

Dixons Trinity Chapeltown

Address: Leopold Street, Chapeltown, Leeds, West Yorkshire, LS7 4AW

Unique reference number (URN): 144743

Inspection report: 9 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

From their starting points in Reception to the end of Year 11, pupils, including those with special educational needs and/or disabilities, achieve highly at the school. Pupils who are disadvantaged perform significantly better than their peers nationally. This means they are extremely well prepared for their next steps.

Pupils' attainment by the end of Key Stage 4 is high across all areas of the curriculum. This ensures that they move on to impressive next steps including level 3 qualifications and apprenticeships.

During Reception, children make rapid progress with their communication, reading and social skills. While pupils have developed a high standard of knowledge and skills by the end of key stage 2, this is not consistently reflected in published outcomes. However, the school acts effectively to close these gaps. Pupils rapidly catch up, leading to impressive outcomes by the end of key stage 4.

Attendance and behaviour

Strong standard ●

Leaders prioritise improving pupils' attendance. They apply evidence-informed trust attendance strategies that are adapted to the context of the school. Leaders analyse data and use this to inform them as to which pupils require extra support. This support is applied quickly and effectively. Regular analysis of this support ensures that it is tailored to the individual needs of pupils and their families and has impact. As a result, the attendance of disadvantaged pupils is significantly above that of their peers nationally. The attendance of pupils with special educational needs and/or disabilities has notably improved over the past year.

Pupils' behaviour across the school is excellent. Routines and systems are consistently applied to create a positive and welcoming culture that supports learning well. This begins with morning meetings where leaders reinforce their clear expectations. Then, it extends to pupils' movement around school and how they behave in the classroom. Attitudes to learning are impressive. Pupils enthusiastically engage with the challenging lesson content their teachers provide. During social times, pupils interact positively with each other. During family dining, they proudly take on leadership responsibilities such as serving food to their peers. Harassment, discrimination and bullying are not tolerated. When they do happen, leaders respond appropriately and quickly.

Curriculum and teaching

Strong standard ●

Leaders have meticulously planned an ambitious curriculum that meets the needs and ambitions of the pupils at the school. Leaders regularly review the curriculum. When necessary, they make adaptations to ensure that pupils develop the appropriate knowledge and skills they need. For example, the mathematics curriculum has been adapted with a greater focus on using mathematics confidently, accurately and efficiently.

The curriculum is consistently well taught across different subjects and key stages. Across the school, teachers use evidence-informed strategies effectively to deliver the curriculum and to check learning. For example, teachers expertly demonstrate learning and regularly question pupils to check progress. This ensures that pupils quickly develop secure knowledge.

Leaders place a sharp focus on developing English and mathematical knowledge. This starts immediately in Reception and builds progressively through the school. Leaders are acutely aware of any pupils with gaps in this knowledge. Leaders support effectively any pupils with gaps in their learning to quickly catch up with their peers.

Teachers adapt the curriculum effectively so that pupils with special educational needs and/or disabilities, and those who are disadvantaged, can access the learning. This support ensures that all pupils, especially the most vulnerable, make excellent progress from their starting points.

Early years

Strong standard 

Leaders are highly knowledgeable about the early years. Early years is prioritised to ensure that children get off to the best possible start at the school. The curriculum is carefully crafted and ambitious. Leaders check the impact of the curriculum regularly and make adaptations when necessary. This ensures that children make rapid progress across their learning.

Staff focus sharply on developing vocabulary, communication, social skills and phonics from the first day of Reception. Routines are quickly embedded. This ensures a calm and positive environment that helps children flourish. Interactions between children are respectful and positive. Adults plan their interactions with children carefully to ensure that learning is maximised during informal times as well as taught sessions. As a result, children make rapid progress from their starting points during Reception. They begin Year 1 full of confidence and well equipped for their next steps.

Leaders ensure that they get to know the children and their families well. This starts before children begin Reception. Leaders work closely with the previous setting and home to support children's wellbeing and help them settle in their new school. Children with special educational needs and/or disabilities receive timely and effective support.

Inclusion

Strong standard 

At Dixons Trinity Chapeltown, everyone is welcome. The school serves a diverse community. This diversity is celebrated and respected by pupils and staff alike. The culture of the school is built around developing a sense of equality and a family environment.

