

Trinity School and College

9–13 and 41 New Road, Rochester, Kent ME1 1BG

Inspection dates

15 October 2020

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school is implemented

Main inspection findings

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5

- The spiritual, moral, social and cultural development of pupils is given a high priority at Trinity. The school's ethos underpins every element of this. Leaders see this aspect of provision as equally important as the development of pupils' wider academic achievement, reflecting the importance they attach to pupils being able to thrive and contribute successfully to wider society once they leave the school.
- Pupils learn about British values through the taught curriculum and through additional timetabled sessions, such as tutor groups, assemblies and special events. Current restrictions due to COVID-19 (coronavirus) have temporarily halted aspects such as visits outside of school. However, pupils are still able to learn about tolerance, respect and understanding of the different cultures, faiths and beliefs of others, including those of their peers.
- Pupils are encouraged to take responsibility for their own behaviour and to understand the impact this may have on others. Building pupils' self-confidence and developing a sense of belief in themselves as learners are seen as fundamental to enabling pupils to enjoy success here. High adult-to-pupil ratios and small classes help with this, as do well-trained and experienced staff who understand the complex needs of pupils.
- Pupils are taught about equalities as part of their personal, social and health education programmes. These are delivered across the school, including in the college phase, for all students, including those who are in post-19 education.
- Leaders have carefully considered the impact of increasing pupil numbers across each phase of the school, especially when pupils' special educational needs and/or disabilities (SEND) are taken into account. They have ensured that all standards in this part are likely to continue to be met if the material change is approved.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 and 32

- The proprietor has ensured that the arrangements to safeguard and promote the welfare of pupils are strong. Procedures to recruit new staff include the appropriate pre-employment checks. Staff safeguarding training is up to date, taking into account additional risks to pupils' well-being posed by COVID-19. The school's safeguarding policy, which is published on the school's website, is compliant with current guidance issued by the Secretary of State.

Paragraphs 9 and 10

- Suitable behaviour and anti-bullying policies are in place. Expectations of pupils' conduct are high and consistent across all phases of the school. Leaders have carefully considered the impact of any additional pupils on current pupils should the material change be approved. Staff-to-pupil ratios will remain high. Additional pastoral support will continue to be available for pupils who need it.

Paragraphs 11, 12, 13 and 14

- Leaders have ensured that the school's premises are safe for pupils and staff. Levels of supervision for pupils are high. Sensible adaptations have been made for pupils and staff to work in 'bubbles' across the school and college site.
- Specialist staff are responsible for the welfare, health and safety aspects of the school's provision. Fire risk assessments are in place. Alarms and equipment such as fire extinguishers are maintained and serviced regularly.

Paragraphs 15 and 16

- Attendance and admissions registers are administered appropriately. A written risk assessment policy is available. Risk assessments are in place for different aspects of the school's premises and to cover a range of activities that pupils and staff undertake.
- Leaders have ensured that all of these standards are likely to continue to be met if the material change is approved.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 17, 18, 19, 20 and 21

- School leaders understand the full range of checks that need to be made on adults involved with the school. Recruitment procedures are sound. Senior staff who are involved with recruitment of teaching and support staff, or the use of supply staff provided by an agency, have attended appropriate 'safer recruitment' training.
- Despite restrictions due to COVID-19, leaders have ensured that the full range of checks on newly employed staff have been carried out diligently. Details of these checks are contained in the school's single central record, which is compliant with current guidelines and contains all of the information required.
- The correct checks have been made on all members of the proprietorial body.
- School leaders have ensured that all relevant standards in Part 4 are likely to continue to be met if the material change is approved.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23, 24, 25, 26, 27, 28, 29 and 31

