

# Trinity Church of England School, Lewisham

Taunton Road, Lee, London SE12 8PD

## Inspection dates

13–14 October 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	<b>Requires improvement</b>

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, including governors, responded promptly to the findings of the last inspection report. Leadership has strengthened across all phases of the school and the quality of teaching has improved.
- The attainment of pupils across the school has risen in recent years. Pupils make good progress across most subjects. The differences in achievement between disadvantaged pupils and others are diminishing.
- Pupils experience a wealth of opportunities to learn about different occupations and to develop employability skills. As a result, pupils, including the most able disadvantaged pupils, have high aspirations. They have a clear idea of what they need to do to achieve their ambitions.
- The behaviour of pupils is good. Pupils respect their teachers' requests because they value their education. They take pride in wearing their uniform in the local community and being a 'terrific Trinitarian'. The few pupils who have difficulty behaving well receive the help they need to improve.
- Pupils demonstrate consideration and respect for each other and celebrate the diversity of heritages they represent. They are well prepared for life in modern Britain.
- Disadvantaged pupils across the school benefit from timely and tailored support so that their attendance improves and they make better progress.
- The early years provision is outstanding. Children are highly motivated by a vibrant and stimulating environment where they are well taught, well cared for and make excellent progress. The early years leader ensures that all children thrive.
- Strong leadership of the primary phase is well established. Recent changes to leadership of the secondary phase have led to raised expectations and greater consistency in teachers' use of school policies.
- Communications between the different phases of the school have recently become more regular and productive. However, best practice is not yet routinely shared between the primary and secondary phases.
- Leaders acknowledge that new and revised systems in the secondary phase, for example for the monitoring of teaching and the evaluation of interventions to support disadvantaged pupils, are not yet fully embedded.
- Leaders' expectations that lessons include sufficient challenge for the most able pupils are not consistently met across all subjects.

## Full report

### What does the school need to do to improve further?

- Embed, quickly, new and revised systems in the secondary phase to ensure that:
  - leaders identify the most effective interventions so that all pupils, including disadvantaged pupils, receive the right levels of support and challenge in order to make the progress of which they are capable
  - teachers are more consistently able to deliver greater levels of challenge for the most able pupils.
- Build and maintain close communications between the leadership of the early years and the primary and secondary phases so that best practice is shared and consistently applied across this all-through school

## Inspection judgements

### Effectiveness of leadership and management

Good

- Leadership of the school has strengthened since the last inspection. Leaders have secured improvements in all aspects of the school.
- Leaders uphold the values and ethos of the school as a 'Christian learning environment'. Pupils speak often about their appreciation of the school's mission statement: 'a place at the table, to listen and where all have equal value'. This ethos is reflected by pupils being considerate and respectful towards each other.
- Pupils benefit from studying a wide range of subjects. Pupils across the school have opportunities to develop their reading, writing and mathematics skills in different subjects. They learn about different faiths through religious studies lessons, with all pupils in the secondary phase sitting the religious studies GCSE.
- Extra-curricular opportunities and the school's 'character curriculum' successfully raise pupils' aspirations and ambition. Pupils are introduced to valuable skills that stand them in good stead for making applications for further and higher education places and employment in the future. Year 11 pupils appreciate wearing 'business dress' to school. Year 10 pupils grew in confidence as they took part in mock interviews on a recent 'employability day'. Pupils of all ages and abilities are motivated and well prepared for the next stages in their education. Leaders ensure that the most able disadvantaged pupils have equal opportunities to others and are well placed to achieve the higher education places and occupations of their choice.
- Leaders promote pupils' spiritual, moral, social and cultural education thoroughly through the curriculum, special events, trips and the assembly programme. Leaders use assemblies effectively to link pupils' studies to wider issues and Christian values, for example when relating harvest celebrations to the distribution of global wealth. Pupils appreciate and respect periods of silent reflection in assemblies before the start of the first lesson.
- Leaders, including governors, have rightly revised the performance management procedure so that teachers' targets stringently reflect the school's priorities for improvement.
- Leaders allocate the Year 7 literacy and numeracy premium effectively to help pupils catch up with their peers.
- Leaders' high expectations of pupils' conduct and attitudes to learning ensure that pupils' behaviour continues to be good. Leaders keep detailed records of incidents of poor behaviour so that any patterns are identified and resolved promptly. The interventions manager, supported by a team of mentors, provides valuable support to help pupils manage their own behaviour better. The school's records show that incidents of poor behaviour and rates of exclusion have decreased since the last inspection.
- Leaders maintain regular contact with staff at the alternative provision attended by some of their pupils. Leaders rightly review pupils' progress and attitudes to learning, to ensure that pupils receive the support that is right for them and they gain accredited qualifications. Leaders make suitable changes when alternative provision is not proving to be successful.

