



Report on IQM Inclusive School Award



School Name: Trinity Secondary School
Taunton Road
London
SE12 8PD

Head/Principal: David Lucas

IQM Lead: Steven Gallears

Assessment Dates: 10th and 11th February 2021

Assessor: Kenny Frederick

Sources of Evidence:

- School Website
- Ofsted Report & Performance tables

Meetings Held with:

- DHT/SENCO
- SEN
- Headteacher
- DHT
- Chair of Governors, Deputy Chair and SEN Governor and Safeguarding Governor
- Safeguarding, Attendance and Welfare Officer
- SEN Manager
- EAL TA
- AA Coordinator
- AHT - Teaching and Learning x2
- The Pupil Leadership Team
- A group of Year 7 pupils
- AHT - Behaviour & Pastoral Care



- AHT
- Director of Christian Life
- A group of Teaching Assistants
- School Counsellor
- Teachers Group
- A group of parents

Overall Evaluation

I was very fortunate to have the opportunity to speak with a very large number of individuals during my virtual two-day visit. They gave me a very good insight into the way the school works and the part they play in making it a happy and friendly place to work and learn. Trinity Secondary School is built on strong caring relationships at every level of the organisation. The Executive Head told me that the school motto of 'Learning, Loving, Living' is the driving force for the school. He said it is their vision and it is one they try to live by. This approach comes from the top and the Executive Head models the way people treat each other and care for each other. He is committed to inclusion in all its guises and he is supported in this aim by a Senior Team who are on the same page in terms of commitment. Every member of the Senior Team have their own areas of responsibility and they make inclusion a reality within their specific areas. The Christian ethos influences the policy and practice and supports the inclusive approach. The school is a Christian school but they welcome pupils of all religions and none, this means they have a more diverse school population.

The school understands that inclusion is about the whole school and especially about what happens in the classroom. The spiral curriculum that has been mapped out from Reception to Year 11 was planned by teachers and is supported by Knowledge Organisers that are constantly reviewed and updated. Teachers believe that direct instruction and the Mastery approach plus a personalised curriculum (including Thinking Reading) help all pupils to access curriculum. Nurture groups support vulnerable pupils who need additional support when they move to secondary school and the SEN Department provide excellent support for others who have to overcome barriers to their learning. There are many interventions that support pupils who may have problems with their learning and behaviour. There is an understanding that what happens in the classroom is what really makes a difference and there is an increasing focus on helping teachers to be the best they can be. A lot is expected from teachers and Teaching Assistants and they rise to the challenge. They have been particularly proactive in their approach to remote learning and deserve to be very proud of their achievements.

The pastoral system is set up to provide a family environment and the tutor groups are known as family groups. The word family was mentioned by many of the people I spoke to on the assessment days. Generally, Alternative Provision is not used for pupils who



Report on IQM Inclusive School Award



might otherwise have been moved out of the mainstream. Instead they keep them in school and support them there.

All the staff I met told me they feel valued and they are confident that their contribution makes a difference. They said that their wellbeing is important to the leadership teams and is carefully considered and steps taken to make sure they are emotionally as well as physically well. They feel they are part of the family and feel they are well supported. The pupils I spoke to were equally happy to be part of this family.

Trinity Secondary School is an outward facing school that is on a journey to be the best school they can be. They know this is a continuous journey and is never done. They are not complacent and know that they still have lots of do. They are reflective and are always willing to listen and hear from others either in the school or elsewhere. They have a collegiate approach and are willing to collaborate with others.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Kenny Frederick

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Element 1 - The Inclusion Values of the School

The school motto: 'Learning, Loving, Living' is clearly one that supports and promotes inclusion. This is well known and understood by all stakeholders. The Executive Head leads the way on inclusion. His commitment to making sure the school is developing inclusive policy and practice at every level is clearly articulated. It is something he is very passionate about and inclusion is key to his values and principles and is what drives him in his role. Furthermore, he has ensured that this vision is shared with his Senior Team and staff. Governors are also very supportive of the inclusion agenda. Everybody I spoke to during my two-day virtual visit declared their commitment to inclusion and told me about the actions they are taking to achieve it. The Head admits this is a journey that it is never done and the school is not perfect. He is committed to continuing this journey.

The pupils I met are well aware of the inclusive ethos of the school and they told me they fully support it. They love the school and show respect for the whole school community. I was able to meet with two groups of pupils to gather their views about the school. They were very positive about the school and about the way the staff made sure they were safe and secure and that they made good progress.

The Governors and Senior Team know the school well and have a carefully considered School Improvement Plan. Despite the COVID-19 pandemic, they have managed to keep moving forward with their plans whilst also working in a very different way during the restrictions that have been in place since last March. Outcomes for the school have been very positive.

Staff at the school feel they are an integral part of the school improvement journey. I met many of them during my visit and they told me they are kept fully informed of what is happening in the school and are enabled to participate in the decision-making and policy development. There is a collaborative and collegiate approach to policy development and in setting school priorities. Staff are generally trusted to get on with their jobs without being micro-managed and there is effective delegation.

Teachers understand that they have responsibility for all the children in their class and they are expected to meet their individual needs. They are well trained and are well supported to carry out their roles and they take professional responsibility for all pupils within their class.

Support for staff and pupil wellbeing and good mental health are an integral part of the school ethos and this has been very timely with the onset of the COVID-19 crisis. The Executive Head told me that the School Development Plan was written with this one priority at the fore of developments. The Inclusion Deputy Head leads on this and he told me that the work in this area is something he is most proud of. There is a fulltime School Counsellor who I was able to meet with and also another member of staff who works mostly with children and families in terms of welfare and wellbeing.

The Head told me that the mental health strategy is a key SDP priority. I met many members of staff who were keen to tell me about their part in implementing this. In



Report on IQM Inclusive School Award



particular, I spoke to the Deputy Head Inclusion who leads the strategy, the School Counsellor and the Safeguarding, Attendance and Welfare Officer.

The school have invested in a full-time School Counsellor who started working in the school many years ago as a Teaching Assistant but went on to do her training in Greenwich University (a 3 year course). The school used to have an organisation called Turning Point that provided these services but when they lost their funding, the Teaching Assistant was employed to take on the role. She is part of a professional body (BCAP) to ensure she has regular professional supervision and is kept updated on developments in the profession.

Although the need for good mental health has been highlighted over the last year, the school have made this a priority for many years. There are four members of staff (including the Deputy Head) trained as Mental Health First Aiders.

