

# Trinity College

Independent school standard inspection report

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
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## **Purpose and scope of the inspection**

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## **Information about the school**

Trinity College is a small independent special school in Loughborough. The school opened in April 2007 and this is its second inspection. Its first was in February 2008. The school aims 'to promote individuals' self-confidence and social skills and help them to re-engage with learning. It believes all young people have unique strengths and abilities.'

It is registered for 28 students aged 11 to 16 years. There are currently 26 students on roll and all have a statement of special educational needs relating to their severe emotional, social and behavioural difficulties. Some have moderate learning difficulties and a third of students are supported by a young offenders' team. All are referred for admission by Leicestershire and Leicester City local authorities. The authorities transport students to and from school. The school aims to provide full-time education but currently 14 students attend part-time. A number are on a restricted timetable because of their anti-social behaviour; they access provision with another provider or cannot cope with full-time education. The vast majority of students are of White British heritage and all have had an extremely disrupted education which has had a negative impact on their achievement and self-esteem. The headteacher, who is interim, was appointed in September 2010.

## **Evaluation of the school**

Trinity College provides a satisfactory quality of education and is successful in re-engaging students with learning and improving their behaviour. The curriculum covers all of the required areas of learning but it does not ensure that the requirements specified in all students' statement of special educational needs are fully met. Safeguarding procedures are satisfactory. Improvement since the last inspection has been satisfactory. While the overall quality of education has been maintained, a few regulations that were met at the time of the last inspection are now not met. The school meets most, but not all, of the regulatory requirements for independent schools.

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

## Quality of education

The curriculum is satisfactory. All of the required areas of learning are covered and a good feature is that all subjects lead to accredited qualifications that have currency in the adult world. A written curriculum policy exists but it does not provide an accurate summary of the curriculum offered. For example, the policy states that all National Curriculum subjects, including modern foreign languages, will be provided but no foreign language is currently taught. Students' statements of special educational needs usually prescribe that they have access to the full National Curriculum; however, the school acknowledges that provision does not currently ensure a full National Curriculum entitlement. Senior leaders in conjunction with placing authorities are not amending students' statements quickly enough so that they are better matched to the alternative curriculum offered and to students' specific needs.

There is rightly a strong emphasis on improving students' basic skills and behaviour as these aspects are very poor on entry. An important strength is the vocational training opportunities, in construction skills, motor mechanics, hair and beauty, catering and land based studies, provided in conjunction with a local social enterprise initiative. Vocational work is developing students' personal, social and practical skills effectively. Good one-to-one and group support using SEAL (**s**ocial and **e**motional **a**spects of **l**earning) materials is helping students improve their self-awareness, motivation and social skills, which impacts positively on improving individuals' behaviour and relationships with others. Another successful initiative is the art therapy work where students who will benefit from such therapy, use art materials to explore their feelings and thoughts to improve their self-confidence and self-knowledge. Some worthwhile enrichment opportunities are provided and students like going fishing, watching films or playing fantasy board games which they enjoy. Some older students participate in the Duke of Edinburgh award scheme which broadens their horizons.

Teaching and assessment are satisfactory. Provision enables students to make satisfactory gains in their learning given their original starting points. Teachers have sound subject knowledge and explain concepts securely. In lessons, behaviour is usually well managed and this means learning is generally conducted in a calm environment. There is some good teaching but not enough of it. Where teaching is effective it is because expectations are high; teaching methods are well selected and work is interesting which leads to a high level of engagement. Teachers do not over-direct learning; they provide opportunities for students to work independently and time is used wisely. In satisfactory lessons there are some common weaknesses. At times work is not properly matched to students' abilities so learning is consolidated rather than extended. On occasions teachers introduce too many concepts so learning is disjointed with teachers not paying enough attention as to whether individuals have grasped concepts or not, before moving learning on. Work is sometimes over-directed by staff with too few opportunities for students to work collaboratively or to record things for themselves rather than on worksheets. Students' basic skills are suitably assessed on entry and this gives teachers a starting

point for lesson planning. Accredited examinations are internally moderated and/or externally marked, therefore, judgements made about attainment are secure.

## **Spiritual, moral, social and cultural development of pupils**

Provision for students' spiritual, moral, social and cultural development is satisfactory. Staff are successful in boosting students' self-esteem and self-confidence. Students are taught right from wrong and most conform to the school rules and routines, however, at times some do not. Behaviour is satisfactory for a school of this type. For many their behaviour has improved and most have generally positive attitudes to learning, although behaviour and attitudes can vary greatly during the course of a day. Some individuals are on part-time timetables because of bullying or violence to staff and peers. Most students enjoy school and their attendance is satisfactory overall. Some students have excellent attendance; however, there are individuals whose attendance is not good enough. Arrangements to get poor attenders into school are not sufficiently robust. For example, not enough use is made of local educational welfare officers to improve attendance. Work in religious education and art assists students to acquire a satisfactory appreciation and respect for cultural diversity that promotes tolerance. Vocational studies and careers education provide students with an appropriate insight into the world of work. Students make a satisfactory contribution to the school community through the school council and some have painted a mural to brighten up a wall. While students have helped deliver food bags to the homeless and gritted pavements in snowy weather, there are too few opportunities for them to make a difference in the wider community.