- Leaders have an accurate view on the quality of teaching across the school. They have clear systems for the monitoring of the quality of teaching, although these are better embedded in the primary phase. Teachers feel well supported by leaders and receive the training they need when their teaching needs to improve. Leaders in the secondary phase do not consistently check that the feedback they give to teachers is acted upon swiftly.
- Leaders ensure that pupil premium funding is used appropriately so that disadvantaged pupils receive the right help to make improvements to their work. Support given to the most able disadvantaged pupils enables them to catch up with others and make good progress. Primary and early years leaders efficiently identify the most effective interventions. However, secondary leaders do not check quickly enough that interventions are helping.
- Pupils and teachers benefit from primary leaders' prudent allocation of the physical education and sport premium. Increasing numbers of pupils attend a wide range of extra-curricular sports clubs. Teachers gain in confidence in teaching physical education by working with sports specialists. Pupils exercise regularly through the 'wake up' routine to increase their alertness at the start of the day, and take part enthusiastically in activities at playtime.
- The communications between leaders of the early years and the primary and secondary phases of the school have improved. Leaders are meeting more frequently to develop a coherent strategic view of the evolution of the all-through school as the numbers of primary-aged pupils increase. The school is in the early stages of benefiting from leaders sharing their best practice across the whole school.

### **Governance of the school**

- Governors responded productively to the previous inspection report and took appropriate steps to strengthen leadership in the school. They regularly review their skills and organise training so that they are able to fulfil their responsibilities. They are well placed to hold leaders to account for the improvements they expect.
- Governors meet regularly with leaders to ensure they are familiar with the school's work. They have an accurate view of the strengths and areas for improvement across the school.
- Governors are rightly boosting further the links between the primary and secondary phases.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that all staff receive up-to-date training so that everyone is clear on their responsibilities, including the 'Prevent' duty and risks of radicalisation, and what to do if they have any concerns about a pupil. The school's records show that concerns are followed up swiftly.
- Leaders promote an ethos in the school that nurtures pupils' strong sense of responsibility and care towards each other. Pupils are able to identify risks to themselves and others and know how to keep safe because of the guidance they receive from their teachers.
- The single central record indicates that all required checks are made of staff. There are efficient measures for keeping the site secure.

- There are clear and well-organised systems across the school for the monitoring of pupils' attendance. School staff are persistent in their work with outside agencies to ensure that no pupil goes missing from education when they leave the school.

