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Andy Rodgers  
Headteacher  
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Dear Mr Rodgers

### **Requires improvement monitoring inspection of Trinity Catholic College**

This letter sets out the findings from the monitoring inspection that took place on 15 September 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, the chief executive officer (CEO) of the trust and the assistant CEO, and with trustees and governors the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited lessons, spoke with pupils and staff, and observed breaktime and lunchtime. I looked at safeguarding records, including the single central record. I have considered all this in coming to my judgement.

**Leaders have made progress to improve the school, but more work is necessary for the school to become good.**

## **Main findings**

Since the last inspection, the trust has made significant changes to the leadership of the school. You were appointed as headteacher and started in January 2023. Three new deputy headteachers have been appointed. They also started in January 2023.

At the time of the last inspection, there were inconsistencies in the quality of curriculum implementation. As a result, pupils were not building up a coherent body of knowledge across all subjects. Since then, the school has provided teachers with a well-focused professional development programme. This programme has included training in how to check for understanding, retrieval practice and questioning. In addition, the school has introduced coaching and mentoring that further support the development of teachers' pedagogical practice. Teachers now use recall activities systematically to help pupils know more and remember more. They use questioning well to secure and extend pupils' learning. You are aware that a continued focus on developing teachers' pedagogy is essential to improve the quality of education still further.

Following the last inspection, the trust took swift action to appoint new school leaders. Indeed, such action was already under way at the time of the last inspection. In addition, the trust has provided significant funding to increase staffing in the school, including new pupil engagement officers. These members of staff are playing an important role in managing pupils' behaviour. The trust has provided funds to improve the school's environment, including appropriate dining and toilet facilities. Pupils appreciate these new facilities, which have contributed to a more positive culture in the school. Trust curriculum directors are based in the school. Along with school leaders, they have played a key role in improving the quality of teaching. Since your appointment, you have taken a rigorous and intelligent approach to school improvement. You are held to account effectively by trustees and members of the interim advisory board of governors.

The last inspection highlighted areas for improvement in pupils' behaviour and in pupils' and sixth-form students' preparation for life in modern Britain. The school now has high expectations of pupils' behaviour and has established a clear system of rewards and consequences. Pupils know what is expected of them. You have provided staff with effective training in behaviour management. Staff implement the school's behaviour policy with a good degree of consistency. Most pupils are responding well to the school's high expectations. Low-level disruption in lessons has decreased considerably. However, you are aware that there is still work to do to create a culture in which high expectations of behaviour are consistently met. In order to prepare pupils for life in modern Britain, the school has changed its approach to teaching personal, social, health and economic (PSHE) education. PSHE lessons are now taught by subject specialists. Pupils and sixth-form students are receiving a comprehensive and age-appropriate PSHE programme.

I am copying this letter to the chair of the board of trustees, and the CEO of the Nicholas Postgate Catholic Academy Trust, the director of education for the Diocese of Middlesbrough, the Department for Education's regional director and the director of

children's services for Middlesbrough. This letter will be published on the Ofsted reports website.

Yours sincerely

Ian Rawstorne  
**His Majesty's Inspector**