The School Counsellor and Attendance Lead work closely together. They plan lots of events to support pupils, staff and parents and most recently ran a stall at the Year 7 Parents evening.

Wellbeing Ambassadors have been introduced in Year 10 (volunteers), they are trained to support pupils who might make themselves known to their peers but may not be confident to approach staff. Currently, there are 12 Wellbeing Ambassadors and they are identified (to other pupils) by wearing special ties and badges. They work alongside COMPASS who have designed their training and supervision. They meet once a week when in school and they promote mental health around the school.

The School Counsellor is currently in contact with the pupils she works with (virtually or by phone) and she also signposts mental health services, that can be accessed by pupils, parents or staff. In normal times the school provides a range of support for pupils including a Play Therapist (in primary), Drama Therapy, Lego Therapy as well as Draw and Talk Therapy. The School Counsellor and others in the school have been trained to deliver these therapies. In addition, social and emotional groups have been set up to focus on using Zones of Regulation.

The school are very aware of the need to train staff in issues around mental health and wellbeing and have recently signed up to HAYS, a company that offers online training covering hundreds of topics including supporting wellbeing in lockdown and noticing warning signs. Other courses include healthy living and resilience.

The Attendance Officer and School Counsellor take the lead on the AWARE programme. This programme is attached to the Anna Freud Centre for Children and Families. They are now nearing the end of the scheme where all Year 9 pupils were involved. The programme collects data via staff and pupil surveys regarding their experiences, opinions and knowledge on mental health and wellbeing. Results from the surveys will help the school to examine the effects of mental health interventions.

A staff wellbeing group was set up three years ago called 'More than cake' and they developed a wellbeing and workload charter that is key to ensuring staff wellbeing is also a priority. The group is growing and are continuing to gather information and



Report on IQM Inclusive School Award



planning ways to support each other. I was told the school is family friendly and there is flexibility around part-time working where this is required.

The provision for SEN pupils is well organised and well managed. I met with the SEN Manager, he is line managed by the Deputy Head who is the designated SENCO. As the school is an all-through school, the two colleagues work together to plan and deliver support for 17 pupils in the secondary school and 4 pupils with EHCPs in the primary school. The range of need is wide but fall mostly into ASD and SEMH and specific learning difficulties. There are also many pupils on the SEN register that need support. There are currently eight Teaching Assistant and many are trained to work in specific areas and specialisms.

The SEN Manager is also the Operational Manager in the secondary school but also has some input in the primary school. Although he is not a qualified teacher, he does take the literacy and numeracy interventions. I asked him about the school policy on direct instruction in the classroom and how it was supportive to pupils with special needs. He told me it is very good for vulnerable kids and plugs the gaps in their knowledge. Quality First Teaching has been and continues to be part of the CPD programme for teachers and teachers are good at asking questions and asking advice from the SEN Department.

The school works with a wide range of external agencies and organisations and bring in specialist support and advice as needed. This is particularly important when they are applying for new EHCPs, usually in the primary phase.

Pupils needs are identified during the transition to secondary through meeting with Year 6 teachers and SENCOs and are backed up by appropriate assessment when they arrive at Trinity Secondary School. This way programmes can be put in place to support them without too much delay.

I also spoke to the Teaching Assistant with responsibility for supporting EAL pupils. She is line managed by the Deputy Head and is part of the Inclusion Department. The school has many students who speak another language at home. Most are fluent in English and those who arrive at the school and are new to the country are carefully inducted and supported by her. Once they have grasped the rudimentary language they are supported in the classroom. We spoke about the need to train teachers to spot the common errors EAL (fluent speakers) can make in their writing as unless this is addressed may not achieve the high targets, they are set and are capable of. We talked about how this might be addressed in conjunction with the English department, identifying the errors pupils (EAL pupils in particular) make in their writing and then supporting teachers across the school to correct them. This can help to raise the achievement of all pupils. I was told the Head of English has given staff some training on how to improve pupils writing and she says the introduction of the Knowledge Organizers has been helpful for EAL pupils.

There have been some specific training sessions for teachers and teaching to make them aware of the barriers faced by EAL pupils. The EAL TA agreed that there are lots of interventions for EAL pupils in the early stages of language acquisition but



Report on IQM Inclusive School Award



acknowledged they are often left alone when they are more fluent. This might be an area for development for the school to consider.

I met with the More Able Coordinator who told me that her post came about as in 2018 the more able pupils were the worst performing group in the school, so there was a need to focus on the barriers they were facing. She worked with the cohort, with a local independent school, Oxbridge University and different Grammar Schools to identify what needed to be done to support them. She analyses the individual performance levels of this group and provided academic mentoring and specific targets setting in different subjects. She also talks to subject teachers and works with individual pupils to help motivate them and mediate with teachers where necessary. She told me the strategies are beginning to work and the attainment of this group has greatly improved.

We agreed that the most important way to support more able pupils is in the classroom and is about what teachers are doing, saying and expecting of these pupils. Teachers acknowledge this fact and different departments are organising activities for more able pupils to give them access to more detailed and exciting specific subject content. We talked about underachieving groups who often reject the high targets set and the high expectations that the school has of them. I pointed to some of the research in this area that would be useful to look at. Low aspirations of some pupils are a factor and the school is working to give all pupils access to good Careers Advice and Guidance to help encourage them. I suggested that an organisation called Future First that gathered alumni from their school and trained them to present and work with pupils might be worth investigating to help raise aspirations. The school is part of the Brilliant Club, which is proving popular but difficult to continue in the current COVID-19 restriction climate.

The school is now looking more at tutoring as a way of supporting these pupils, this could be an important development. However, the school needs to be aware that academic tutoring is certainly a way forward but teachers need to be properly trained on how to do this. I pointed her to some projects that had been done in Tower Hamlets on academic tutoring which proved to be very successful.

Transition is well organised and is effective in supporting a smooth move to secondary school. The Year 7 pupils I met confirmed that they had been able to visit the school prior to starting in September and they had settled very easily. However, all the pupils had come from the primary school that is part of the Trinity all-through school so the processes were easier to arrange. The school admits pupils from up to twenty different schools but an increasing number (nearly two thirds) are coming from the primary school that is part of their school.

Strengths:-

- The commitment to inclusion of the whole school is in no doubt.
- Provision to support wellbeing and good mental health of staff and pupils is exceptional.
- Provision for SEND pupils is very good.



Report on IQM Inclusive School Award



- Transition from primary to secondary school and from Year 11 to post 16 education is very effective.

