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Mrs Victoria Gibson
Principal
Trinity Academy
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Thorne
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Dear Mrs Gibson

Requires improvement monitoring inspection of Trinity Academy

This letter sets out the findings from the monitoring inspection of your school that took place on 14 March 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. Thank you for the help you gave during the inspection and the time you made available to discuss the actions that have been taken to improve the school. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received three successive judgements of requires improvement at its previous graded (section 5) inspections.

During the inspection, I discussed with you and other senior leaders, the CEO of the multi-academy trust and governors the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also met with curriculum leaders, met with leaders responsible for reading, spoke with pupils and looked at examples of pupils' work. I have considered all this in coming to my judgement.

Trinity Academy continues to require improvement. Leaders have made progress to improve the school, but more work is necessary for the school to become good.

The school should take further action to:

- continue to refine quality assurance processes to ensure that the curriculum is being consistently delivered to a high standard. The information gained from quality assurance processes should then continue to inform the professional development of staff.

Main findings

There have been significant changes in senior leadership since the previous inspection. Your appointment has been a key factor in the school's improvement journey. There have been numerous other changes at senior leadership level. There are further new appointments in process.

You have carefully considered changes to the curriculum offer to ensure that it is as broad and ambitious as possible for all pupils. These changes have been underpinned by a strong sense of entitlement about the opportunities that pupils deserve. Pupils now experience a three-year key stage 3 and make their option choices in Year 9. They do not drop any subjects before this point. All pupils now study languages at key stage 3. Many pupils study more than one. All pupils are now able to choose to study languages at key stage 4, and an increasing number are doing so. The number of pupils who are studying the English Baccalaureate suite of subjects, which includes English, mathematics, science, a language and either history or geography, continues to rise. Certain subjects, such as art and design technology, have been removed from a rotation system in key stage 3 and are now taught throughout the year. These subjects now benefit from more curriculum time, and pupils' experiences are not disjointed. These positive changes are not reflected in the school's 2022 key stage 4 examination results.

You have introduced significant changes to the approach to reading across the school. The introduction of daily reading aloud sessions for all pupils at the end of the school day has given reading a priority and status across school. Pupils talk with enthusiasm about the novels they are reading with their form groups. You have carefully chosen the texts that pupils will read to ensure that they explore themes of diversity and difference.

You have also undertaken focused work with subject curriculums. Trust leaders want to ensure that the fundamentals are strong and as such have prioritised the curriculum first. Curriculum leaders have been individually supported by the trust's director for teaching and learning, ensuring that their curriculum is ambitious and logically organised. Curriculum leaders have valued and fully engaged with this process. They are continuing to focus on how effectively assessment is being used.

Leaders agree that your next area of focus is how consistently the curriculum is being delivered in classrooms. Leaders have changed and are continuing to refine quality assurance processes. These changes are designed to provide leaders with the most useful information to tackle any inconsistency. Curriculum leaders value being involved in these changes. They feel that leaders are reflective and willing to listen to feedback. The professional development offer for staff is beginning to align with the quality assurance processes.

Governors continue to play a crucial role in supporting you to improve the school. They ask pertinent questions and show attention to detail. You enjoy an effective and productive working relationship with the governing body. The CEO and the trust are

closely involved with the school and remain committed to supporting the school's improvement journey.

I am copying this letter to the chair of the board of trustees and the CEO of the Emmanuel Schools Foundation multi-academy trust, the director of education for the Diocese of Sheffield, the Department for Education's regional director and the director of children's services for Doncaster. This letter will be published on the Ofsted reports website.

Yours sincerely

Katie Spurr
His Majesty's Inspector