

Trinity School, Belvedere

Inspection report

Unique Reference Number	101472
Local Authority	Bexley
Inspection number	355005
Inspection dates	2–3 February 2011
Reporting inspector	Michael Pye

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Modern (non-selective)
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1047
Of which, number on roll in the sixth form	150
Appropriate authority	The governing body
Chair	Canon David Herbert
Headteacher	Ian Collins
Date of previous school inspection	1 November 2007
School address	Erith Road Bexley Be DA17 6HT
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Introduction

This inspection was carried out by five additional inspectors. They observed 37 lessons, of which eight were in the sixth form. A total of 36 teachers were seen. Inspectors spoke to parents and carers and held meetings with members of the governing body, students and staff. The inspectors observed the school's work and looked at data relating to students' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation and school policies and procedures, particularly those relating to the health and safety and safeguarding of students, were scrutinised. Inspectors also looked at completed questionnaires returned by students and staff, and those from 233 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the quality of teaching is good enough to ensure that students achieve well.
- The effectiveness of leaders and managers at all levels and their impact on improving students' progress.
- The extent to which the curriculum meets the various needs of students.
- Whether the partnership arrangements and specialist subjects are making a sufficient contribution to the progress and experiences of students.

Information about the school

Students at this average-sized secondary school come from predominantly White British backgrounds. The proportion of students from minority ethnic groups is increasing and is above average. The next largest ethnic group is Black/Black African. The proportion of students entitled to free school meals is well below average. The percentage of students with special educational needs and/or disabilities is average, although the number of students with a statement of needs is above average. Many of these students with special educational needs and/or disabilities have specific learning difficulties or are on the autistic spectrum.

The school operates within a selective system where about a quarter of the pupils in the area attend grammar schools. The school has specialist college status in humanities and the visual arts. It has an embryonic sixth form partnership arrangement with three local secondary schools. These receive separate inspections.

It has several national awards, including Sports Mark and the International Schools awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education for its students. It has a number of outstanding aspects, not least the excellent care, guidance and support it delivers for students and, when appropriate, their families. One parent echoed the views of others when writing, 'A great experience, my child has excelled; great support.' The high quality of care, coupled with the outstanding spiritual, moral, social and cultural development of the students, undoubtedly contributes to their high attendance levels. The students develop into confident, mature young people who, reflecting the 'Trinity Code' and the strong Christian ethos in the school, show a very healthy respect for each other; relationships within the school are very positive.

Attainment levels by the time students leave the main school are average. Given their entry levels, this constitutes good progress, with no particular group underachieving significantly. The proportion of students gaining five or more A* ♦ C grades at GCSE including English and mathematics is broadly average. The proportion of students in 2010 gaining these higher grades in the specialist subject of art and design is significantly above average. Students with special educational needs and/or disabilities make good progress as a result of the very high levels of support they receive.

The quality of teaching is good, including in the sixth form. Robust monitoring shows that the number of good lessons is improving, although some inconsistencies remain between subjects and lessons. There is some outstanding teaching, including in the specialist subject of English. Teachers have very secure subject knowledge. This is evident in the high quality visual arts design work shown in the vibrant displays of magazine and CD covers. In lessons some good, focused questioning was observed, and marking is supportive. However, opportunities are lost in marking to make clear to students their levels of work, to remind them of their targets and how they can improve. The effective use of assessment information to plan work for all students, regardless of their ability, results in some very appropriate challenge in most lessons. However, this is inconsistent, with a small minority of teachers planning tasks rather than emphasising the different learning expected of students; progress dips when this occurs.

Students have an excellent understanding of how to stay healthy. The work associated with the national award has had a positive impact, for students understand very well the benefits of physical activity and take opportunities to be involved in the promotion of healthy living. For example, the school council holds discussions with catering representatives with the view of further widening the appeal of school meals. Students, including those with special educational needs and/or disabilities, tell of feeling extremely safe in school.

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The headteacher, along with his senior management team, monitor the activities of the school thoroughly. Consequently, they know the school well, set a clear direction and evaluate its effectiveness accurately. Leadership responsibilities have been well distributed and subject leaders carry out good monitoring and self-evaluation. The quality of subject development plans vary, with some objectives insufficiently refined. This makes it difficult to judge the success of any changes introduced. Not all plans show clearly enough how they support the priorities in the whole-school development plan. Effective tracking systems help ensure that any underachievement of students is quickly identified and support put in place. This helps to explain why there has been a significant improvement in the number of students gaining A* ♦ C (including English and mathematics) in the last three years. The school has met or exceeded many of its specialist school targets. Consequently its capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve attainment levels by eradicating the inconsistencies in teaching by ensuring that:
 - teachers refer more regularly in lessons and in marking to individual student improvement targets
 - assessment data is used effectively to plan work in lessons that challenges students of different abilities
 - teachers' marking makes clear to students how they can improve their work.
- Sharpen the skills of subject leaders in order to accelerate progress and improve provision by ensuring that:
 - development plans clearly show how the subject is going to support the whole-school development plan
 - measurable success criteria are used in development planning against which improvement can then be judged.