Areas for Development:-

- Provision for children with EAL needs is well supported in the early stages of language acquisition but more training might be given to teachers about ways to support the writing of those who speak English fluently.



Element 2 – Leadership, Management and Accountability

The Executive Head has created a headship team where collaboration and networking are part of his strategy. Inclusion is integral to this approach and he takes people at all levels with him. He describes the school as outward looking and he leads the way by working with other Heads and organisations to find new ideas and strategies that will help his school move forward. Staff and Governors have adopted the same approach.

Appropriate structures and systems are in place and ensure that every member of staff is part of a team and are led by a middle or senior manager and are involved in discussions about whole school priorities, as well as about issues within their direct area of work.

The Governors are a powerful group who share the inclusive vision and who are helping to ensure it translates from policy into practice. They are clearly loyal and ambitious for the school; they provide appropriate levels of support and challenge to the Executive Head and the Senior Team. I met with three members of the Governing Body during my virtual visit to the school. One was the Chair of Governors and the others included the Deputy Chair and the Safeguarding Governor. We talked about their role and about their ongoing commitment to the school. The Chair told me that the school (previously) had a poor reputation in the community and it has taken years to change that reputation. However, the school is now oversubscribed and is very popular in the community. Many of the team had originally (or still are) been parents of children who attended the school. The Governors have a wide range of expertise and experience and are able to hold the school to account whilst also providing excellent support. They attend regular training and are always well prepared for meetings, having read the papers provided by the Head and Senior Team. The Governing Body is clerked by a professional and experienced clerk.

There is a Safeguarding Link Governor who links with the Deputy Head who is the DSL for the primary and secondary schools. He is supported in his role by other DSLs in both schools. The Safeguarding Governor also checks the Central Record (managed by the Deputy DSL) to ensure it is in order. She regularly participates in safeguarding training and safer recruitment training provided by the Borough of Lewisham.

The school is using a system called 'MyConcern' to track safeguarding cases and they find this to be very efficient. The Safeguarding Policy is regularly reviewed and updated and has been amended to reflect the new safeguarding measures in place due to the COVID-19 pandemic.

The SEN Link Governor is very experienced in this area and she and the Chair of Governors often do joint visits to see the provision for themselves. They speak to staff and pupils and are always impressed by the warmth and care for each child, as well as the clear focus on the individual needs of the children. They are confident the provision is good and continues to improve. Generally, children who access this provision are making good progress. It is more difficult to know how children with SEN needs are being supported with their learning whilst at home and the school are using a range of measures to find out what works best. Vulnerable pupils and those with EHCPs are



Report on IQM Inclusive School Award



encouraged to come into school during lockdown but being teenagers many of them do not want to be seen to be different and won't come in.

Governors are very aware of parental satisfaction and want to ensure that communication is good, especially during the pandemic. They carry out many surveys and there was a recent online survey that indicated the parents felt they are heard and that their concerns are taken seriously. Lots of parents have asked for support with technology and the school is doing its best to provide one-to-one support. Similarly, a staff survey indicated that 25% of staff are more anxious, both about the virus and about the workload they are dealing with. The Executive Head has put as much support in place as possible and the Chair said he had held everything together even over Christmas when he was on call for track and trace throughout and was also planning for remote learning and/or re-opening. They are concerned (and understand their responsibility) for his welfare and wellbeing. The Chair is in regular contact with him to offer support and he is also part of several networks of Headteachers who support each other. She comments that he is very resilient and is always keen to learn new things. It is this positive outlook that helps him deal with all that the pandemic brings.

We talked about the Governors commitment to the inclusion agenda and it was clear that this is at the core of their belief. They have been trying to ensure the Governing Body is more representative of school population and have managed to recruit four BAME Governors including an ex-pupil. The school has set up an Equity Group to look at inclusion and equity across the school. The Lewisham Pledge has been used as a focus for discussion and planning. The school is also very aware that the staff do not yet reflect the school population in terms of ethnicity and BAME, especially at senior levels. The Head of Primary is leaving at Easter and they went to great measures to make sure they received lots of applications from BAME teachers.

About 30% of pupils at the school are funded through Pupil Premium. Governors explained this funding is used creatively to support learners and ensure value for money in terms of progress and wellbeing. Interestingly the numbers of Pupil Premium funded pupils is less in the primary section of the school, which suggests there have been changes to the thresholds and/or the demographic of the school population is changing. I was told the primary school is right in middle of Hither Green, which is quite an affluent area whilst the secondary is situated in a less affluent area. This could explain the differences. Pupil premium pupils achieve about a third of a grade less than their counterparts which is the biggest gap is in attainment and there is great concern about this. A Pupil Premium Champion has been appointed to try to increase their Cultural Capital and to look at other barriers that these pupils are facing. Not surprisingly, the gaps are reflected in their attendance also. There is a two-year strategy to address these issues. Some of the PP pupils and their parents lack aspirations in terms of further education and careers. The school are aware that the numbers of PP pupils is probably higher than the figures show as many parents refuse to fill in the relevant application forms. We discussed strategies for helping PP pupils overcome the barriers they face, there is an acknowledgement that the cohort is made up of individuals with a range of needs and a range of strengths so they need to be careful not to make assumptions about the group as a whole. We agreed that the best support we can give them is good teaching at every point of their education. I pointed to some research that might be useful.



Report on IQM Inclusive School Award



Strengths:-

- Strong determined leadership of the Head and his team.
- Safeguarding processes are very thorough.
- A strong and capable Governing Body who add capacity to the leadership team.

Areas for Development:-

- Closing the gap in attainment and achievement of Pupil Premium pupils is urgent and the school needs to look carefully at what teachers are doing to help them overcome barriers.
- Recruitment of BAME staff (especially into leadership positions) to reflect the school population.



Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

I was able to meet with the Deputy Head with responsibility for the Curriculum, Standards and Timetable. We talked about the recent history of the school and about the way the Executive Head has empowered staff at all levels to move forward with the inclusion agenda.

She told me the role of Curriculum Deputy was an attractive one as the real possibility of developing the primary and secondary school curriculum together was not an opportunity that comes around every day. There has been a number of intense INSET sessions with the staff from primary and secondary where they pulled apart the National Curriculum and exam specifications, this ensured that staff at every phase were able to understand what the expectations and standards in all stages were. This was brilliant training for everyone and they felt more empowered as they were part of this crucial development across the school. There is now a spiral curriculum in place using Rosenshine's Principles and a knowledge-based curriculum. In addition, the Christian wrap around care model has 'everything needed' to allow children to thrive. The school has now mapped out the curriculum from Reception to Year 11 and have identified the skills and knowledge they need along the way. Teachers were asked what they wanted to teach and what (about their subject) do they love and want to share with pupils. They took their ideas on board and have run with it.