## Quality of teaching, learning and assessment

**Good**

- Teachers promote a productive atmosphere in lessons. They encourage pupils to have a 'never give up' attitude. Teachers motivate pupils with rewards and encouragement suitable for the age of their classes, such as 'WOW' cards in the primary phase.
- Phonics is taught well in the early years and primary phase, as well as in the secondary phase when pupils need extra help with reading, so that pupils' reading skills improve rapidly.
- Teachers set a wide range of tasks for homework that stimulate pupils' interests. Pupils are motivated to complete their homework as they see how it is relevant to their learning in lessons. The large majority of parents who completed Parent View, the online survey, stated that homework set for their children was appropriate.
- Teachers use achievement information regularly so that they know their pupils' strengths and the areas in which they need more help. Teachers use their strong subject knowledge and skilful questioning to help pupils improve their literacy and develop their responses by using more technical vocabulary.
- Teachers support pupils well in the topics they find the most difficult, guiding them carefully with clear explanations through more complex areas. As one pupil stated, reflecting the views of others, 'Teachers take time out to help if you are stuck'.
- Teachers do not consistently provide pupils with the right level of challenge in topics, which some pupils find easy. All too often, pupils are ready to move on sooner to a greater depth of study. This sometimes leads to pupils becoming less focused and distracting each other while they are waiting for the next task. Pupils respond quickly to teachers' reminders to refocus.
- Since the last inspection, the school's policy for the assessment of pupils' work has become well established. Pupils routinely make improvements to the work in their books, responding to the feedback they receive regularly from their teachers. There are some instances within and between different subjects when the quality of feedback and pupils' responses are not as effective so opportunities are missed for pupils to make quicker progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Teachers nurture pupils' good manners, and their ability to learn from mistakes and to make the right choices, from the earliest stages. Pupils in the primary phase are keen to be a 'terrific Trinitarian'. They are enthused by gaining house points like the pupils in the secondary phase. Pupils across the school express pride in wearing their uniform.
- Christian values pervade the school and have a positive influence on pupils' attitudes to each other and their teachers. Pupils recognise the importance of setting a good

example to younger pupils. As one pupil explained, reflecting the views of others, 'We look out for each other'. Older pupils enjoy developing leadership skills through their work as peer mentors, prefects or subject captains.

- Pupils gain much from the school's 'character week' every summer term. This includes a series of events for pupils to learn more about different careers. Pupils also develop important skills and knowledge to help them keep safe and to boost their self-esteem. Because of these opportunities, as well as teachers' regular encouragement and support, pupils aim high and are motivated to achieve the professions to which they aspire.
- Pupils value highly the variety of backgrounds represented at the school. They enjoy celebrating culture and faiths other than their own on 'diversity day', when pupils wear traditional dress and bring foods associated with their heritage. Pupils who are members of 'Trinity Voice' are proud of organising this event and the funds they raise for charity.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils in the primary phase move around the school calmly and sensibly. In the secondary phase, pupils' movement between lessons is lively while good humoured. Pupils respond promptly to their teachers' requests to improve their conduct on the few occasions when this is needed.
- The attendance officer and year leaders work closely with pupils and their families to help overcome the reasons for pupils being absent more than they should be. Overall, the attendance of pupils has improved since the last inspection and is in line with the national average.
- Pupils are respectful to their teachers because they value their education and are ambitious for their future. Pupils who spoke to the inspectors stated that teachers' use of the behaviour policy helps pupils to improve their behaviour. Secondary pupils are occasionally distracted from their work when teachers' expectations are not high enough.
- Pupils who attend alternative provision generally improve their attendance and have a more positive attitude towards their education.

### **Outcomes for pupils**

**Good**

- Assessments of pupils' achievement and the work in their books show that they make good progress across most subjects over time.
- Pupils who have special educational needs and/or disabilities make progress at rates similar to all pupils because of the well-targeted support they receive in lessons and in small-group work.
- The rate of progress made by disadvantaged pupils, including the most able disadvantaged pupils, in a range of subjects, including English and mathematics, has increased. Their achievement is close to that of others nationally.
- Levels of attainment have risen in recent years. More pupils gain higher grades in most subjects.
- Pupils have frequent opportunities to develop their reading skills in all phases of the school. Secondary pupils use the school library regularly and appreciate the designated

'quiet' lunchtimes in the library. Pupils reading to themselves, or out loud to an adult, is integral to the routine in the primary phase. Pupils' progress in reading is well recorded so that pupils of all abilities know what to do to improve.

- While overall an average proportion of pupils achieved the expected standard in phonics at the end of Year 1 in 2015, disadvantaged pupils did not do as well. Leaders responded promptly so that the quality of teaching phonics has improved. As a result, the percentage achieving the expected standard now is above average and the gap between disadvantaged pupils and others nationally has closed.

