

# Inspection of Trinity Academy

Romney Avenue, Lockleaze, Bristol BS7 9BY

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Inspection dates: 23 and 24 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Eiron Bailey. This school is part of Cathedral Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Neil Blundell, and overseen by a board of trustees, chaired by Sir David Eastwood.

## **What is it like to attend this school?**

Pupils at Trinity Academy belong to a vibrant community. This is an ambitious school that wants the very best for its pupils, both academically and pastorally. The extra-curricular programme is exceptional. It is not an added extra but something in which nearly all pupils participate. A wide variety of clubs and activities are inclusive and valued by all. Many pupils represent the school in sports teams. Younger pupils take part in music ensembles, and they all sing in choirs. Many continue with music as they move through the school.

Pupils understand that their school has high expectations of them. They feel supported to achieve highly. The vast majority of pupils learn effectively, from a well-planned curriculum. They value the positive relationships they have with staff. Lessons are not disrupted by poor behaviour. The school is calm and orderly because pupils understand the rules and routines in place.

Pupils describe the school as tolerant and respectful. They take the 'Trinity Pledge', which teaches pupils to stand up for fairness, kindness and equity. The school's ambition, to nourish the 'head, heart and soul' of the pupils who attend, is fully understood by the school community. The school provides a wealth of opportunities and celebrates its cultural diversity. This prepares pupils well for life in modern Britain.

## **What does the school do well and what does it need to do better?**

The school's curriculum is highly ambitious for all pupils. Increasing numbers of pupils at key stage 4 study the full suite of subjects that make up the English Baccalaureate. At key stage 3, the curriculum is broad and includes a focus on performing arts. Within each subject, the school has identified the most important knowledge that pupils need. Careful thought has been given to the order in which pupils learn topics.

In most subjects, pupils learn effectively and produce work of a high standard. Teachers present information clearly. However, in a few subjects at key stage 3, this is not always the case. Sometimes, teaching does not check all pupils' understanding before introducing new content. As a result, some pupils do not always remember or understand what teachers intend them to. At key stage 4, pupils are well prepared for the next stage of their education.

All pupils read widely and often. Teachers model how to read fluently and with expression. Pupils who have fallen behind with reading are supported appropriately. The school ensures that these pupils can access the full curriculum. Pupils with special educational needs and/or disabilities (SEND) are accurately identified. The school ensures that the right support is provided at the right time, including additional pastoral care. Pupils with SEND learn effectively in lessons.

Pupils behave well. Bullying is not tolerated. In rare instances of poor behaviour, sanctions are applied fairly. Pupils are supported to meet leaders' high expectations. Warm and respectful relationships underpin much of the school's work in this area.

Alongside the personal, social and health education curriculum, the school provides opportunities to develop pupils' cultural awareness and to reinforce messages about how to keep themselves safe and healthy. Pupils learn how to be good citizens. Many take on leadership responsibilities within the house system or as anti-bullying ambassadors. They are well prepared for their next steps through effective careers education, including work experience and engagement with employers. The school goes beyond what is expected to ensure pupils have a rich set of experiences.

The trust and local governors are relentless in their drive to ensure the very best for pupils at the school. They know the school's areas for development and support leaders effectively. Leaders have created clarity for staff and prioritise their professional development. As a result, staff embody the school's vision and values, and pupils benefit from a good quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects at key stage 3, the implementation of the curriculum is less effective than in others. The work pupils are given does not always enable them to achieve the aims of the curriculum. This is because teaching does not always use assessment effectively. When this occurs, pupils do not produce high-quality work or remember what they have learned. The trust must support teachers to implement the intended curriculum effectively in these subjects.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	147072
<b>Local authority</b>	Bristol
<b>Inspection number</b>	10298074
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	814
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sir David Eastwood
<b>Headteacher</b>	Eiron Bailey
<b>Website</b>	<a href="http://www.trinityacademybristol.org">www.trinityacademybristol.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Trinity Academy is a secondary free school which opened in September 2019 and is part of the Cathedral Schools Trust.
- Up to 10% of new cohorts are admitted based on musical aptitude.
- The school's sixth form will open in September 2024.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school currently uses three registered alternative provisions and nine unregistered provisions.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history, and food technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector analysed responses to Ofsted's online survey, Ofsted Parent View.
- Inspectors also considered the responses of staff to Ofsted's online survey.
- Inspectors spoke with groups of pupils during lessons and social times.
- To evaluate the effectiveness of safeguarding, the lead inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with the special educational needs and disabilities coordinator and discussed how pupils with SEND are identified and supported.
- Inspectors met with staff who oversee the personal development and behaviour of pupils.
- The lead inspector met with members of the local governing body, the chief executive officer of the trust and a member of the board of trustees.

## **Inspection team**

Victoria Griffin, lead inspector	His Majesty's Inspector
Richard Barnes	Ofsted Inspector
Teresa Hill	Ofsted Inspector
Steve Smith	Ofsted Inspector

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