The Deputy Head is also responsible for producing the school timetable, she told me the arrival of the new Executive Head made her look at the model they had been using and said his "poky, prodding questions" were what she needed to rethink and revise the model. Once this was done she had to sell the new model to staff. Thankfully, staff trusted her and went forward with the plans.

The curriculum for all subjects is now a knowledge rich, text-based curriculum. No apology is made for the high expectations and the challenge as pupils have 'only one opportunity' to make progress. I was told the high expectations are possible because of the scaffolding underneath is sound. Pitching to the top is important and those who previously might have been on the bottom rise up to meet the challenge. I questioned this in terms of pupils with special educational needs but was told that they cope well within the curriculum and receive plenty of support if they struggle.

We talked about the Grammar stream, which was introduced well before the current Head was in post. The Deputy Head said this had been a 'bit of a selling point' at the time when the school was competing with Grammar Schools in neighbouring Boroughs. We talked about how this might (probably is) create a further barrier to inclusion. It might be time for the school to analyse the makeup of this stream (Gender, Ethnicity, Pupil Premium, Special Need/disability, Social class etc.) and understand if it helps to increase the attainment of a small number of pupils or all the pupils. It might also be time to check on the affect it has on other groups in the school in terms of moral and motivation and feelings (or not) of exclusion. This would be a great focus for research.

Accountability processes are well known to teachers and support staff, I was told they do not find these oppressive or onerous. I spoke in detail with the Curriculum Deputy about the system of lesson observations and other measures used, I asked if they really



Report on IQM Inclusive School Award



helped teachers improve the quality of their teaching. We recognised that leaders already knew who required support and had support plans in place for but for the rest of the teaching staff this approach was not necessarily helpful. I know the school are looking at a coaching model in the future. Reflection and regular self-evaluation are integral to the way the school works and the IQM audit and self-evaluation was part of this process, it helped the school identify gaps that need to be closed. She told me that the accountability measures play to people's strengths and are not designed to catch people out or make them anxious. This attitude has been even more important during the COVID-19 pandemic, where teachers are having to learn new technological skills and pedagogy.

In normal times the extra-curricular activities the school provide are widely promoted and take up is monitored particularly with regards to pupil premium, SEN, gender, BAME groups). This way they can target particular groups who are not participating to see what they would like to see on the programme. Sadly, the clubs and activities have suffered and come (largely) to a halt during the last year.

Strengths:-

- The school is an all-through school and have now developed a spiral curriculum across primary and secondary phase.
- Teachers have been central in developing the curriculum and have been done with rather than been done to.
- An innovative teaching and learning framework and interventions has been developed and implemented, it is already making an impact of pupil outcomes.

Areas for Development:-

- The school might consider reviewing the teaching rubric to ensure it adequately supports pupils with special educational needs.
- It might be time to review the need for a Grammar Stream. Do the positives outweigh the negatives? Some pupil voice would really help get to the heart of this matter.



Element 4 – Learner Progress and the Impact on Learning

As this was a virtual visit I was unable to tour the school and see children and teachers at work. However, I have spoken to a number of children, teachers and support staff as well as parents so am assured that pupils have quality teaching and support. The data around progress and attainment is positive, although there is still a gap between advantaged and disadvantaged pupils. There is a clear framework and pedagogy that teachers use for planning and delivery of lessons and they have the freedom to use alternative methods if they feel that this would benefit their pupils. Individual needs are identified and planned for.

Technology is certainly used effectively to support the learning in lessons, particularly during the COVID-19 crisis where there has been a mix of blended learning (when children or teachers were self-isolating) and now in terms of live online lessons during lockdown. Teachers have had to learn new skills in terms of technology but also in terms of pedagogy and what works. It is fair to say both teachers and pupils have remarked that the quality of online learning is now much better than it was during the first lockdown. Teachers have had to learn along with pupils and they continue to find new ways of using the technology to reach all pupils.

There are eight Teaching Assistants and their deployment is directed by the SENCO. They are normally classroom based but many also work with groups of pupils on particular interventions. Others work on a one-to-one basis with individual pupils. I was able to meet with a number of them during my virtual visit, they told me about the way they work both in normal times and during the COVID-19 (most recent) lockdown. Some are working mostly in school supporting the vulnerable and key worker children, whilst others are working online supporting individual children. In normal times they will be directed by the SENCO according to where pupils with EHCPs are. They told me that the partnership with teachers is good as they are always made welcome. The teachers normally keep them informed about the lesson they will be supporting in and give guidelines about how to support the particular pupil(s). However, they felt that there might be a need to give teachers guidelines on how to make best use of a Teaching Assistant in their lesson – particularly if the Teaching Assistant is there unexpectedly. They agreed that guidelines were needed to ensure that both teachers and Teaching Assistants were making best use of them as a resource to support learning.

The Teaching Assistants told me that they have lots of opportunities to participate in training and development. There have been lots of online courses available for them to choose their own courses. In addition, the SENCO sends them on external courses if it meets the needs of the school and to help them to develop, according to their strengths and interests. The SENCO carries out all Teaching Assistant appraisals and they find this to be a useful and supportive process. Becoming a HLTA is a possible career development and one member of the team is currently undergoing qualification.

I was also able to meet the Drama Therapist who has worked one day a week at the school for over ten years. She works with individuals and with groups of pupils. She is currently supporting her clients online due to the COVID-19 pandemic. She told me she felt valued and included in everything that happens in the school. Heads of Year, teachers and Teaching Assistants often ask her for advice and guidance about particular



Report on IQM Inclusive School Award



pupils and they share good practice with each other. She regularly speaks to parents about their children and offers advice and guidance.

Strengths:-

- Online remote teaching and learning has been a great success, especially in the latest lockdown. Teachers have developed new skills and met new challenges over a relatively short time.
- Teaching Assistants work is valued by teachers and pupils.
- Specialist therapy and specialist services are available to provide additional support for pupils.

Areas for Development:-

- Teaching Assistants suggest that guidelines for teachers on how to make the best use of Teaching Assistants in their classroom would be really helpful.