## **Welfare, health and safety of pupils**

Provision for students' welfare, health and safety is satisfactory. A satisfactory child protection policy exists and all staff, including the designated person, have been suitably trained to fulfil their child protection duties. Records of which staff have undergone child protection training, and when, are not robust enough. Anti-bullying procedures clearly specify the strategies and sanctions to be adopted when bullying occurs. All bullying incidents are appropriately logged and dealt with in line with school guidelines. A behaviour policy is in place and systems are improving individuals' behaviour. The management of behaviour in classrooms is better than when students are in corridors, when sanctions and behaviour management methods are sometimes not applied quickly enough, or consistently, so that individuals see the error of their ways and reap the consequences. Not all serious incidents are formally recorded so the extent of poor behaviour is unknown. Physical restraint arrangements are robust and all incidents are suitably recorded. The use of physical restraint is rare. Good quality risk assessments are carried out for the premises, classroom activities and for individual students so that they are kept safe and secure. Adequate risk assessments are completed for trips off-site. The staff to student ratio is high and this means that students are well supervised at all times. The school has an accessibility plan which complies with Disability Discrimination Act legislation. The school promotes a healthy lifestyle but a number of students do not adopt one by choosing to smoke before school starts. At the time of the last inspection smoking

cessation classes were offered but this is no longer the case. The giving of sweets as rewards undermines the message that students should eat healthily.

### **Suitability of staff, supply staff and proprietors**

All of the required recruitment and staff vetting checks have been satisfactorily carried out to ensure that staff, proprietors and others can work with children. The very recently updated single central register contains all of the necessary information.

### **Premises and accommodation at the school**

The school is located in a former church that has been suitably adapted for educational use. Facilities ensure students are kept safe and secure and enable at least satisfactory learning.

The premises are clean, tidy and are in good decorative order. Classrooms are of an appropriate size and there are sufficient toilet and washroom facilities for staff, students and visitors. There is adequate outside space for play and recreation but the outdoor environment is uninviting. There is a lack of play equipment and seating for students to use at break-times. As at the time of the last inspection the school makes effective use of local leisure and park facilities for physical activities. Adequate facilities are provided for those who are ill. The kitchen has received a food hygiene award for the good standard of its food preparation.

### **Provision of information**

The prospectus provides parents and others with most, but not all, of the required information. The areas of non-compliance are identified below. Annual reports are of good quality. They provide a clear picture of students' attainment and progress in the main subjects taught. The school provides appropriate information on students with a statement of special education needs, to local authorities for the purpose of the annual review of the statement or looked after children reviews. Senior staff visit parents and carers before a student is admitted and plan to visit families at least once during the academic year to talk about children's education, welfare and progress.

### **Manner in which complaints are to be handled**

The complaints procedure meets regulatory requirements.

## Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.<sup>3</sup>

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- improve the curriculum policy to ensure that its contents match the provision made and produce and implement schemes of work for all subjects, including any modern foreign languages taught (paragraph 2(1))
- ensure that the education provided fulfils the requirements stipulated in students' statement of special educational needs, particularly with regard to ensuring National Curriculum requirements are met (paragraph 2(2)(e)).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- ensure that the school provides to parents, parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State, or an independent inspectorate the telephone number of the proprietor's registered or principal office (paragraph 24(1)(a))
- ensure that the school makes available to parents, parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State, or an independent inspectorate details of the number of complaints registered under the formal procedure during the preceding school year, and a summary of staff qualifications (paragraph 24(1)(b)).

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<sup>3</sup> [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made)

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development			✓	
The behaviour of pupils			✓	

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Special school		
<b>Date school opened</b>	April 2007		
<b>Age range of pupils</b>	11–16 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 10	Girls: 2	Total: 12
<b>Number on roll (part-time pupils)</b>	Boys: 13	Girls: 1	Total: 14
<b>Number of pupils with a statement of special educational needs</b>	Boys: 23	Girls: 3	Total: 26
<b>Number of pupils who are looked after</b>	Boys: 2	Girls: 1	Total: 3
<b>Annual fees (day pupils)</b>	£38,025		
<b>Address of school</b>	Moor Lane, , Loughborough, LE11 1BA		
<b>Telephone number</b>	01509 218906		
<b>Email address</b>	trinityoffice@educareservices.co.uk		
<b>Headteacher</b>	Ian Maltby		
<b>Proprietors</b>	Educare Adolescent Services		