

Trinity College

Moor Lane, Loughborough, LE11 1BA

Inspection dates

11–12 December 2014

Overall outcome

Unmet independent school standards identified

Reason for the inspection

- This inspection was undertaken at the request of the Department for Education (DfE). The Department specified that the inspection should cover Parts 1, 3 and 4 of the independent school standards.
- The inspection was undertaken over two days. During this time, the school's implementation of its action plan proposals, arising from the emergency inspection visit made on 1 July 2014, were also evaluated. This is reported separately.

Main findings

Quality of education (Part 1)

- Few of the requirements for the curriculum, teaching and assessment are met.
- Most secondary-aged pupils are taught individually by subject specialists. Pupils in Key Stage 2 are taught together, at least for the start of the lesson, and then individually or in small groups before coming together towards the close of the lesson. At both primary and secondary level, nearly all pupils have at least one adult supporting them in lessons and many have two. These arrangements mean that in some lessons there are three adults for one pupil.
- The school assesses pupils when they start at the school and sets targets for them to achieve each half term. At Key Stage 2, these include reading and spelling ages and National Curriculum levels for reading, writing, mathematics and science. At Key Stages 3 and 4, each subject has its own target and these are expressed either as National Curriculum levels or examination grades.
- Sampling of pupils' individual records shows that pupils often make accelerated progress when they first join the school but that this reaches a plateau and they do not achieve their end-of-year targets. While pupils sometimes make better progress in some subjects than others, many are not making the gains that would be expected, given the individual attention they receive. One of the contributory factors to this is that support staff are inclined to give pupils too much help, with the result that pupils become passive learners and lapse into low-level, unchallenging activities such as colouring.
- Overall, teachers have good subject knowledge but their expectations of what pupils can achieve are not consistently high. While teachers plan 'chunk-sized' learning to keep pupils engaged, not enough challenging activities are planned in some lessons, with the result that precious learning time is wasted. The school day is significantly shorter than in mainstream schools and all pupils have significant gaps in their prior learning to fill, often as the result of poor attendance at, or exclusion from, their previous settings.

- With some exceptions, pupils do not have enough opportunities to strengthen their invariably weak skills in communication, literacy and numeracy and then apply these to everyday situations and in different subjects. While most written work is done on single sheets of paper that are then added to pupils' files, there is too much reliance on commercial worksheets. Too many of these worksheets are undated and not fully completed; rarely is a worksheet annotated by staff to indicate that the pupil has grasped the skill being taught and does not need to practise it further. Crucially, at times pupils are unsure as to the purpose of the work they are doing, and fill in the worksheets in a mechanical manner. Adults do not consistently set high enough standards for pupils' handwriting and the presentation of their work.
- While the school can point to individual past pupils' examination successes, notably in art, mathematics and food technology, too many pupils are not making good enough progress to fulfil their academic and vocational potential. The school's leaders have an overly generous view of pupils' achievement and the quality of teaching. Records of lessons observed by senior leaders rarely include a reasoned evaluation of pupils' progress yet judge it to be good or better. The outcomes of these lesson observations and the assessment information the school collects do not provide a rigorous enough basis to support teachers' professional development.
- Many staff go the extra mile in showing patience and understanding when pupils have difficulty in managing their behaviour. However, at a strategic level the school's expectations of pupils' behaviour in lessons is not high enough to ensure that they make the best possible progress in developing good learning habits and obtaining qualifications that will equip them for the opportunities, responsibilities and experiences of adult life. Lessons are sometimes disturbed by pupils' outbursts, which unsettles other pupils and prevents them from learning.
- The planned curriculum makes provision for pupils to gain experience in all the required areas of learning. The provision for pupils' personal, social and health education and citizenship includes careers education. The range and quantity of learning resources is satisfactory overall.

The welfare, health and safety of pupils (Part 3)

- The school meets few of the requirements for this standard.
- The school's safeguarding arrangements are not compliant. Recently appointed staff have commenced their duties in the school without key checks being completed on their identity and right to work in the United Kingdom. This is contrary to the direction given in proprietor's written policy, 'Central Record of Recruitment and Vetting Checks'. Furthermore, checks to establish whether these persons have been barred from working with children have been not completed and recorded before they have access to pupils. The proprietor's policy statement does not make clear that these checks apply to staff as well as the proprietor.
- Checks on the suitability of staff are carried out by the proprietor's human resources services and the information is forwarded to the school for recording on the single central register. Administrative staff at the school maintain an audit trail of their requests and reminders for this information. During the inspection, a risk assessment for one of the recent appointees was provided for scrutiny; this did not reflect all of the information already provided to this inspector by the school.
- The school has not taken appropriate action to ensure that it meets the requirements of the Childcare (Disqualification) Regulations 2009, where applicable. The required checks on staff working with pupils aged eight and under have not been made.