Element 5 – Assessment

I was able to meet with several members of the teaching staff who had varying amounts of experience. One was a Head of Department. The teachers told me that communication within the school is really good and there is a clear dialogue about teaching and learning and about the many changes that have happened have taken lots of steps to support students. They all said they feel valued by the Senior Team and by pupils and parents (mostly).

We spoke about the diversity of the school population which they saw as being a very positive aspect that they wanted to see reflected in the curriculum and in the staffing structure. The language pupils speak at home is regarded as a valuable resource. The Head of Department had previously spoken to the Executive Head about diversity and inclusion and suggested ways that things might be improved. He was very receptive to these ideas and they set up a diversity working party to plan the way forward. Currently, a lot of work is going on in this area.

Another teacher told me she had started working as a Teaching Assistant at the school and is not an NQT. She really likes the family feel at Trinity and feels really well supported to carry out her role and develop as a teacher.

Another teacher told me she had started out as a Technician then became a TA and was encouraged to become a teacher. Currently she is working as an unqualified teacher but she is working towards her qualification. Yet another teacher started as a Teach First trainee and just completed her training in the summer term. Although it was a difficult year due to the COVID-19 pandemic she said she got lots of support from managers and colleagues.

The teachers told me about direct instruction, which is the teaching rubric introduced into the school. It started when all Heads of Department were given a book to read (could not remember what it was called) and there was a copy of the book in every department. This initiative arrived with the current Executive Head. Each Head of Department then started to work with their teams to develop a 'Booklet Approach'.

The Head of Department said he was 'not impressed' at first but once he and his team started to develop Knowledge Organizers for different topics in different years he saw how useful this method might be. The team are now working on the third versions of the KO and he likes the graduated practice and supported homework in each booklet. He has seen a lot of improvement, especially in Year 8. The Knowledge Organizers are particularly useful with remote learning activities but practicing speaking the target language is very difficult.

Teachers describe a collaborative approach within their departments and with other departments across the school. They said there are many staff surveys to find out what people are thinking and feeling. The results are analysed and actions taken to address concerns.

I asked if teachers felt the direct instruction rubric was constricting and if they felt bound by doing things in a particular way in the classroom. They assured me that each



Report on IQM Inclusive School Award



department has the autonomy to decide what and how they teach and assess. Every department does things differently. They told me they can be creative and take risks in the classroom if they feel that their pupils would benefit.

I then spoke to two Assistant Heads who share responsibility for teaching and learning. They said they have links with different schools and organisations including PIXEL, which they find useful. As an outward facing school, it is important to learn from and with others.

I was told that the school carried a lot of research before deciding to adopt Rosenshine's Principles and direct instruction approach. There is a post-holder at the school that has responsibility for gathering research. I pointed out that this is a big responsibility as trying to decide what bits of research were relevant or interesting is quite a large task. However, I was told that SLT also take time to investigate the latest research and look at what is happening through the Endowment Foundation amongst others.

Direct instruction is derived from Rosenshine's Principles and the school has now come up with their own version to develop the Trinity Standards. They told me these fit with the staff they have in post and with the pupils they teach. They said the impact of this work is most pronounced in the Key Stage 4 outcomes but is also showing an impact at also in Key Stage 3. The impact of the new way of teaching has not been forensically analysed as of yet but it is constantly under review. Developing remote learning and the COVID-19 pandemic has got in the way of focusing on this. However, online learning lends itself to direct instruction and Knowledge Organizers. One of the Assistant Heads said that the school felt very different when she returned from her maternity leave. She noticed far more consistency amongst staff and everyone reaching a similar standard. She saw this as a very positive indication of the success of the initiative.

There is now far more involvement with primary colleagues in terms of the curriculum and the way they all teach. The Trinity Standards are relevant to both primary and secondary phase of the school and each department has written their own standards based on these. Teachers are encouraged to reflect on their own practice and look at their own practice through coaching. All the teachers agreed that their workload had increased during the COVID-19 pandemic but this has been counterbalanced with the challenge and excitement of learning new technological and skills and pedagogy for online teaching and learning.

The teachers told me that they are not expected to use a standard generic lesson plan. They are expected to plan and respond to the class in front of them. There are no checklists used for observations and they are introducing a coaching model to look in more detail at what they are doing. They have had to halt this development during the last year, especially when pupils were being taught at home. NQTs and Teach First trainees are well supported and all have a subject and whole school mentor. They meet with other NQTs to share their practice and their woes but also to celebrate their achievements. The CPD programme is mostly subject specific rather than generic professional learning and they look at the research to find out what works best in classrooms. The CPD budget also funds leadership training. Teachers and support staff have access to a wide range of free online courses.



Report on IQM Inclusive School Award



Pupil progress is carefully tracked and assessment data is collected three times a year. The data is carefully analysed to identify pupils who are not reaching expected targets and to avoid any pupils falling through the gaps. On-going assessment is part of every teacher's toolkit. The senior and middle leadership teams reflect on gaps in learning in departments based specifically on public exam results each year to provide necessary support to departments needing more plans in place to secure effective learning opportunities (arranged often through Line Manager).

Teachers use prior attainment data to identify gaps in learning in order to plan effective learning opportunities. All classroom teachers and SEND Department staff have access to historic data and the SEND Department use baseline tests as a means to determine the support approach required.

Parents/carers receive regular reports about their children's progress and have the opportunity to meet teachers to discuss these three times a year. These meetings have recently been happening virtually during the latest lockdown.

Pupils' understanding is checked throughout the lesson and any misconceptions are addressed. Teachers use a mixture of both direct questioning and 'no hands up' as part of regular practice, so that all pupils are encouraged to be engaged yet specific targeting also allows for insight into immediate feedback. In addition, 'Spot-check' books is a common strategy employed. Furthermore, self and peer marking is also encouraged. Learning objectives and success criteria are clearly outlined at the beginning of the lesson and these are understood by pupils and contribute to their acquisition of new skills and knowledge. Pupils are often encouraged to be a part of determining their own success criteria and being a part of the process in many subjects, allowing ownership over their learning intentions. Differentiated success criteria and tasks are provided according to pupil needs.

Pupils are aware of their personal targets and most can describe their learning journeys and the progress they are making. They are provided with their (aspired) target grades for each term of the school year and this is regularly reminded of and addressed by staff, especially in the lead up (and following) an assessment. Some of the parents I spoke to on my virtual visit told me that their special needs children felt they were always performing well below their targets and got very downhearted and depressed as a result.

