

Inspection of Trinity Academy Bradford

Deanstones Lane, Bradford BD13 2AS

Inspection dates: 19 and 20 March 2024

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

The principal of this school is Tom Taylor. This school is part of Trinity Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Michael Gosling, and overseen by a board of trustees, chaired by Tom Miskell. There is also an executive principal, Nick Robinson, who is responsible for this school and one other.

What is it like to attend this school?

Trinity Academy Bradford is proud to serve the local community. The school is a popular choice for pupils and their families. Pupils appreciate recent improvements the school has made.

Many pupils respond well to the school's high expectations for their behaviour. The supportive staff presence on corridors helps pupils to be punctual to lessons and to conduct themselves increasingly well. Pupils' high-quality work and improved performance in published examination outcomes in many subjects reflect the quality of education they receive. The trust and school leaders have prioritised this.

The way the school supports pupils to develop their character is exemplary. Pupils are proud to 'graduate' through the 'Graduation' programme at the end of Year 8. Then, in Year 9, they learn important life skills through the Duke of Edinburgh's Award scheme and the 'Trinity Challenge'. The 'professional standards' curriculum helps pupils develop positive attendance and behaviour habits too. In key stage 4, pupils are supported to develop and prepare for the next stage of their life through the 'Competitive Edge' programme. These experiences support them to stand out from others as well as giving them a broad experience of different careers.

Most pupils are clear that bullying is not a problem. If it does occur, the school takes appropriate action to address this.

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

Trust and school leaders are taking decisive action to improve the quality of education and care that pupils receive. The impact of this work is evidenced in pupils' improving behaviour and outcomes. The school supports all pupils to access a broad range of subjects. An increasing number of pupils study for the English Baccalaureate suite of qualifications.

Pupils remember much of what they have studied. Teachers use the 'Masters of Recall' strategy to ensure that pupils regularly revisit prior learning. However, the school's work to develop the curriculum and how it is taught in some subjects remains ongoing. There is variation in how well the curriculum is delivered and in how well pupils achieve. Leaders recognise that there is further work to do. Their intelligent use of professional development ensures that these areas are a focus.

The school provides well for pupils with special educational needs and/or disabilities (SEND). The school ensures that their needs are identified and that staff have the knowledge to support them well. The nurture provision helps pupils receive the specialist assistance they need. Well-judged strategies help remove barriers to learning and ensure that pupils make effective progress.

Effective identification of pupils' stage of reading ensures that support is given where needed. The school has bespoke pathways to support pupils who are in the early stages of reading. This helps them catch up with their peers so that they can access the full curriculum. Most pupils develop a love of reading. During 'literacy Thursday', pupils discuss texts that have been carefully chosen to promote discussion. The English curriculum features texts that spark pupils' interest. Pupils are keen to share their favourite book, such as 'Cirque du Freak', and why they enjoyed it.

The school's and trust's investment in improving pupils' attendance is reaping rewards. Many pupils attend well. The attendance hub ensures that swift action is put in place where needed. The school recognises that the attendance of disadvantaged pupils is not where they want it to be. The school has plans in place to help to continue to raise their attendance.

The 'curriculum for life' develops pupils for life in modern Britain exceptionally well. Pupils experience a broad range of topics that develop in an age-appropriate way. Pupils understand different relationships and are keen to celebrate difference. Pupils enjoy the broad extra-curricular offer. Clubs include crochet, chess and debating. Pupils proudly support the 'local friends of the park' through activities such as litter picking and maintaining the planters. All pupils 'adopt' a resident at the local residential home for older people. They learn about their life and communicate with them as a form group. For example, they design and write personalised Christmas cards.

Leaders, the trust and governing body are united in giving the pupils at Trinity Academy Bradford a springboard to a happy, healthy and successful life. Under their leadership, the school is going from strength to strength. Staff are playing their full part to support this vision. They know leaders are considerate of staff's workload and well-being. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's work to improve the curriculum and how it is taught in some subjects is ongoing. Where this is the case, pupils do not yet develop a secure bank of knowledge over time. This is reflected in their work and achievement in national assessments. The school should continue its work to ensure that there is a consistency across all 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

Unique reference number	148545
Local authority	Bradford
Inspection number	10297539
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	911
Appropriate authority	Board of trustees
Chair of trust	Tom Miskell
Principal	Tom Taylor
Website	https://bradford.trinitymat.org
Date of previous inspection	Not previously inspected

Information about this school

- The school became part of Trinity Multi-Academy Trust in February 2021.
- The school uses five alternative provisions, two of which are unregistered.
- 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.

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, geography, modern foreign languages, physical education and science. 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 met with the members of the governing body, including the chair.
- The lead inspector met with the chief executive officer and the chair of the trust.
- Inspectors reviewed a range of school documents, including the school's self-evaluation and improvement plans.
- An inspector visited an alternative provision. They also spoke with one other.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors considered the views of parents and carers through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View, including the free-text comments.
- Inspectors considered the views of pupils and staff through meetings held with them across the two days of the inspection.

Inspection team

Andrew Gibbins, lead inspector	His Majesty's Inspector
Aejaz Laher	Ofsted Inspector
Gill Senior	Ofsted Inspector
John Lucas	His Majesty's Inspector

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