

- ✚ The school's vision for the pupils to **'Be here, Be you, Belong'** is infused in all aspects of school life and is embraced by the pupils.
- ✚ The senior leaders' extensive consultation with the whole school community informs effectively the school's improvement planning process.
- ✚ The engaging collaborative continuous staff professional learning is aligned closely to the school's priorities for improvement and impacts positively on the pupils' holistic development.
- ✚ The planning, teaching and assessment for successful learning is mostly effective.
- ✚ The curriculum is broad, balanced and flexible at key stages 3 and 4. At post-16, the pupils require access to more general subjects and senior leaders need to review the one-year course for a significant number of pupils.
- ✚ The use of an unqualified teacher to teach one subject within the KS 4 curriculum is not in line with the [Department of Education's Circular 2023/07](#).
- ✚ The early intervention strategies promote well the pupils' health and wellbeing, including digital safety.
- ✚ The entire school community is highly effective in promoting equality, diversity and inclusion and every pupil is embraced and cherished by the staff.
- ✚ The pupils' positive attitudes to learning and their interpersonal skills are reflected well in their attendance, engagement, motivation, courtesy, optimism, self-confidence and positive interactions with staff and each other.
- ✚ The pupils relish how their success is celebrated widely across and beyond the school.
- ✚ Strategically planned collaboration with external agencies is supporting well the pupils to overcome barriers to their learning and is enhancing their learning experiences.

- ✚ At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child and adult protection align to the current statutory guidance.

Areas for action:

- ✚ to continue to improve the consistency in the quality of planning, teaching and assessment for successful learning; and
- ✚ to keep the post-16 curriculum provision under review, including the one-year course for a significant number of pupils; and address the deployment of an unqualified teacher at KS 4.

Going forward

- ✚ Blessed Trinity College's vision and values are infused in all aspects of school life and have a demonstrable impact on the pupils' holistic development. The entire school community is highly effective in promoting equality, diversity and inclusion and providing the pupils with very high levels of care, compassion and support. Within this vibrant community of learning, the pupils experience academic, personal, social, sporting and cultural success.
- ✚ The ETI, through the engagement of the district inspector, will continue to work with the school as it takes forward the areas for action set out in this report.
- ✚ Inspectors identified an aspect of highly effective practice from which others may learn. The aspects of practice which should be shared more widely include: the proactive, preventative strategies to promote the pupils' health and wellbeing, including digital safety; and how well the strategically planned collaboration with external agencies supports the pupils to overcome barriers to their learning and enhances their learning experiences.