One practice that is adopted across the school is Feedback and Improvement Time. This follows a similar method in different subject areas and allows pupils to have focused time to improve their work; to act upon targets and then record in tracker sheets which lead up to the next assessment. Report cards are used to serve whichever purpose the pupil in question needs support with.

Strength:-

- Pupils are carefully tracked and swift action is taken to address any obvious barriers to learning.



Report on IQM Inclusive School Award



- Direct Instruction and Rosenshine's Principles has been widely adopted by the school and teachers and SLT are very positive about the way it works for their pupils.
- There are high expectations and teachers 'teach to the top' aiming to take the majority of pupils with them.

Areas for Development:-

- It might be time to review the target setting procedures to focus on aspirational pupil targets to clarify if they are demotivating for some pupils, particularly pupils with SEN.



Element 6 – Behaviour, Attitudes to Learning and Personal Development

I was delighted to meet two different groups of pupils during the assessment. The first was a group of Year 10 pupils who were part of the Prefect Team, a leadership role (of which there are many) in the school. They told me that they had a very good start to the year as they were so glad to get back to school after the first lockdown. Despite the COVID-19 restrictions and bubbles they had settled down well and were enjoying some normality. They were devastated to be on another lockdown but said they were coping well with the online learning that reflects their normal timetable.

The group told me how they have been appointed to the Prefects Team and they described the steps they had gone through to be successful. They were shortlisted from their detailed applications and went through interviews by their Head of Year and Assistant Head. They had to participate in a group discussion and were given leadership quotes to discuss. They said that most of the year group had applied as they could put it on university, apprenticeship or Sixth Form applications. They told me pupils helped each other do their applications but I wondered how a pupil with special needs could fairly participate in the appointment process, was there any flexibility built in?

The pupils told me that working from home for such a long time was difficult, although they had some experience of this when they had been sent home to self-isolate last term. All the IT systems and log-ins had been set up and they had been shown how to use the online platforms. Motivation is the issue, they explained how they motivate themselves and keep on track with their work. Some found it easier than others. The timetable is the same one that they follow in school and if you do not turn up the school will send a message to your parents.

They keep in touch with their friends through social media and they try to keep each other going. They said they would notice (now and when in school) if someone was behaving differently or if they were worried about their wellbeing. They would try to support them but would also tell a teacher if they felt they could not provide enough support. They are very aware of mental health and wellbeing issues as they have learned a lot about these issues in school.

The school runs many personal development days a year and the most recent was around promoting good mental health. They were encouraged to get away from their screens and around keeping fit and healthy. These days are used to cover much of the PHSE curriculum and they have been able to discuss issues around Black Lives Matter, racism and homophobia. They said they want more opportunity to discuss such issues rather than having to write about them. They did talk about these issues with friends but not enough during tutor time. They were unsure if there was an Anti-Racist Policy in the school or an Inclusion Policy but they presumed there was. One pupil said she had seen a poster in school about an LGBT group but did not really know much about it.

I asked the pupils to tell me about the best things about their school:

- The school has staff set out to meet all our needs.



Report on IQM Inclusive School Award



- Learning and emotional wellbeing, the people in the school.
- They can go to any teacher or staff member if they have a problem.
- Always find someone to talk to.
- Belonging to a Family Group who “know me since Year 7”.

I then asked what would be better if:

- The way certain incidents are handled – hearing both sides.
- More drop down personal development days to support pupils’ mental health and wellbeing.
- Less homework during lockdown – the online lessons are enough to cope with.
- Less pressure on teacher (therefore, less pressure on pupils) to overload pupils with work.

They told me the school was a warm and friendly place most of the time but there are high expectations, which they like but often find it hard to meet those expectations. They said behaviour around the school is good and they are rarely disturbed by others in lessons. The school environment is always calm and well organised. Currently, the remote learning is well organised and is working, but is not the same as being in school with the teacher in the classroom.

Following my meeting with older pupils I was able to meet with a number of Year 7 pupils, some were working remotely at home whilst others were in school as part of the key worker and vulnerable pupil provision. When I asked them why they or their parents chose the school they came up with arrange of benefits they considered attractive. One mentioned the Peer Buddy System that in place to support pupils. He wanted to be a Buddy rather than be supported by one. Another pupil said they liked the Trinity Values. Others talked about the fun activities and House Challenges but most came because they had attended the Trinity Primary School and most of their friends were coming to the school. They were also familiar with the building and many teachers and support staff as they had visited often for different curriculum activities. They said it was a natural choice as they were very familiar with the school already and teachers were very nice. Another pupil wanted to come to the school because it was so diverse and inclusive (she did use those words.).

They said the transition process was very smooth even though it was very different this year due to the COVID-10 pandemic. They spoke about the disruption to their final year at primary school but were not unduly stressed about it. The autumn term went very well and they settled in quickly, despite all the COVID-19 restrictions and they had to stay in their own bubbles. The bubble burst once not long after they started school and they found this very upsetting.



Report on IQM Inclusive School Award



The remote learning is well organised and they are following their normal timetable. Those in school access the remote lessons at the same time as their classmates but they can play with each other and others in the bubble at break times and lunchtime. They told me they had made new friends in their bubbles, pupils they had not got to know well before and this was positive for them.

The pupils working at home were finding it quite difficult depending on whether they had their own room and own device to work on. Many of their parents were working from home and could not be on hand to support them. They told me they can raise their hands up (on Teams) if they need help but they generally don't as they don't want to do this when everyone can see and hear. They are able to submit assignments via Teams and get feedback from their teachers. They all acknowledged that it is hard for teachers and they wanted to congratulate them for all they are doing.

The pupils have only attended the school since September so have no experience of what it was like before. They told me they did have clubs and after school activities at the start of the autumn term and were meant to have theatre and skiing trips, but they were all cancelled due to COVID-19 restrictions.

Some of the pupils told me that they think they get too much work and think homework on top of that is just too much pressure. They commented that those who were in the Grammar Stream had even more work than others. However, one pupils commented that the House Challenges were helping to “keep him sane during lockdown”.

Pupils express their understanding and acceptance of individual differences and they are keen to explore these issues with their teachers and with each other. There are many forums to do this and it is important for the school to harness their enthusiasm and bring about positive action including developing (with them) clear transparent policies on inclusion and furthermore making sure these policies are put into practice.