Leaders quickly and accurately identify any additional needs that pupils may have. Effective systems are in place to ensure that no pupil, whatever their vulnerability, is left behind. Staff across the school regularly come together to discuss pupils' needs. They closely track pupils' progress to ensure they are getting the right support at the right time. If necessary, the strategies in place are skilfully adapted to ensure that they have maximum impact on pupils' wellbeing and progress.

Leaders ensure that additional funding for disadvantaged pupils is spent wisely. Through carefully devised targeted strategies, leaders ensure that these pupils thrive alongside their peers. The positive impact of this can be seen in the attendance and attainment of pupils who are eligible for additional funding.

Pupils who are known or previously known to social care are well known to leaders. Working with outside agencies, leaders ensure that these pupils have the support they need to succeed at the school. Alternative provision is used appropriately and is in the best interests of pupils.

Leadership and governance

Strong standard ●

Leaders, including those responsible for governance, have a detailed understanding of the school's context, strengths and areas for improvement. Governors carry out their statutory responsibilities with expertise. Leaders are passionate about fulfilling the trust's mission 'to challenge educational and social disadvantage in the north'. The outcomes that pupils achieve by the end of key stage 4, and the positive character traits that pupils develop, show that this mission is being achieved at Dixons Trinity Chapeltown.

Leaders use their detailed knowledge of the school to prioritise the right areas for improvement. For example, recent changes to the mathematics curriculum are having a positive impact on pupils' mathematical confidence, knowledge and skill.

Leaders place a sharp focus on ensuring that pupils with special educational needs and/or disabilities, and those who are disadvantaged, receive the support they need to thrive. Innovative and impactful support, such as the 'mountain rescue' team, ensures that pupils can succeed at the school.

Staff are proud to work at the school. They feel supported and listened to by leaders. Leaders consider workload and well-being. Strategies such as the use of 'messy mark books' are appreciated by staff and help reduce workload. Staff have access to a highly effective programme of professional learning. This programme has a highly positive impact on the experience of pupils in the classroom.

Leaders actively engage with parents and the wider community. Initiatives such as 'tea and talk' sessions, curriculum information events, religious celebrations and community support programmes increase parental engagement and confidence in the school.

Personal development and wellbeing

Strong standard ●

Leaders have established a comprehensive and carefully sequenced personal development programme that is tailored to the context of the school. The programme is prioritised from the start of Reception until the end of Year 11. Staff teach the content in a variety of ways. This includes taught lessons, morning meetings, seminars and lectures. Pupils build detailed and age-appropriate knowledge of topics such as relationships, British values, online safety and risks in the wider community. The personal development programme is a right for all pupils and, when necessary, is carefully tailored for pupils with special educational needs and/or disabilities.

Pupils access an extensive enrichment offer. At the core of this offer is the 'co-curricular' programme. Each fortnight, all pupils take part in curriculum-time enrichment activities, which include rowing, volleyball and book club. This ensures that all pupils, regardless of any barriers they face, can access this comprehensive offer. In addition, many pupils attend a wide range of lunchtime and after-school extra-curricular activities. This enhances their academic, creative, sporting and cultural opportunities.

Leadership roles such as the pupil council and subject ambassadors provide opportunities for pupils to develop citizenship and leadership skills. These roles have a positive impact in the school and the local community. Pupils organise fundraising activities, support community events, volunteer at school functions and take leadership roles such as playground leaders. This develops their character and empathy for others.

Pupils receive comprehensive careers advice and guidance. This includes university visits, employer talks and support with applications. Pupils value this support. They are well informed and ambitious for their futures.

Pastoral support is proactive and responsive. It is tailored to the individual needs of the pupils by the 'mountain rescue team'. Pupils know how to access this support and benefit greatly from the timely help it provides.

What it's like to be a pupil at this school

Dixons Trinity Chapeltown is a school with high expectations, high aspirations and high achievement. The school is diverse, with pupils from different backgrounds and cultures. These differences are embraced by both staff and pupils. Everyone is welcome at the school. Pupils develop a strong sense of belonging and enjoy coming to school. They feel safe and know they have trusted adults to share any concerns with. Pupils form positive and trusting relationships staff.

