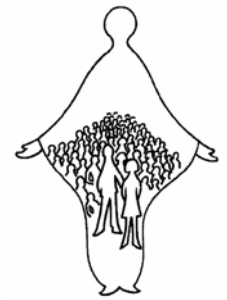


**SALFORD DIOCESE  
INSPECTION REPORT**



**BLESSED TRINITY ROMAN CATHOLIC COLLEGE**

**Coal Clough Lane Burnley Lancashire BB1 5BT  
Kiddrow Lane Burnley Lancashire BB12 6LH**

Inspection date September 2008

Reporting Inspector Mr. W. Ryan

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Secondary  
 URN 134997  
 Age range of pupils 11-16  
 Number on roll 1313  
 Appropriate authority The governing body  
 Chair of Governors Rev. B. Kealey  
 Headteacher Miss. B. Bleasdale  
 Head of Religious Education Mr. N. Robinson (Acting).  
 Date of previous inspection N/A

<b>The Inspection judgements are:</b>	<b>Grade</b>	Explanation of the Grades  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	1	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	3	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	2	
<i>The following pages provide reasons to support these judgements</i>		

## **CHARACTERISTICS OF THE SCHOOL**

Blessed Trinity is a recently established voluntary aided co-educational high school for pupils aged 11-16. It serves the contributory Burnley parishes of St. Mary, St. John, Christ the King, St. Mary Magdalene, St. Teresa and St. Augustine, together with St. John in Padiham and St. Joseph in Todmorden.. The school has Humanities and Sports College status and is in the Lancashire Education Authority. The school is currently occupying two sites and is due to move to a single site in 2010. There are 1313 learners on roll, of whom 1206 are Roman Catholic. The indicative admission number is 250. Learners come from a range of social and economic backgrounds, with a significant number from socially deprived areas. None of the learners has been withdrawn from collective worship or curriculum Religious Education. 6.85% of learners are eligible for free school meals. The number of learners identified as having special educational needs is 214 and of these 25 have a statutory statement of special educational need. There are 56 Catholic teachers representing 62% of the total teaching staff.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

Blessed Trinity is a good Catholic school with some outstanding features. Its Vision Statement commits the College to become “a flourishing centre of life-long Catholic learning dedicated to inspiring and forming young people”. Blessed Trinity is served by an enthusiastic and experienced governing body which fulfils its role of “critical friend” in a supporting yet challenging manner. Governors visit the school regularly and liaise with link departments and with the Senior Leadership Team to encourage the development of the whole school as a Catholic community. The chair, who is the link governor for Religious Education, in particular maintains a very close association with the school, which also benefits from an experienced pastoral leader who, as a priest, actively supports the spiritual provision the school offers. The headteacher provides outstanding leadership in all aspects of school life, leading an experienced Senior Leadership Team which supports middle managers in raising standards, whilst making a significant impact on enriching the spiritual lives of the learners. Collective worship is outstanding, not only for the rich variety evident in its provision, but also in the importance attributed to it by all sections of the community. Respect for the Faith is a feature of the school while prayer and worship are the practical expression of its importance. The Religious Education department continues to make good progress and delivers a programme of studies that, in addition to achieving academic success, also provides learners with experiences that help them to develop both morally and spiritually. The acting head of department provides good leadership. Lessons are well planned. Assessment and judicious use of data to inform teaching and learning are being developed within the department. Learners feel secure and valued. They recognise and value the professionalism of their teachers and respond positively. Learners are happy in school and excellent relationships with teachers and among themselves enhance its sense of community. Ample opportunities exist for learners to take on responsibilities not only within the school itself but also in the wider community through the many charities the school supports. It is a testimony to the dedication of management and staff that in a period of transition in very difficult circumstances the needs of the learners continue to be their first priority.

### **Capacity to improve**

The school’s capacity to evaluate itself and make further improvement is good. Leadership is committed to continue the drive to raise standards of achievement and good progress is being made. Monitoring arrangements in all areas of school life are robust. Assessment procedures continue to inform learning and raise standards.

### **What the school should do to improve further**

- Continue to develop the Religious Education department’s initiatives to improve boys’ achievement.
- Maintain the drive to improve teaching and learning in Religious Education through self and peer evaluation.
- Continue to develop the Religious Education department’s assessment and marking procedures.

## **LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

The school describes the leadership and management of its Catholic life as good. The inspector considers it to be outstanding. The school Vision Statement is the foundation on which its structures, policies and practices are built. Its focus on the Catholic nature of the school is commendable. The governing body fulfils its role of critical friend well while the chair leads by example and his enthusiasm is infectious. He keeps himself informed through regular meetings with the headteacher and devotes considerable time and effort to serve the spiritual needs of the community. He also fulfils the role of link governor for Religious Education. Priest governors play a leading role in liturgies while ensuring that links with parishes remain strong. The headteacher is a dedicated, outstanding leader who is committed to serving the needs of the learners both academically and pastorally. She enjoys the support of a strong and skilful leadership team which shares her vision. In relation to the school's Catholic foundation the leadership team leads by example as do members of the Religious Education department. Assemblies are led by members of the leadership team and these, along with all liturgies, are planned and evaluated. Non-Catholic members of staff make a valued contribution to the college. Pastoral care is an outstanding feature of Blessed Trinity and is soundly based on the principles of the Vision Statement. Learners benefit from the services of a school counsellor. Active participation by college staff and students in events at the Burnley Faith Centre is a testimony to its determination to promote social awareness and cohesion and a respect for those of other faiths.