I spoke to two Assistant Heads and the School Chaplin about pastoral care and personal development. They told me that fixed term exclusion had been greatly reduced but are used if necessary. The culture of learning has clearly been established and there is a positive approach to managing behaviour. There is a much greater use of rewards as opposed to sanctions. The Chaplin told me that they are trying to relate behaviour to being ‘more Christ like’ and staff act as positive role models. A mixture of approaches to behaviour is used as the restorative approach alone was not particularly successful in the past. There is a belief that children need boundaries and link this back to good parenting. They agree that nothing is black or white and there are many grey areas and it all comes down to love and forgiveness. Flexibility and differentiation around applying behaviour rules and regulations is needed but does not always happen. More staff training in this area is planned in the future.

The Executive Head leads the way on creating a loving and caring culture where pupils can learn and thrive. He believes transparency is important and that the school community need to be able to say how they feel. The human element is what makes the school special. He understands the power of positive relationships at all levels of the organisation. This attitude and culture are integral to everything that happens in the school. I was told that this attitude is “part of our DNA and characteristics”.



Report on IQM Inclusive School Award



The Assistant Head in charge of the PHSE curriculum explained the principles behind this carefully planned programme and we talked about the way it is taught. She works with Heads of Year and uses the information and programmes promoted by the PHSE Association as it is 'tried and trusted and up-to-date.' The curriculum is published and lessons are planned for tutors to deliver. She told me this ensures consistency of messages. The other Assistant Head support this work and helps to make sure inclusion and diversity are firmly embedded in the curriculum. This month is given over to informing and celebrating LGBT. Pupils are always keen to discuss the barriers to inclusion of this group and others. We spoke about the way the Christian designation of the school might influence what is taught. I was told that pupils are clearly told that we are all born in the 'image of God' and work from there. It is about respect and tolerance and personal freedom. Tutors are (mostly) confident in teaching and discussing what might be considered as controversial issues. Resources and teaching materials are prepared for them but they can adapt them if they wish.

I was assured there are no issues around SRE and a whole drop-down day is used to deliver this part of the curriculum. In addition, another personal development day has been added to look closely at Black History, Black Lives Matter. Lots of staff are involved in planning the content and delivery of this day. I suggest they also involve pupils who commented to me that they would really like to have more time for discussion on these days.

Character development is a large part of the personal development curriculum along with work on climate change. The Trinity Character Charter was developed to increase and record extra-curricular activities. This is a way of increasing pupils' Cultural Capital. Careers education and guidance is also included. Pupils must keep a record of what tasks they are doing. The development of the Character Charter is guided by the Family Tutor.

Very effective systems are in place to promote attendance and punctuality of all pupils in line with the most recent national average for each sector. I met the Attendance Manager who is also the Deputy DSL and Welfare Manager. She works very closely with the DH with overall responsibility for inclusion and safeguarding. Her work on attendance is her main priority as it can be an indicator of possible safeguarding issues. Analysis of attendance is carefully done in terms of individuals and particular groups and cohorts to see what patterns emerge.

In terms of safeguarding processes, the Attendance Manager does all the administration around safeguarding referral and follow up. The Safeguarding Team do have supervision as they felt they were becoming desensitised to much of what they were hearing and dealing with. The School Counsellor asked her supervisor if she would come in and support the staff to carry out this important role. The Safeguarding Policy is published on the school website and the Attendance Manger ensures all information is updated on a daily basis.

We talked about the processes used to ensure good attendance both in normal times and during the pandemic. We talked about the provision in place for vulnerable and key worker children and the way pupils were being monitored when working at home.



Report on IQM Inclusive School Award



Lewisham is transient Borough and mobility is an issue for the school and other schools. Since Brexit and COVID-19, many East European families have moved back to their own countries leaving empty places. However, there are many more unaccompanied refugee children arriving, all from different Boroughs. Many other families have been moved to the coast and other parts of England that are cheaper of fund social housing. They are now getting a bit of a middle-class surge that have caused house prices to rise.

Currently, attendance is between 92% and 93%. Children who do not appear in school (or currently online) without prior notice or for good reason are subject to further checks and follow up. Normally, the school has some of the best attendance rates in the Borough with 96% attendance. There is an EWO from the Borough who provides good support.

Strengths:-

- Measures taken to improve and maintain good attendance of all pupils.
- Safeguarding processes are very effective.
- PHSE and personal education is carefully planned and taught.

Areas for Development:-

- It may be time to revisit the Inclusion Policy (Equity or Equal Opportunities Policy) and develop one that is visible and relevant to all stakeholders. Pupils and staff should be central to this work. It needs to be a living, breathing document that translates into practice.
- Pupils have suggested they need more time for discussion (rather than writing) during personal development and PHSE times.
- Pupils have also asked if they can have less homework whilst they are working remotely for five hours a day.



Element 7 – Parents, Carers and Guardians

I was able to meet a number of parent/carers during the two-day assessment. They were all parents of children who had special educational needs and it is fair to say they were all finding lockdown and the whole COVID-19 pandemic experience very difficult.

One was the parent of an ex-pupil who is now attending a Sixth Form College. They were all very keen to share their experiences as parents. Their children covered all age groups from Year 7 to 11 and Sixth Form. Most had attended the school since Year 7.

Parents described the problems they were having getting their children out of bed in the morning and to get them to engage in the work. Some think they are on holiday as they do not have to attend school, even with the phone calls and text messages coming from the school. Some children will not ask or answer questions online even with the support provided by teachers.

One of the pupils is quite rule bound and likes the structure that comes with remote learning. He likes working at home where there is nothing to distract him but often does not understand the work. The parent is worried that it will be very difficult to get her child back to school when the time comes.

The parents said that the school does keep in touch and make regular phone calls and they had been offered a place in school as part of the vulnerable/key worker cohort. The problem is that their children would not go as they knew that their friends and classmates would not be going and they would have to get to know new pupils and staff.

The SENCO was the person they contacted regularly and many said they did not know the Head of Year of Tutor, as they went straight to the SENCO because he knew them and their children well. One parent said she was impressed by a Teaching Assistant who contacted her and her child, she was surprised and pleased about how well she knew and understood the barriers to their learning and inclusion. This parent had not been aware that her child was being so closely monitored but was very pleased that he was. All the parents felt that the SENCO had too big of a workload and needed an assistant to help him deal with phone calls and administration.