- The school and college buildings are situated in a mainly residential area close to the centre of Rochester. The 'school' phase now occupies numbers 9–13 New Road, with number 9 being purchased prior to the last standard inspection. The 'college' phase occupies number 41 New Road.
- Both college and school buildings are well maintained and are welcoming and suitable for their present purpose. Facilities such as appropriately equipped toilets both for pupils and for staff, as well as dedicated medical rooms, are available in each of the college and school buildings.
- The premises are clean and bright. Lighting and acoustics are suitable in teaching and communal spaces. External lighting ensures that staff and pupils can enter and exit the buildings safely. Drinking water is available and suitably labelled.
- Adequate outdoor space is available for pupils to play. The school's physical education curriculum is provided off site.
- Leaders have ensured that all relevant standards in Part 5 are likely to continue to be met if the material change is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- Leaders and the proprietorial body have carefully considered the impact that additional pupils will have on the quality of provision should the material change be approved. Suitable buildings are already in use and have the capacity to accommodate expanding numbers of pupils and staff.
- Leaders and managers are experienced and dedicated. Collectively, they possess a broad range of knowledge and skills, especially in providing a good quality of education for pupils with SEND.
- Leaders have demonstrated that they can actively and successfully promote the well-being of pupils. They are effective in ensuring that the school meets the independent school standards consistently over time.
- The standards in Part 8 are likely to continue to be met should the material change be approved.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	132097
DfE registration number	887/6006
Inspection number	10166916

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent special school
School status	Independent school
Proprietor	Cavendish Education Ltd
Chair	Aatif Hassan
Headteacher	Elizabeth Baines
Annual fees (day pupils)	£24,900 to £29,900
Telephone number	01634 812 233
Website	www.trinityschoolrochester.co.uk
Email address	office@trinityschoolrochester.co.uk
Date of previous standard inspection	7–9 January 2020

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	6 to 25	Not applicable	Not applicable
Number of pupils on the school roll	170	210	210

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	170	Up to 210
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	170	Up to 210
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	170	Up to 210
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	166	Up to 210

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	105	107
Number of part-time teaching staff	6	6

Information about this school

- Trinity School and College is an independent special school that caters for pupils with autism spectrum disorder. Many pupils also have additional learning difficulties, such as anxiety, dyslexia, dyspraxia, and associated speech, language and communication difficulties.
- The school is governed by a board of directors, including the chair of the board of Cavendish Education Ltd.
- The school's day-to-day leadership is provided by a head of school and a head of college, with oversight provided by an executive principal.
- The school is currently registered for up to 170 pupils aged between six and 25 years of age. Nearly all pupils have an education, health and care plan.

- The school and college buildings are situated in two different premises relatively close to each other and in the same road in Rochester, Kent.
- The 'school' building caters for primary- and secondary-aged pupils. The 'college' building caters mainly for post-16 students, including students aged over 19.
- The school's last standard inspection was in January 2020. At that time, the school had already expanded into numbers 9 and 41 New Road, Rochester, from its original accommodation at 10–13 New Road, Rochester.
- At the time of this pre-registration inspection, school leaders had already appointed most of the additional staff that will be required should the material change be approved.
- The school does not currently use alternative provision.

Information about this inspection

- The inspection was commissioned by the Department for Education during the COVID-19 (coronavirus) pandemic of 2020.
- This inspection was commissioned because the school had applied to make a material change to its registration, namely to increase the number of pupils from 170 to 210.
- The inspector for this material change inspection had previously visited the school in January 2020 as the lead inspector on the school's last standard inspection.
- The inspector met with the executive principal, who also acted as a representative of the proprietor. The inspector also met with the head of school and the head of college, the designated safeguarding lead, and key members of support staff.
- The inspector visited both adjacent sites of the school, having previously visited them in January 2020 during the school's last standard inspection. It should be noted that the school had already expanded into these adjacent premises at the time of its last standard inspection, when all the independent school standards were found to be met.
- The inspector checked a range of policies and documents, including the school's single central record. He also reviewed the school's website and other records regarding the welfare, health and safety of pupils and staff.

Inspection team

Clive Close, lead inspector

Her Majesty's Inspector

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

Parent View

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 and as part of the inspection.

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.gov.uk/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2020