Outcomes for individuals and groups of pupils**2**

Students enjoy their schooling, and this contributes to their good achievement. This was seen in a music lesson where students eagerly rehearsed their ragtime pieces. They also work well together, as seen in a drama lesson where cooperation was required to develop a group performance. Behaviour is good because students are engaged in their learning; students demonstrated this during a Shakespeare lesson where they immediately applied themselves to a group reading task.

The positive attitudes of all students ensure that they achieve well. At the end of Year 9, students' attainment is improving, particularly in mathematics. Overall attainment is broadly average by the end of Year 9, with English levels being below expected levels but similarly improving. This reflects some weaker literacy levels amongst students on entry to Year 7. The impact of the specialist subject work, such as the 'Ten starting points for writing in the classroom' aids students' progress, and this includes those few students entitled to free school meals and those from ethnic minority groups. By the end of Year 11, attainment in English language is broadly average.

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Students make a good contribution to the community, fundraising for a local hospice and national charities. Whilst students show their specialist subject work in the locality, opportunities to share their skills and knowledge to those outside the school are not developed to the full. The level of basic skills, coupled with good team work and enterprise activities, results in students being well prepared for their future. Their spiritual awareness is excellent. Attitudes to collective worship are extremely positive, and very high levels of respect are shown during communion and around the spiritual garden.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Examples of collaborative work are a strong feature of the best lessons. In a history lesson, students shared ideas well, prior to writing a radio news bulletin about Charles I's execution. Modern technology is used well to motivate students and adds pace to lessons. Students know the high expectations of teachers. Those who find learning difficult benefit from good deployment of adult support. Whilst teaching in the classroom is good, there are weaknesses in the use of assessment. For example, good examples were observed of challenge being appropriately set, particularly for the most able. This was not the case in all lessons. In one English lesson, good references were made to assessment and consequently how students can improve. These helped to guide students about the level of their work. However, this practice is inconsistent in lessons and in marking.

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The specialist subjects positively impact on the curriculum. They increase the course options available and develop students' literacy and artistic skills. Predominantly, a traditionally academic curriculum is in place; only 14 students took an alternative course rather than do a GCSE modern foreign language. Increasingly good opportunities exist for choice and this contributes well to the progress of students. Additionally there are some good opportunities for accelerated learning, and construction and hairdressing courses are offered. A good programme of careers advice and work experience opportunities help prepare students very well for the next stage in their lives. Students have good opportunities to discuss topics of interest to them through a comprehensive citizenship, personal, social, and health education programme. The Youth Tutor Project in Year 9 promotes their self-confidence and motivation. Curriculum enhancement is very good, with visits, trips abroad and a large number of clubs. Younger students participate in greater numbers than those from Key Stage 4. The International Award helps ensure that students have a very good appreciation of other cultures, and this is very well built upon through trips abroad. Partnerships are well used to meet specific needs; for example, links with a local football club have a very appropriate focus on literacy and communication. The impact is seen in improving attainment levels in these subjects.

'The school promotes the attitude that children don't just attend the school but belong to it.' The parent who wrote this is accurate. Highly effective transition arrangements ease students' entry into what is a very welcoming environment. The high quality of the information, support and guidance students receive helps ensure that they settle well to their learning. Class councils, consisting of all teachers associated with a class, review individual progress and identify support strategies, including mentoring, for those students in need. The care and provision for those students who find it difficult to learn is extremely strong. Adults have excellent knowledge of the students who also benefit from counselling opportunities and by having a quiet 'safe' haven outside of lessons to help during anxious times. Partnerships with external agencies benefit students extremely well. The success of such high quality provision can be seen in the dismantling of barriers to learning which helps these students progress in line with, and sometimes better than, their peers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Adults are committed to and share the message of improving students' attainment and progress. They also subscribe to what one parent described as the school's ethos, 'That every child is considered important and is cared for, and this contributes to them becoming well-rounded, social people.' The school commitment to equal opportunities is outstanding. Equality policies are monitored well by governors; they are aware of the

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progress of student groups and ensure that all groups make equally good progress. Practical arrangements such as having the very good learning support centre helps the excellent inclusion of students. Good leadership of the specialist subjects has resulted in effective professional development for staff, and successful curricular initiatives such as the whole-school focus day based around producing a World Cup newspaper.

