

# Inspection of Trinity CofE High School

Higher Cambridge Street, Manchester M15 6HP

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Inspection dates: 8 and 9 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

The headteacher of this school is Julian Nicholls. This school is part of a trust called Trinity Church of England High School trust, which means other people in the trust also have responsibility for running the school. The trust is a single academy trust overseen by a board of trustees, chaired by Peter Scott. The headteacher is also the CEO of the trust.

This school was last inspected under section 5 of the Education Act 2005 nine years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. The school received an ungraded inspection under section 8 of the Act on 17 October 2017. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Pupils at this school are very proud of their diverse community. They celebrate each other's faiths and cultures. For example, they enjoyed a culture day organised by the student council. This diversity is reflected in all aspects of school life from the curriculum to the 'Trinity together' values that encourage pupils to be accepting of difference.

Pupils feel part of the school community. Before they begin in Year 7, they attend a summer school where sixth-form student volunteers help them to settle in. Pupils of all ages value the strong friendships that they cultivate in the school. This helps them to feel happy there.

Recently, the school has reaffirmed its high expectations of pupils' behaviour. Most pupils readily rise to these expectations and conduct themselves well. When pupils are rewarded for positive behaviour, they receive credits, which they can spend at the school shop. Some choose to donate these to charity instead. Pupils are proud of the ways in which they help others.

Students in the sixth form take part in a wealth of activities to enhance both their learning and their personal development. They are very well prepared for their ambitious next steps. These students act as excellent role models for their younger peers.

The school wants the very best for pupils from Year 7 to Year 13. Pupils benefit from a high-quality curriculum, which enables them to achieve very well.

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

The school has designed an ambitious curriculum. The English Baccalaureate suite of subjects now has a higher profile than previously. For example, a range of extra-curricular opportunities have been introduced to promote modern foreign languages. Pupils, including those with special educational needs and/or disabilities (SEND), leave the school with the qualifications that they need to be successful.

Teachers have strong subject expertise. They use this to explain clearly new concepts to pupils. In the main, teachers check that pupils remember their learning, and teachers act swiftly to address any gaps as they arise. The processes for checking what students in the sixth form know and remember are particularly robust. Pupils across the school develop secure bodies of knowledge.

The school goes to great lengths to ensure that pupils, including those with SEND, have all the help that they need to benefit from the curriculum. There are appropriate processes for identifying any additional needs that pupils may have. Staff are adept at adapting the delivery of the curriculum for pupils with SEND. The school uses a range of approaches to ensure that these pupils can attend school and learn well.

The school encourages all pupils to think of themselves as readers and writers. For example, a visit from a performance poet helped to inspire pupils who lacked confidence. The school identifies pupils in Year 7 who struggle with their reading. There is a programme of support to help these pupils to catch up with their peers. However, the school is not sufficiently rigorous in identifying the precise nature of the gaps in the reading knowledge of these pupils. As a result, the help that some pupils receive is not as effective as it could be. In addition, this programme is mainly focused on helping pupils in Year 7. Some older pupils do not receive the support that they need to improve their reading.

The school places great emphasis on pupils' personal development. Pupils, including those with SEND, enthusiastically embrace the very wide range of opportunities to develop their talents and hobbies. For example, during the school performance, some pupils take on acting roles while others support with music or behind the scenes. Sixth-form students contribute through leadership roles, such as directing. Pupils spoke very positively about these experiences.

The school is highly aspirational for pupils. They receive a wealth of information about their next steps, which helps them to make informed choices. Students in the sixth form praised the guidance that they receive. Carefully tailored opportunities, including work-experience placements, ensure that students are prepared very well for their lives beyond school.

Typically, the atmosphere in the school is calm and purposeful. Most pupils develop positive relationships with staff. However, a small number of pupils struggle to behave well both in lessons and around the school site. Recently, the school has strengthened its approach to dealing with unacceptable conduct. However, some staff do not use these systems effectively to manage pupils' behaviour. On occasions, this results in disruption to learning. Students in the sixth form are diligent and independent. They are highly committed to their studies.

Staff appreciate the ways in which they are consulted about change and its impact on their workload and well-being. For example, feedback from staff helped to ensure that approaches to assessment are manageable. Trustees know the school well. They share leaders' ambitious vision to continue to improve 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 approach to identifying and supporting pupils who are struggling to read is underdeveloped, particularly for older pupils. This means that some pupils do not benefit from appropriate and timely support to improve their reading. The school should further develop the help that is in place, including for older pupils,

to ensure that swift and effective support improves pupils' achievement in reading.

- At times, some pupils do not behave as well as the school expects. This undermines the calm and purposeful environment that has been established. The school should ensure that staff are supported to use the behaviour systems consistently well.

## 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>	137801
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10290192
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1514
<b>Of which, number on roll in the sixth form</b>	262
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Scott
<b>CEO of the trust</b>	Julian Nicholls
<b>Headteacher</b>	Julian Nicholls
<b>Website</b>	<a href="http://www.trinityhigh.com">www.trinityhigh.com</a>
<b>Date of previous inspection</b>	17 October 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England school in the Diocese of Manchester. The school's last section 48 inspection was in June 2016. The next section 48 inspection is due to take place during this academic year.
- The school uses four registered alternative providers for a small number of pupils.
- 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other leaders and staff.
- Inspectors met with representatives of the trust, including the chair of trustees.
- An inspector spoke to a representative of the Diocese of Manchester and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, modern foreign languages, music and engineering. For each deep dive, they 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. An inspector also spoke to leaders about the curriculum in other subjects.
- Inspectors spoke to pupils and students in the sixth form about their experience of school and their views on behaviour and bullying. They also observed pupils' behaviour during lessons and at breaktimes.
- 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 responses shared through Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for pupils and staff.
- The inspectors reviewed a wide range of evidence, including records relating to pupils' behaviour.

## Inspection team

Sally Rix, lead inspector	His Majesty's Inspector
Ian Young	Ofsted Inspector
Anne Murphy	Ofsted Inspector
Scott Maclean	Ofsted Inspector
Dawn Platt	Ofsted Inspector

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