

Inspection of Chilton Trinity School

Chilton Street, Bridgwater, Somerset TA6 3JA

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Kathryn Deady. This school is part of Futura Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Schlick, and overseen by a board of trustees, chaired by Malcolm Broad.

What is it like to attend this school?

The school has sharpened its expectations for pupils' learning and behaviour. Pupils are positive in the way they conduct themselves at all times of the day. In lessons, pupils are calm and focus on their learning. Throughout the school, pupils show one another kindness and consideration.

The published examination results in 2023 were low. However, the school has acted quickly to make important changes. It is resolute that the quality of learning and outcomes for all pupils, especially disadvantaged pupils or pupils with special educational needs and/or disabilities (SEND), improve. Pupils are positive about their learning. They recall what they have learned and apply it to new learning.

Pupils treat each other well. Bullying and the use of derogatory language are unusual. If it does happen, leaders are quick to tackle it. Pupils are well looked after. They learn how to look after their own mental and physical health. Pupils feel well supported by the pastoral team who help them to manage their concerns.

Pupils describe the enrichment choices as wide and varied. There is an array of sports, arts and specialist clubs for pupils to attend. For example, the library is a busy hub at social times with clubs like chess and 'Dungeons and Dragons'. Pupils enjoy opportunities to be leaders such as house captains. They contribute enthusiastically to school life.

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

Trustees, trust leaders, the school and governors work closely together to focus on the priorities for the school. Since the last inspection, the new trust and the school have acted quickly to put in actions to drive improvement. This has been positive in raising standards of learning and behaviour. However, in some areas of its work, the school has not used all the information it has to evaluate the impact of its actions precisely enough.

The school has planned an ambitious and carefully sequenced curriculum. As a result, pupils learn the knowledge and skills they need to prepare them for new learning. In mathematics, for example, teachers identify what knowledge to revisit by checking what pupils can recall well. They reteach the gaps pupils have in their understanding. The number of pupils studying the English Baccalaureate suite of qualifications is low. However, this shows signs of increasing with more pupils in Year 10 choosing this pathway.

Through well-structured training, teachers improve their expertise in delivering the curriculum. The consistent approach to teaching the curriculum means that pupils are supported to engage and remember their learning. Teachers have the information they need to support pupils with SEND. However, they do not always respond promptly to make adaptations for pupils during lessons. This means on occasion pupils with SEND do not get the support they need in a timely way.

Pupils who are in the early stages of learning to read learn phonics. The school checks

how well pupils can read and what they need to focus on to get better. They make sure pupils learn to read with fluency. The school introduces pupils to a wide range of texts through structured reading programmes.

Some pupils have too many days off school. The school is forensic in checking attendance at school. It works with pupils and families to help pupils improve this. The school has established a well-planned alternative provision on site. This is for a very small number of pupils. Pupils who are vulnerable and at risk of not being in school follow an appropriate curriculum. The school works with pupils to ensure they get the support they need. As a result, attendance for these pupils has improved.

Pupils experience a holistic approach to their personal development and enrichment. This prepares pupils well for life in modern Britain. For example, through assemblies, they reflect on moral and social questions. Specialist teachers deliver the personal, social and health education curriculum. Planned enrichment days develop this learning further. For example, pupils learn about relationships in an age-appropriate way. The careers curriculum prepares pupils for their future choices when they leave the school. Pupils learn about the pathways open to them at post-16.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Learning for pupils with SEND is not consistently adapted in a timely way. When this happens, pupils with SEND do not have the adaptations to support their learning when they need it. The trust needs to make sure that teachers have the expertise to provide timely and effective adaptations for pupils as they need it.
- The school has established systems and actions to drive school improvement. However, in some aspects of school development, the school has not evaluated the information they have to identify next steps with accuracy. The trust needs to ensure that they review the impact of their work to precisely inform their actions.

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

Unique reference number	145677
Local authority	Somerset
Inspection number	10322316
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	970
Appropriate authority	Board of trustees
Chair of trust	Malcolm Broad
CEO of the trust	Gary Schlick
Headteacher	Kathryn Deady
Website	www.chilton-trinity.co.uk
Dates of previous inspection	4 and 5 May 2022, under section 5 of the Education Act 2005.

Information about this school

- At the time of the last inspection, the school was part of the Clevedon Learning Trust. The Clevedon Learning Trust merged with Futura Learning Partnership in March 2023.
- The headteacher joined the school in October 2023.
- The school uses one unregistered alternative provision.
- The school has an alternative provision run by the school and located within the school grounds. This is attended by 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. During a graded inspection, we grade the school for each of our key judgements

(quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, geography, history and physical education. 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.
- The lead inspector met with representatives from the local governing body and trust leaders, including the chief executive officer and a trustee.
- Inspectors held discussions with the headteacher, members of the senior leadership team, the special educational needs coordinator, the leader for pupil premium, subject leaders, teachers and support staff.
- Inspectors spoke with pupils from key stages 3 and 4 about their experiences of school. They observed the school during lesson changes and breaktimes.
- Inspectors carefully reviewed and discussed key school data and documentation, such as the school development plan, attendance and behaviour data and plans for pupils with SEND.
- To evaluate the effectiveness of safeguarding, 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 to the online survey, Ofsted Parent View, including free-text comments. Inspectors also viewed the responses to the pupil survey and the responses to the staff survey.

Inspection team

Rachel Hesketh, lead inspector	His Majesty's Inspector
Rob Coles	Ofsted Inspector
Matthew Morgan	Ofsted Inspector
Andrew Lovett	Ofsted Inspector

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