Highly focused subject reviews help ensure accountability as well as leading to appropriate development plans. Whilst there are weaknesses in some subject development plans, the effective monitoring has led to improvements. For example, changes to the science curriculum have brought about improvements in progress and attainment in Key Stage 4. Governors monitor the school well. They receive detailed reports and visit the school and this knowledge of the school enables them to act as a critical friend. Safeguarding is good; the governing body reviews the policy, and visits enable them to oversee this aspect of their work. There are insufficient formal arrangements in place for them to meet with students to ascertain their views over this and other issues. Governors oversee the school's community cohesion work effectively. Whilst local and international contacts are good, the school has yet to fully establish national links. Links with parents and carers through newsletters and the website, as well as personal contacts, are good, although the learning platform is underdeveloped. Partnerships are excellent and benefit students academically, pastorally, socially and in sport. School partnerships have resulted in shared self-evaluation activities whilst links overseas have widened students' knowledge of other cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Students enter the sixth form with attainment levels that are often below those normally expected. As a consequence of good teaching, they achieve well in their learning overall

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and leave with broadly average attainment levels. There is evidence of some differences between subjects in the levels of attainment achieved by students. Good new leadership of the sixth form is already having an impact in tackling these variations and in ensuring that the evaluation of data is maximised to identify areas for development.

In lessons, in art and psychology for example, there are examples of good learning opportunities for students that contribute very well to the development of their independent study skills. The very secure subject knowledge of teachers builds the confidence of students and leads to some challenging questioning. The students get good oral and written feedback and know what they have to do to improve their work. On occasions there is too much teacher-led input, with opportunities missed to develop discussion and reinforce the use of subject vocabulary.

A good curriculum has been developed, with the specialist subjects of art and media being popular at A and AS level. Currently, the number of vocational courses is limited and the school is continuing to explore further options. The relevance and success of the curriculum in meeting the differing needs of students is demonstrated by the data from last year which showed all students going onto employment or another education course. It also reflects the high levels of support and guidance offered prior to transition from the main school. It is too early for the full impact of the partnership arrangements to be seen.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The proportion of questionnaires received is just above average. A very large majority of parents who responded to the questionnaire are supportive of the school. A similar number believe that their child enjoys school. A few have concerns about the rate of their children's progress. Inspectors judged progress to be good. They highlighted some inconsistencies in the quality of teaching which impact on students' progress. A very small minority express concerns over the extent to which the school takes notice of their views and helps them support their children's learning. Inspectors judged support and guidance to be outstanding although did identify the need for improvements in the flow of information. A very large majority feel that the school is well led.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity School, Belvedere to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 233 completed questionnaires by the end of the on-site inspection. In total, there are 1047 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	40	126	54	11	5	1	0
The school keeps my child safe	106	45	121	52	5	2	1	0
My school informs me about my child's progress	85	36	130	56	14	6	1	0
My child is making enough progress at this school	80	34	122	52	26	11	3	1
The teaching is good at this school	76	33	129	55	18	8	1	0
The school helps me to support my child's learning	58	25	136	58	29	12	4	2
The school helps my child to have a healthy lifestyle	53	23	150	64	23	10	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	66	28	135	58	12	5	2	1
The school meets my child's particular needs	73	31	131	56	16	7	3	1
The school deals effectively with unacceptable behaviour	83	36	122	52	19	8	4	2
The school takes account of my suggestions and concerns	61	26	127	55	23	10	3	1
The school is led and managed effectively	106	45	116	50	5	2	1	0
Overall, I am happy with my child's experience at this school	114	49	102	44	10	4	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 February 2011

Dear Students

Inspection of Trinity School, Bexley DA17 6HT

You will remember our recent visit to your school. Thank you for your welcome, and we were very impressed by how you show respect and are polite and considerate. We spoke to many of you and listened carefully to what you had to say. Like you, we feel yours is a good school. It also has some outstanding features.

In particular we, like you, believe that you receive excellent care, support and guidance. We believe that you are all very included in the life of the school. You told us how you feel extremely safe at school and your parents and carers agree. We also believe that your commitment to staying healthy and knowledge of how to do so are excellent. We are impressed by your spiritual, moral, social and cultural development. Yours are truly collective worship occasions!

The good teaching you receive helps ensure that you achieve well. You told us that you enjoy school and that you get many opportunities in and out of lessons to experience different activities, including the visual media work that you produce. The displays of magazine and CD covers are very impressive. We also believe that your literacy levels are improving because of the good work of the school in developing its specialist subjects. You also benefit from very effective partnerships that the school has developed with external bodies.

The school is well led and things have improved, particularly the number of you who get 5A* ♦ C grades at GCSE. The ambition of the school leadership does not stop there! We have asked the school to look at the following which we believe will help it get even better.

- That all teachers set you appropriately challenging work. You can help them by telling them when you find the work too easy or too hard.
- Ensuring that all teachers refer to your targets and clearly show in their marking how you can improve your work.
- That subject leaders make it clear in their action plans how their subject is going to support the whole-school development plan. Also that they consider how they are going to measure the success of any changes they introduce.

On behalf of the team of inspectors, I thank you again for your help and wish you well for your future.

Yours sincerely

Michael Pye

Lead inspector

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