## **THE QUALITY OF COLLECTIVE WORSHIP**

The school considers the quality of collective worship to be good. Evidence gathered during the inspection indicates that it is outstanding. Major liturgical events in the Church Year are celebrated appropriately by the school community. These include Advent liturgies, carol services, distribution of ashes, Lenten liturgies, Easter celebrations and the observation of Holy Days of Obligation. In addition Holy Mass is celebrated for class groups throughout the year. The school year starts with a Year 7 welcome Mass and ends with a leavers Mass. Learners play their part in these liturgies and are becoming increasingly involved in their presentation. A number of students are Eucharistic Ministers. It is a testimony to the college that the priority on entering the Kiddrow Lane site was given to creating a prayer room and ensuring that the artefacts and display that characterise our Catholic schools were everywhere in evidence. The inspector was fortunate to be present when the site was blessed and dedicated, an activity led by the chair and shared by governors, teachers and learners. In the Modern Languages classroom we prayed together in French. The assembly observed during the inspection was of the highest order and served to illustrate the importance that the leadership of the school attaches to its Catholic ethos. Learners pray at various times during the day and they do so with respect and reverence. Staff briefings start with a prayer led by a member of staff. Ample opportunities exist for learners to take part in retreats and the college's support for CAFOD and its fair-trade initiative increases opportunities to put Christian values and concern for others into practice.

## **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

The school considers achievement and standards in Religious Education to be satisfactory. Evidence gathered during the inspection indicates that they are good. Standards in the department are good and continue to rise. Sound planning, review of syllabus material and improving assessment arrangements all contribute to maintaining progress. On entry pupil achievement is in line with the national average. Good progress is made in Key Stage 3 while achievement in Key Stage 4 is improving. Learners exhibit sound knowledge of Religious Education. Key words are part of their vocabulary and they demonstrate a willingness to engage in the subject. They enjoy their work and most value the subject and recognise its importance to the school. Good behaviour and a willingness to engage in lessons enrich the learning experience for all pupils. Exercise books are well kept and are marked in line with the school marking policy. Learners understand this and are able to make progress and set realistic targets. The Religious Education department recognises the need to raise boys' achievement and has introduced some strategies to realise this. The department should continue to develop these. Learners play their part in school through membership of the school council and as fundraisers for a variety of charities, locally, nationally and internationally.

## **THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

The school assesses the quality of teaching and learning in Religious Education to be satisfactory. The inspector concurs. The Religious Education department is staffed by well qualified and largely experienced practitioners who are not only teachers but also role models for the learners in terms of their personal witness in leading and promoting the school's Catholic ethos. Teaching observed generally ranged from satisfactory to good with sound classroom management, well planned lessons and good assessment procedures. Good planning ensures sound delivery of the curriculum while a variety of teaching styles broadens the appeal of the subject. In all lessons observed good use was made of information communication technology. Teaching is monitored at departmental and senior leadership levels. Further lesson observations and evaluation would support and improve the quality of teaching. Some peer, self and teacher assessment was used in lessons to further learning with the learners themselves developing the skills that enable them to identify success. The school is encouraged to continue with this work. Communication with parents is good and is supported through regular reporting and the college's pastoral procedures. Learners enjoy their work and take pride in it. They show great respect for their teachers and this contributes in no small way to their learning. A typical comment was, "The staff are friendly, easy to get on with and very helpful". Students work well together and respect each other's efforts. They are encouraged to make progress and are rewarded through the school reward system for both endeavour and achievement.

## **THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM**

The inspector and the school consider the quality of the Religious Education curriculum to be good. At Key Stage 3 the diocesan guidelines are well established and the scheme of work is being updated to reflect the needs of the school community. Development of the study of world religions helps to engage all the learners, none of whom have requested to be withdrawn from any aspect of the school's liturgical life. Resource materials have been collated to support the delivery of the curriculum. The syllabus is kept constantly under review. Those with special educational needs are supported by a Special Educational Needs department which tracks the learners in its care and supports them in class and on an individual basis where required. The curriculum is greatly enhanced by the rich provision of retreats for all learners. It is further enriched through the delivery at form level of aspects of the learners' spiritual, social and moral development. All year groups are offered opportunities for personal prayer and reflection. A group of learners took part in a debate involving other schools at the Burnley Faith Centre which enabled them to, "listen to and share ideas with people of other faiths" in the community, as one of their number stated. Curriculum Religious Education is allocated 9% of curriculum time in Key Stage 3 while this rises to 10% in Key Stage 4.

## **LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION**

The inspector considers the leadership and management of curriculum Religious Education to be good. The school shares this judgement. The acting head of department is well organised and leads the department well. He enjoys the confidence and support of the governing body and the headteacher. He shows considerable skill in identifying the strengths and weaknesses of the department and displays the resourcefulness required to initiate strategies to meet needs and build on strengths. Record keeping and planning are well established and resources are improved and adapted. Members of the department are instrumental in supporting, delivering and enriching the quality of the school's spiritual provision. The assistant head responsible for the college's Ethos and Mission supports the department through developing appropriate liturgies and through links with the Faith Centre. At governor level, the chair is the link with the Religious Education department and plays a prominent part in school life not only as a governor but also as a participant at school liturgies. Rooming arrangements are satisfactory in terms of number and location. All members of the department are comfortable with, and make good use of, good information communication technology provision. Display is bright, well presented and relevant. Annual expenditure allocated for the department is satisfactory and additional funding is available in special circumstances.