Catholic College
School unique reference number (URN)	147581
Full postal address of the school	Ormerod Road, Burnley, Lancashire, BB10 3AA
School phone number	01282 506200
Name of head teacher or principal	Mrs Deborah Williams
Chair of governing board	Mr Ken Tyson
School Website	www.btrcc.lancs.sch.uk
Multi-academy trust or company (if applicable)	Salford Romero Trust
Type of school	Secondary comprehensive
School category	Academy
Age-range of pupils	11-16
Trustees	Romero Trust
Gender of pupils	Mixed
Date of last denominational inspection	13 th March 2015
Previous denominational inspection grade	Outstanding

The inspection team

Sheldon Logue	Lead inspector
Daveth Frost	Team inspector
Andrea O'Callaghan	Trainee inspector
Name of inspector	Lead/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