Parents said the school have been great, especially the SENCO and they expressed concern for his workload and did not want to contact him often as he was so busy. However, they said that every time they needed him he was there. Another parent agreed with this but pointed out that it was only the SENCO who was in contact and they had not heard from other teachers and staff. However, they were annoyed to get constant texts and messages from subject teachers to say that their children had not returned work or had not participated in online classes. The fact is this was something they could not change and had explained the situation to the SENCO. They felt that communication between the SENCO and other teachers was not always good enough as the messages kept coming, causing to the stress in the home. The parents clearly felt that more needs to be put in place for SEN children during lockdown, especially with regards to the live online learning programme which most cannot access.



Report on IQM Inclusive School Award



On a more positive note one parent told about her son, who after five years at Trinity has gone on to another secondary school Sixth Form where he has settled well. He is someone who likes rules and has been able to adapt well to his new situation. She said that his new school had not contacted her or her son to see how he was coping but she did have a call from Trinity Secondary School to check to see how he was doing. She says they obviously care about her son and this was just one indication of that care. She still emails staff at Trinity for advice when she needs it.

We spoke about the behaviour expectations and rules and about allowances that were made for pupils with special educational needs who were unable to consistently follow the rules. One parent said the school did use the behaviour rules flexibly and she has had lots of meetings with staff over the years and were able to sort things out between them. Another said she would like to see more flexibility when applying the behaviour code. Whilst there were more obvious problems during lockdown she said the school needed to consider this in normal times and was particularly concerned about constant detentions, which are just not appropriate for her child. The SENCO agrees with this but other staff do not seem to know that her child cannot be subject to the hard and fast behaviour rules. They need to be constantly reminded and discussions about alternative actions that might help.

Parents said that expecting children to do homework on top of the large number of live lessons (normal timetable) was unreasonable and not realistic. They said children needed a break and online learning was far more intense than face-to-face teaching and learning.

Parents spoke about the regular reports they receive about their child's academic progress. The problem is that pupil targets are set so high (aspirational targets) that their children get totally downhearted when they see their low grades. They become angry and demotivated as a result and will stop trying as they will never reach the target. They feel they will never be good enough. This is something that needs to be reviewed by the school.

The ex-parent praised the school and one TA in particular for her help in finding a suitable place for her son in Sixth Form. She went with them to see different schools with the family and that really helped them find the right place. She also said that the school had encouraged her son to get involved in activities outside the classroom (with different external organisations) including Independent Travel Training and in the Young Mayor elections and subsequent processes. She recommends that other parents encourage their children to get involved in similar activities because they had really helped to increase her child's confidence.

One of the parents wanted to give other parents some positive hope for the future and she told us that her eldest son who is autistic went on to University and is doing very well (even though he is currently working from home). Another parent recommended contacting Young Advisors in Lewisham and said this has been a really good service that supported young people with special needs and their parents.

I asked parents if they found it useful to share their experiences and their woes with each other and they said it really did help. I said I would speak to the school SENCO to



Report on IQM Inclusive School Award



find out they could arrange regular coffee morning for the parents of children with special needs to get together (informally) so they could support each other. Parents told me they chose the school because they were aware of the school Inclusion Policy and practice (on the website) and were impressed by the provision that was available to support their children.

Most of the communication that takes place between home and school is through the tutor and generally this form of communication is very effective. However, the SENCO, the Attendance Officer and Heads of Year may also be in touch if there are concerns of any kind. Communication with subject staff is generally through texts or emails and are about informing parents of their child is falling behind. However, there is also a clear reward system and achievement and effort is celebrated with parents and pupils. Generally parents are confident that there is always someone they can talk to if they have concerns or queries about their child.

The school use regular parent surveys to gather feedback and generally these are very positive and indicate a high level of satisfaction. In addition, it is worth noting the school is oversubscribed and is very popular within the local community.

Strengths:-

- Parents feel they are valued by the school and they are kept well informed about their child's progress.
- Regular parental surveys.
- Availability of the SENCO.

Areas for Development:-

- More support for pupils with EHCPs working remotely.
- Parents of children with special educational needs can feel very isolated and cut off from others particularly (but not exclusively) during lockdown and felt it would be helpful if the school set us some coffee mornings for them to meet each other and to support each other.



Element 8 – Links with Local, Wider and Global Community

It was difficult to really get to the heart of the community aspect of the school during the virtual visit. However, it is mostly because the COVID-19 pandemic has put a halt to many of the normal community activities. As with every school in the country the school have had to close their doors and keep children confined to the school premises or to their own homes. This is not the way the school wants to work but the priority has been to keep children safe.

The Executive Headteacher is very clear about Trinity being an outward facing school and collaboration and networking is key to its success. This work has continued virtually during the last year. The school makes great use of all the expertise and resources available to in to improve the life chances of pupils. They work closely with other schools and with the Diocese, the Local Authority and every leader (in particular) has developed support a network.

The Trinity School vision is rooted in equality and respect and pupils are taught and reminded that differences are a benefit and not a threat. They appreciate the diversity within their school and their community. They are also made aware of the fact that many children and families need additional support. With this in mind, each year group selects a charity to support and they raise awareness and funds for their charity.

The school is well aware of the range of community resources available to enhance the learning opportunities of pupils. They utilise these as part of the curriculum and work with several outside agencies such as Speakers4Schools, ENVISION, Barclays to name but a few. These provide opportunities for pupils to meet a range of employers from a variety of backgrounds and hear and be inspired by their learning and career journeys. The school is very popular in the local and wider community and has been fully subscribed with either first or second choices for two years now (2018-19 and 2019-20). It has a growing reputation in the community, being known as 'like a family' and 'very inclusive and warm' by parents and other members of the community. The signs are that this trend will continue.

The school continues (as far as possible) to support a combination of local, national and global charities. They have a strong link with Crystal Palace football club, links with local youth clubs (run by various churches) that pupils attend. The School Newsletter includes a weekly character corner that includes activities pupils can do with their parents during the weekends, half term and school holidays to help support and develop their Cultural Capital.

In normal times visitors come into school to lead various worships, highlighting the importance of all religious backgrounds. In addition, during awareness events, visitors are invited in to contribute, raise awareness and develop knowledge. For example: Black History Month, Children's Mental Health Week, National Bullying Week. Furthermore, the Alzheimer's community come in to actively engage with pupils as they complete the dementia friendly programme and receive donations from the school.



Report on IQM Inclusive School Award



Strengths:-

- The school is oversubscribed and remains popular in the community.
- The school reaches out to the local community and supports several charities.
- The school works with primary schools, other secondary schools and with a wide range of external organisations.

Areas for Development:-

- The school will resume its practice of using and visiting the local area as part of the curriculum when the COVID-19 crisis is over.