

Advice note for a pre-registration inspection of a free school

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| School name | CST Trinity Academy |
| DfE registration number | 801/4012 |
| Unique reference number (URN) | 147072 |
| Inspection number | 10103159 |
| Inspection dates | 5 June 2019 |
| Reporting inspector | Andrew Lovett HMI |



Information about the inspection

This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99(1) of the Education and Skills Act 2008.¹

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet 'The Education (Independent School Standards) Regulations 2014' when it opens.²

Information about the registration

The school is seeking registration as a free school for:

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| Number of day pupils | 1320 |
| Age range | 11–18 |
| Gender of pupils | Mixed |
| Type of special educational needs | N/A |

Context of the school

CST Trinity Academy is a proposed six-form entry secondary school with a sixth form of 320. It will serve an area of Bristol with significant deprivation. It is planned as part of an initiative to regenerate that part of the city. It will form part of Cathedral Schools Trust (CST). CST currently has 7 schools in Bristol. It will initially open with 120 pupils in Year 7. It will add a year group each September until it reaches the full age range. It will operate from temporary accommodation on the site of Stoke Park Primary School, which is also a member of CST. A purpose-built school will open in September 2021.

Advice to the Secretary of State for Education

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| Overall outcome | The school is likely to meet all the relevant independent school standards when it opens, provided that it addresses the regulations noted in the tables set out in parts 5 and 8. |
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¹ www.legislation.gov.uk/ukpga/2008/25/section/99.

² www.legislation.gov.uk/uksi/2014/3283/schedule/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Compliance with The Education (Independent School Standards) Regulations 2014

Part 2. Spiritual, moral, social and cultural development of students

The proposed school is likely to meet the standards in this part. Leaders have a strong vision of the importance of spiritual, moral, social and cultural education and they have credible plans for how they will implement their vision. They have a focus on what they call 'head, heart and soul' (academic, pastoral and cultural aspects of education). They have devised robust plans for a curriculum that includes age-appropriate reference to the promotion of fundamental British values.

Part 3. Welfare, health and safety of pupils

The school is likely to meet the standards in this part. CST has robust procedures in place for health and safety and risk assessments in its other schools. These are already being drawn across into CST as appropriate. Trust officers are experienced and capable. There is a good understanding of the requirements of safeguarding (as laid out in 'Keeping children safe in education (2018)') and how to create and maintain a culture that keeps pupils safe. Proposed staffing levels are appropriate to supervise pupils. Appropriate behaviour and bullying policies are in place.

A feature of the temporary site is that primary- and secondary-age pupils will be sharing spaces and corridors at times. Leaders have experience of this arrangement at other schools in the trust and have risk assessments and practices in place to ensure that pupils are kept safe.

There is little space for changing for dance on the temporary site. Leaders have appropriate plans in place to keep pupils safe.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet the standards in this part. The trust already operates a single central record that is compliant. There are well-established practices in place for the appointment of staff to make sure that they are suitable to work with children. School and trust leaders have used these to appoint the first tranche of staff. There are appropriate arrangements in place for the use of supply staff and for adults from other organisations who will work with pupils. Appropriate checks have been made on trustees and governors.

Part 5. Premises of and accommodation at schools

The school is likely to meet the standards in this part, provided it addresses the paragraph set out in the table below.

In order to meet the requirements in full, the school should:

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| Ensure that suitable outdoor space is provided in order to enable pupils to play outside. (Currently a small area of grass is available. This will be entirely unsuitable in adverse or wintery conditions.) | 29(1) 29(1)(b) |
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Part 6. Provision of information

The school is likely to meet the relevant standards in this part. The school’s website is operational and contains all the necessary information. It is supported by additional information on the trust’s website. The format is accessible to parents and community.

Part 7. Manner in which complaints are handled

The trust has a well-established policy for handling complaints. It is compliant with guidance. This policy will be used by CST Trinity.

Part 8. Quality of leadership in and management of schools

The school is likely to meet the standards in this part, provided it addresses the paragraph set out in the table below.

In order to meet the requirements in full, the school should:

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| Ensure that the standard in Part 5 is met | 34(1) 34(1)(b) |
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Schedule 10 of the Equality Act 2010

The trust’s equality and diversity policy is compliant. It includes a clear provision for arrangements to meet the requirements of the schedule 10 of the Equality Act 2010.

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