Pupils access a curriculum that is designed to help them 'climb the mountain to university'. Each stage of education is a mountain 'peak'. This help pupils smoothly transition between Reception, primary and secondary school. This deliberate curriculum design ensures that pupils make excellent progress throughout their time at the school. Pupils, particularly those who are disadvantaged, attain consistently well at the end of key stage 4. This is reflected in published outcomes. Pupils are very well prepared for their next steps.

Pupils' behaviour is consistently excellent. Pupils display respect to each other and to the adults in school. During family dining, pupils maturely discuss their day while eating their lunch. Classrooms are positive learning environments. Pupils enjoy their learning and actively engage in lessons. Bullying and discrimination sometimes happen. Pupils are confident that when it does happen school leaders deal with it effectively.

Pupils attend a number of different 'expeditions' during their time at school. Though these experiences, pupils broaden their horizons and build resilience, confidence and independence. This includes curriculum-linked expeditions such as residential visits,

university visits and annual milestone experiences. For example, Year 7 go mountain climbing and Year 9 take part in the Duke of Edinburgh Award scheme.

Next steps

- Leaders should build on improvements in the attendance of pupils with special educational needs and/or disabilities so that their work has a sustained and transformational impact for all pupils.
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About this inspection

This school is part of Dixons Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Luke Sparkes, and overseen by a board of trustees, chaired by Michael Blackburn.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place on 9 and 10 September 2026.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, the CEO and two trustees, including the chair, during the inspection.

The inspectors confirmed the following information about the school:

The school currently makes use of 4 alternative provisions, including 2 that are unregistered.

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.

Interim Principal : Pippa Sadgrove

Lead inspector:

Chris Sergeant, His Majesty's Inspector

Team inspectors:

Jo Robinson, Ofsted Inspector

David Mills, His Majesty's Inspector

Thomas Wraith, His Majesty's Inspector

Michael Evans, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

960

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

980

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

48.23%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

1.88%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

18.02%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Key stage 2

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	52%	62%	Below
2023/24 (final)	55%	61%	Close to average
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	72%	75%	Close to average
2023/24 (final)	84%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	74%	72%	Close to average

Year	This school	National average	Compared with national average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	53%	74%	Below
2023/24 (final)	68%	73%	Close to average
2022/23		73%	

Key stage 4

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	38.5%	45.4%	Close to average
2023/24 (final)	45.5%	45.9%	Close to average
2022/23 (final)	49.5%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.6	46.1	Close to average
2023/24 (final)	47.8	45.9	Close to average
2022/23 (final)	48.6	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.52	-0.03	Above
2022/23 (final)	0.73	-0.03	Above
2021/22		-0.03	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Key stage 2

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	33%	47%	Below
2023/24 (final)	47%	46%	Close to average

Year	This school	National average	Compared with national average
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	58%	63%	Close to average
2023/24 (final)	84%	62%	Above
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	64%	59%	Close to average
2023/24 (final)	74%	58%	Above
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	36%	61%	Below
2023/24 (final)	63%	59%	Close to average
2022/23		59%	

Key stage 4

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	30.9%	25.8%	Close to average
2023/24 (final)	45.2%	25.8%	Above
2022/23 (final)	43.5%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	41.7	34.9	Above
2023/24 (final)	46.4	34.6	Above
2022/23 (final)	44.8	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.60	-0.57	Above
2022/23 (final)	0.63	-0.57	Above
2021/22		-0.55	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	47%	67%	-20 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	58%	81%	-23 pp
2023/24 (final)	84%	80%	4 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	64%	78%	-15 pp
2023/24 (final)	74%	78%	-4 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	36%	81%	-44 pp
2023/24 (final)	63%	79%	-16 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	30.9%	53.1%	-22.2 pp
2023/24 (final)	45.2%	53.1%	-8.0 pp
2022/23 (final)	43.5%	52.4%	-9.0 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	41.7	50.4	-8.8
2023/24 (final)	46.4	50.0	-3.6
2022/23 (final)	44.8	50.3	-5.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.60	0.16	0.43
2022/23 (final)	0.63	0.17	0.47
2021/22		0.15	

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	92%	92%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.4%	8.4%	Close to average
2023/24 (3 term)	7.7%	8.9%	Close to average
2022/23 (3 term)	8.3%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	25.4%	23.4%	Close to average
2023/24 (3 term)	22.6%	25.6%	Close to average
2022/23 (3 term)	26.0%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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