

Inspection of Trinity Academy St. Edwards

9 Eastgate, Barnsley S70 2EX

Inspection dates: 14 and 15 May 2024

Overall effectiveness

Outstanding

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 Mark Allen. 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, Robert Marsh, who is responsible for this school and two others.

What is it like to attend this school?

Pupils receive an exceptional education at this highly inclusive school. Pupils are welcomed into a school family and provided with a huge number of opportunities to learn and to develop their character.

Pupils make rapid progress through the curriculum. They develop a command of vocabulary that allows them to explain complex ideas. Pupils learn to speak, read and write like experts. For example, pupils who struggle to write confidently are soon able to produce well-constructed and extensive pages of prose after careful tuition.

Pupils display model behaviour. They are keen to learn and proudly display badges such as 'Masters of Recall', 'Academic Achievement' and their 'House' badge, all of which showcases their many achievements. Pupils take a lead on many aspects of school life. For example, they support younger pupils' transition to the school, have written a school prayer, and they support local charities and have influenced changes to the uniform. Pupils support each other, noting that 'we celebrate all achievements, even if it's not our achievement'.

Pupils enjoy many inspirational opportunities to widen their interests. Pupils can choose from activities such as learning British Sign Language, crafting club, choir, young engineers club and building a soapbox car.

In the representative words of one pupil: 'This school has inspired me to do things I had never been confident to do at primary school.'

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

The school has developed a key stage 3 curriculum, which provides excellent foundations for pupils to progress to key stage 4. Leaders continuously strive to improve the curriculum. They monitor performance of all pupils with extraordinary precision and use this information to reteach or replan lessons. The school provides exceptional support for pupils with special educational needs and/or disabilities (SEND). For example, difficult topics are pre-taught using analogies or stories, which allows pupils to understand the main concepts. Leaders have carefully planned the introduction of a curriculum for key stage 4.

Pupils are taught by teachers who are specialists in their subjects. Teachers have high expectations and teach lessons which are filled with learning opportunities. Teachers consistently use techniques such as retrieval tasks, modelling and live feedback to help pupils learn new knowledge. Teachers have a relentless focus on developing pupils' literacy and oracy. Pupils develop their confidence and ability to use new vocabulary through exercises such as 'I say, you say' and 'say it loud and proud'.

The school does not yet have published outcomes from public examinations and assessments. However, it is evident that pupils make remarkable progress. Pupils confidently explain complex ideas using specialist vocabulary. They develop knowledge and skills that belie their age. For example, Year 8 pupils can provide detailed verbal commentary on the causes of the Russian Revolution. They can sight-read music and play keyboards confidently with both hands. Pupils' work is of the highest quality and shows significant improvements over time.

Leaders have made reading a priority. They have ensured that the curriculum develops extensive knowledge of new vocabulary. Pupils enjoy reading and read socially at lunchtime ('Feeding Reading') and during form periods. Pupils who are less confident at reading are immediately identified and provided with precise support. Those who are not making the desired progress are given one-to-one support by specialist teachers. As a result, progress made by weak readers is exceptional.

Pupils enjoy school and have high levels of attendance. They behave impeccably well. They show high levels of respect to staff and to each other. Pupils learn about the importance of tolerance and this is promoted through the school's 'call it out' system and pupil anti-bullying ambassadors.

The school provides a comprehensive programme of personal development. Pupils learn about world faiths and can discuss the importance of fundamental British values and protected characteristics at length. For example, they can discuss what liberty means and give examples, past and present, of countries where oppression is present. Pupils experience multiple opportunities to develop their knowledge of potential careers through employer visits, careers fairs, assemblies, trips and lessons.

Leaders have the highest ambition for pupils. There is an unwavering determination from all staff to provide young people with the very best education. Staff are highly motivated and proud to work at the school. Staff feel involved in all aspects of school life, reporting that 'it feels like a family here'. Leaders ensure that staff are well-trained and that their well-being is prioritised. Governors and trustees have a sharp understanding of the school and provide highly effective support and challenge to leaders.

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 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	148561
Local authority	Barnsley
Inspection number	10297543
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	537
Appropriate authority	Board of trustees
Chair of trust	Tom Miskell
Chief executive officer	Michael Gosling
Principal	Mark Allen
Website	https://stedwards.trinitymat.org/
Date of previous inspection	Not previously inspected

Information about this school

- Trinity Academy St. Edwards joined Trinity Multi-Academy Trust in September 2021.
- The school is one of 11 schools in the trust.
- The school opened in 2021 and is currently located at a temporary site, awaiting completion of a new building.
- The school currently provides education for pupils in Years 7, 8 and 9. A new year group has joined the school each year since it opened in 2021.
- The school will eventually provide education for pupils aged 11 to 16 years as further pupil cohorts join the school each year.
- The school uses two unregistered alternative providers.
- 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 met with the principal, other leaders, staff and pupils. They met with governors, trustees and a representative from the diocese.
- Inspectors carried out deep dives in these subjects: English, modern foreign languages, mathematics, music and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons and considered how the needs of disadvantaged and pupils with SEND are addressed. They observed pupils at various times of the school day.
- Inspectors spoke to representatives of the alternative provisions used by 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; considered the views of parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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