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Wendy Adeniji
Principal
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Dear Mrs Adeniji

Additional, remote monitoring inspection of Trinity Academy

Following my remote inspection with Brian Oppenheim, Her Majesty's Inspector (HMI), of your school on 4 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in September 2017.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- identify the gaps in learning for pupils with special educational needs and/or disabilities (SEND) and support them to catch up quickly as soon as they return to school.

Context

- You joined the school as principal in June 2020 along with a new head of school. You have appointed an assistant vice principal and new heads of English, mathematics and science. There is one new member of the governing body.
- In the autumn term 2020, a large proportion of pupils experienced periods of remote education because of COVID-19. This varied from approximately 10% to 80% of pupils in different weeks and affected all year groups. The biggest impact was on Year 9, with all of these pupils experiencing three weeks of remote education.
- At the time of this inspection, over 90% of pupils were being educated at home. Around 30% of vulnerable pupils and 20% of pupils with SEND were attending on site.

Main findings

- Following your arrival in June 2020, you put in place an online system that allows pupils to access live lessons online when they are learning remotely. Teachers deliver their lessons, set tasks and collect pupils' work via the new system. Pupils receive feedback on the work they submit. Pupils who come to school also take part in lessons online.
- Leaders have developed a clear vision for the curriculum. They have thought about what subjects to offer and ensured that these meet the needs of pupils. With support from the trust, subject leaders have designed new curriculum plans. These plans help pupils to build on the things they already know and prepare them for the next steps in their learning. Teachers continue to deliver these plans despite a move to remote education. They have made some changes to the order of topics to make best use of the online system. As a result, leaders expect learning to continue as planned when pupils return to school.
- Leaders have made sure that every pupil who is learning from home has access to an individual device and the internet. This means that all pupils can follow the full timetable of lessons. You and your team continue to provide education and support on site for vulnerable pupils and the children of key workers. These pupils access the same work as pupils who are learning remotely.
- Leaders know that some pupils struggle with reading. They identify these pupils quickly and have put a reading programme in place to support them.

Teachers make sure that pupils learn the key vocabulary needed in their subjects.

- Staff help pupils with their applications to sixth forms, colleges and universities. They offer pupils one-to-one meetings as well as group discussions. In Year 13, all students applying to university have completed their applications. Year 13 students who are not planning to go to university have individual meetings with staff to discuss their future plans.
- Leaders have high ambitions for pupils with SEND. They have adapted the way in which these pupils access education depending on their needs. Some pupils attend on site as this is the most beneficial way for staff to support them. Other pupils are learning from home. Teaching assistants support pupils with SEND in their online lessons. Due to the third national lockdown, some pupils have not been able to access support from external agencies, such as speech and language therapy. These pupils will need extra help when they return to school.
- Governors know the school well. Members of the governing body have a good understanding of curriculum development in the school. They support leaders' ambitions for a broad and appropriate range of subjects for all pupils. Leaders have put clear systems in place to monitor the work of teachers, and governors are part of these systems. For example, governors work with a given subject and visit lessons with subject leaders. These visits have taken place remotely.
- Leaders continue to receive support from the trust. Trustees are committed to school improvement and are knowledgeable. They have high aspirations for pupils in the school. They have overseen the appointment of new leaders who are driving the school forward.

Evidence

This inspection was conducted remotely. We spoke to you, other senior leaders, the multi-academy trust chief executive officer, pupils, staff and representatives of those responsible for governance to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also carried out visits to remote lessons and scrutinised pupils' work. We looked at responses to Ofsted's online questionnaire, Parent View, including 167 free-text responses, and 105 staff questionnaires.

I am copying this letter to the chair of the governing body, the chair of the board of trustees, the chief executive officer of the Emmanuel Schools Foundation multi-academy trust, the regional schools commissioner and the director of children's services for Doncaster. This letter will be published on the Ofsted website.

Yours sincerely

Mark Smith
Her Majesty's Inspector