- The school's implementation of its behaviour policy and the arrangements for recording serious incidents do not meet requirements. The school's day-to-day systems for monitoring and recording various aspects of pupils' behaviour and attitudes to work and others have shortcomings. Each morning, pupils set a 'points target' with their individual tutors and points are awarded throughout the day. However, it is possible for a pupil to achieve their daily target despite scoring no points for one or more key elements.
- Individual pupil records sampled indicate that some serious incidents, such as assaults, are recorded in terms of no sanction having been given. The school asserts that this occurs where restorative justice is applied to an incident. However, the recording format does not appear to specifically identify this approach as an outcome. In addition, any analysis of trends and patterns may be flawed by inaccurate data about the sanctions imposed.
- While the school has made a start in implementing its revised action plan to ensure that its anti-bullying strategy is implemented properly, the proposals to reduce homophobia have only recently been introduced and have yet to be effective.
- A significant number of secondary-aged pupils are allowed to smoke up to three cigarettes a day on the school premises under the supervision of staff. The school asserts that this practice is allowed because the pupils would otherwise abscond from school. While the school takes steps to ensure that pupils do not carry cigarettes and matches into lessons and around the school, it has not taken action in accordance with national guidance for schools and other educational settings in respect of smoking prevention activities, and staff training and development (National Institute for Clinical Excellence (NICE), February 2010).
- During the inspection, the proprietor's attention was drawn to the potential risks resulting from some rooms being fitted with door furniture which could be locked from within, thus preventing access in case of emergency or other event. Classroom doors are typically locked during lessons. Pupils can access corridor areas but these are narrow and there is no readily accessible area at the main site where pupils can sit comfortably and calm down. At the annexe, there are additional rooms where pupils can go with a member of staff.
- Attendance registers are completed for each session. At the start of this inspection the paper register at the main school did not have the required information about pupils' dates of birth and home addresses completed.
- Scrutiny of the registers indicates that some pupils do not regularly attend school yet their absence is marked as authorised. The school's leadership confirmed that these pupils are not receiving education but that the local authority is seeking alternative placements.
- The school's admission register is now completed in line with the regulations. The arrangements for first aid and the maintenance of the fire prevention systems meet requirements.

Suitability of staff, supply staff, and proprietors (Part 4)

- The school meets some but not all of the requirements for this standard.
- A check on the school's single central register at the start of this inspection visit found that two recently appointed members of staff had taken up their duties in the school before key checks on their suitability had been completed and recorded on the register. Additional checks are made on supply staff when they arrive at the school, as required. The checks made on the proprietor and directors are recorded on the single central register.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) (England) Regulations 2010, as amended, and associated requirements

Part 1

- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in paragraph 2(2) is drawn up and implemented effectively (paragraph 2(1)).
- Ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement (paragraph 2(2)(b)).
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(c)).
- Ensure that all pupils have the opportunity to learn and make progress (paragraph 2(2)(i)).
- Ensure that pupils are adequately prepared for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).
- Ensure that pupils acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3, 3(a)).
- Foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b)).
- Ensure there are well-planned lessons and effective teaching methods, activities and good management of class time (paragraph 3(c)).
- Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons (paragraph 3(d)).
- Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3(g)).
- Utilise effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h)).

Part 3

- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a), (7b)).
- Ensure that the written policy to promote good behaviour amongst pupils sets out the sanctions to be adopted in the event of pupil misbehaviour, and is drawn up and effectively implemented (paragraph 9).
- Ensure that an effective anti-bullying strategy is drawn up and implemented (paragraph 10).
- Ensure that a written policy on compliance with relevant health and safety laws is drawn up and effectively implemented (paragraph 11).
- Ensure that a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraph 16).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17).

Part 4

- Ensure that no person appointed as a member of staff is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 or carries out work, or intends to carry out work, at the school in contravention of any direction made under section 142 of the 2002 Act or any disqualification, prohibition or restriction which

takes effect as if contained in such a direction (paragraphs 19(2), 19(2)(a)).

- Carry out appropriate checks to confirm in respect of each such person:
 - the person’s identity
 - the person’s medical fitness
 - the person’s right to work in the United Kingdom
 - where appropriate, the person’s qualifications (paragraphs 19(2)(b), 19(2)(b)(i), 19(2)(b)(ii), 19(2)(b)(iii), 19(2)(b)(iv)).
- Ensure that the checks referred to in paragraph 19(2)(b) are completed before a person’s appointment (paragraph 19(3)).
- Keep a register which shows such of the information referred to in paragraph 22(3) as is applicable to the school in question (paragraph 22(1)).
- In relation to each member of staff ensure that:
 - their identity was checked
 - a check was made to establish whether they are barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 or is subject to any direction made under section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction
 - a check of their right to work in the United Kingdom was made (paragraphs 22(3), 22(3)(a), 22(3)(b), 22(3)(f)).

Inspection team

Michael Best, Lead inspector

Additional Inspector

Information about this school

- Trinity College is a small independent special school for pupils with behavioural, emotional and social difficulties (BESD). All of the current pupils have a statement of special educational needs. The school opened in 2007 and is registered for 30 boys and girls between the ages of seven and 16 years. It is situated on two sites. There are 16 secondary pupils on the school roll who are taught at the main site. Five primary pupils are taught at the annexe. There are significantly more boys than girls attending the school.
- Ownership of the school was transferred to Horizon Care and Education during 2013. The current headteacher took up her post in September 2013. The school was previously inspected on 29 January 2014.
- There have been significant increases in staffing during the past year in response to the increased behavioural needs of pupils joining the school.

School details

Unique reference number	135218
Inspection number	455216
DfE registration number	855/6025

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005.

Type of school	Special school for pupils with behavioural, emotional and social difficulties
School status	Independent school
Age range of pupils	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	21
Number of part time pupils	0
Proprietor	Stephen Lambert
Chair	Horizon Care and Education
Headteacher	Dawn Clarke
Date of previous school inspection	1 July 2014
Annual fees (day pupils)	£975 to £2,000 per week
Telephone number	01509 218906
Fax number	01509 218896
Email address	trinityhead@horizoncare.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

