

# Inspection of Trinity Academy Leeds

Torre Road, Leeds, West Yorkshire LS9 7QL

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Inspection dates: 24 and 25 April 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Kathryn Cafferky. 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, Rob Marsh, who is responsible for this school and others.

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

The school has extremely high aspirations for pupils. Through deliberately planned care and support it helps pupils to realise these. Pupils are well rounded and mature. Highly effective implementation of the curriculum helps pupils to become increasingly expert in the subjects that they study.

Pupils significantly benefit from a thoughtfully designed personal development curriculum. Leaders are determined that pupils should experience a rich and diverse range of opportunities that enhance their education. The school seeks these out through partnerships with businesses and elsewhere in the community. Pupils link with organisations such as Leeds Rhinos and Northern Ballet to access opportunities they may not otherwise. Others pursue interests in other fields. For example, some pupils participate in the Model United Nations programme or leadership coaching delivered by leading businesses. Opportunities are targeted and timely to ensure that each pupil receives the support that they need.

Pupils' behaviour is exemplary. The school, through its behaviour curriculum, teaches pupils about the importance of positive behaviours. It helps pupils to develop into respectful citizens who it hopes become role models in the local community. Pupils and staff greet each other warmly as they move quickly between lessons. Pupils understand why the school's routines for behaviour exist. They recognise that these ensure that no learning opportunities are missed.

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

Staff who work in the school are united in their ambition and drive to provide pupils with an exceptional education. They are relentless in their pursuit of this. The school removes barriers that may prevent pupils from achieving well. This supports pupils to realise the school's vision to reach higher, see further and shine brighter.

Pupils learn a highly ambitious curriculum across a range of subjects. The school has considered what the most important knowledge is that pupils need to learn. All pupils work towards these same aspirational end points. Pupils who need additional help to reach these are well supported through skilful teaching. Pupils with special educational needs and/or disabilities (SEND) achieve just as well as their peers.

Teachers are experts in the subjects that they teach. The school provides staff with highly effective training. This enables them to teach the curriculum well. Teachers present new learning clearly. They check on what pupils know and use this to adapt their lessons. The school prioritises the development of pupils' vocabulary. In lessons, teachers support pupils to use ambitious, subject-specific terminology accurately to improve their responses.

Pupils who are in the early stages of learning to read or who speak English as an additional language are well supported. Expert staff provide them with additional help that enables these pupils to catch up.

Leaders have carefully sequenced the school's curriculum to highlight connections between different subjects. What pupils learn in one subject reinforces what they know from another. For example, pupils connect their learning about George Orwell's novel 'Animal Farm' in English and the themes of power, politics and rhetoric when learning about the Russian revolution in history.

The school's approach to pupils' personal development is carefully designed to link through each aspect of a pupil's time at the school. Learning from the personal, social and health education curriculum is reinforced regularly in other subjects. The school's character curriculum explicitly teaches and rewards pupils for displaying positive behaviours and helping others in the community.

Pupils attend school more regularly than pupils nationally. They are resilient to barriers that may prevent absence. The school scrutinises attendance information to identify patterns or opportunities to improve this even further. Everybody understands the importance of regular attendance and its impact on pupils' education.

Leaders have an exceptionally clear vision of how they can provide pupils with a high-quality education. The school supports staff well to enable this to be realised. Many staff reflect that they have improved in their roles through the support and training provided. Those with responsibility for governance know the school well and share in the school's vision.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	148560
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10297542
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	722
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tom Miskell
<b>CEO of the trust</b>	Michael Gosling
<b>Principal</b>	Kathryn Cafferky
<b>Website</b>	<a href="http://www.leeds.trinitymat.org">www.leeds.trinitymat.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Trinity Multi-Academy Trust.
- The school currently only has pupils in Years 7 to 9. The school will have its first group of Year 11 pupils in the academic year 2025/26.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils eligible for support through pupil premium funding is above the national average.
- The school does not use any alternative provisions.
- 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.
- 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.
- The lead inspector met with the chair of the trust board, members of the local governing board and the trust's chief executive officer.
- During the inspection, inspectors met with the principal and executive principal. They also met with other senior and middle leaders, including those responsible for safeguarding, behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: English, science, history, dance and drama. 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.
- Inspectors also reviewed curriculum documentation and looked at samples of pupils work in modern foreign languages and religious education.
- Inspectors looked at a range of documentation regarding the support pupils with SEND receive. They looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors scrutinised a range of documentation, including minutes from governing board meetings as well as the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. They observed the behaviour of pupils in classrooms and at social times.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.

## Inspection team

Thomas Wraith, lead inspector

His Majesty's Inspector

Angela White

Ofsted Inspector

Liz Cresswell

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Michael Laidler

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