## Early years provision

## Outstanding

- The early years provision is very well led. The early years is characterised by good or better teaching, excellent relationships between adults and children, and a stimulating learning environment that enables children to make excellent progress from their starting points.
- The early years leader presents a strong example of high standards and ambition to his team. He leads the sharing of good practice across the early years and ensures that adults in the early years have the support and training they need to enable the children to thrive.
- Adults' meticulous planning means that lessons are purposeful and productive. Adults use questions well to encourage children to persevere and develop their skills.
- Comprehensive systems are in place that show how well adults know the children in the early years. Adults complete meticulous, frequent and accurate assessments of the development of pupils' skills and knowledge. This enables them to spot quickly when a child needs extra help and to give them the specific support they need so that they catch up.
- The proportion of children, including disadvantaged children, who achieve a good level of development is above the national average.
- Adults consistently promote high expectations for children's behaviour. Children are motivated and eager to learn. There is a positive, happy rapport between children and adults. Children are helpful and caring towards each other.
- Adults in the early years have established popular routines for children to enjoy and improve their reading. Children respond enthusiastically to the bell that indicates it is their turn to collect their book bags and read after breaktime.
- Leaders ensure that children are well prepared for the next stages in their education. Early years staff nurture positive communications with parents so that children settle in smoothly to school. Comments such as 'like a family' and 'very inclusive and warm' are typical of the views of parents who spoke to the inspector and completed Parent View, the online survey.
- Adults adapt routines thoughtfully so children make a smooth transition for a successful move to Year 1. Strong phonics teaching also means that pupils are well prepared when they move on to Year 1.

## School details

Unique reference number	100749
Local authority	Lewisham
Inspection number	10019653

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

Type of school	All-through
School category	Voluntary aided
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	743
Appropriate authority	The governing body
Chair	Bridget Prentice
Headteacher	Rob Thomas
Telephone number	0208 852 3191
Website	<a href="http://www.trinitylewisham.org">www.trinitylewisham.org</a>
Email address	<a href="mailto:admin@trinity.lewisham.sch.uk">admin@trinity.lewisham.sch.uk</a>
Date of previous inspection	14–15 October 2014

## Information about this school

- The school does not meet requirements on the publication of information about the allocation of pupil premium for the current academic year in the secondary phase and about governance on its website.
- The school is an all-through school with early years and primary and secondary phases. The primary phase currently has pupils in Reception, Year 1, Year 2 and Year 3. The secondary school has pupils in Year 7 to Year 11. Both schools are smaller than the average-sized primary and secondary schools respectively. The primary phase is located at a separate location approximately one mile from the secondary phase.
- An interim headteacher of the secondary phase took up his post in September 2016. The head of school for the primary phase has been in post for one year.
- The proportion of pupils who are eligible for support from the pupil premium funding is above average.
- The proportion of pupils representing minority ethnic groups is much higher than



average. Most pupils are from Black or Black British Caribbean, White British and Black or Black British African heritages. A higher proportion of pupils speak English as an additional language than the national average.

- A smaller proportion of pupils than average need additional support with special educational needs and/or disabilities. More pupils than average have a statement of special educational needs or an education, health and care plan.
- A small number of secondary pupils attend alternative provision. Providers include Education My Life Matters, Lewisham Young Women's Project, Lewisham College, Charlton Athletic Trust, and New Woodlands School.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress of pupils by the end of key stage 4.

## Information about this inspection

- Inspectors held meetings with: senior and middle leaders from all phases of the school; members of the governing body; representatives of the local authority and the diocese; and the attendance officer.
- Inspectors observed parts of 26 lessons and made shorter visits to lessons across all year groups. Inspectors were accompanied by school leaders on some of these visits.
- Inspectors took into account the surveys completed by pupils and staff for the inspection, and the responses to Parent View, the online questionnaire.
- The inspection team scrutinised a wide range of documents including: the school's self-evaluation; minutes of meetings of the governing body; records of the monitoring of teaching and learning; safeguarding documentation including a range of case studies; the single central record; and achievement information.
- Inspectors met with groups of pupils from all year groups. They also held informal conversations with pupils and staff around the school. Two inspectors attended secondary school assemblies. Inspectors listened to pupils read.
- Inspectors observed the behaviour of pupils in lessons and around the school sites.

## Inspection team

Amanda Carter-Fraser, lead inspector	Her Majesty's Inspector
Angela Trigg	Ofsted Inspector
Jeff Cole	Ofsted Inspector
Sarah Bailey OBE	Ofsted Inspector

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