



15th July 2018

Mr Darren Janes
Head of School
Primary Phase
Trinity All Through School
Leahurst Road
Hither Green
London
SE13 5HZ

Assessment Date: 3rd July 2018

Summary

Children at Trinity All Through School (Primary Phase) are proud to belong to such an inclusive school. They know that the staff want to do the best for them. They are happy and look forward to coming to school every day. They feel valued and respected. They are strongly supported in all areas of the curriculum by passionate and dedicated staff led by a Head of School who has a clear vision for ensuring that Trinity offers the best possible education. He is ably supported by an Assistant Headteacher who has a zealous passion to ensure that Trinity is known in the area for being a fully inclusive school. She is determined that all stakeholders should be listened to and that all children can and will succeed, regardless of any barriers to their learning. The Head of School and Inclusion Lead share an inclusive ethos which pervades through the school.

The staff have made Trinity a warm, friendly and welcoming place. Everybody has a clear sense of purpose. The children are friendly and have confidence in their teachers and support staff and know their needs will be met. They feel inspired in their learning by the highly imaginative teaching. The Reception children have indoor and outdoor spaces that are exciting and fully resourced to stimulate their young imaginations. Ofsted rated it as outstanding.

Visitors who enter the school are warmly welcomed by the receptionist. As pupils and parents enter the grounds they are greeted by staff with a smile and conversation. Pupils are willing to engage the visitor in their learning and confidently talk about their work. There is a sense of safety and calm.

The all-through school was inspected by Ofsted in October 2016 which rated it as good. The primary phase opened in 2013 and currently has children up to Year 4. The senior staff want to continue to improve and work hard to ensure improvement is built into the school's DNA. They work hard to ensure that attendance continues to improve.

AWARD OFFICES

Inclusion Quality Mark Award
Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

CONTACT

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.
07748285

Company Registered Address:
Inclusion Quality Mark (UK) Ltd
Grove House Lutyens Close
Chineham
Basingstoke
Hampshire
RG24 8AG

There is a sense of mutual respect and the behaviour of the children is a strength of the school. They are courteous to each other and restorative justice is deeply embedded. They know that if they have made a wrong choice they have the opportunity to make things right.

Success and achievements are celebrated everyday both formally and informally. The children have a deep sense of ownership and through Trinity Voice know that their ideas will be taken on board. Although the school has no grass surrounding it, the children understand that they are part of the environment and that it must be cared for.

All of the classrooms are well organised and the vibrant displays celebrate the children's learning but provide prompts to aid their independence. Children know what to do if they are stuck. The teachers plan their lessons carefully considering their children's needs and desires. The learning objectives and success criteria are carefully chosen to ensure that children understand and succeed. Progress is carefully monitored and staff know immediately if more input is needed. The school uses its 'middle rooms' wisely to provide a quiet space for small groups and individuals to receive this specific support. Support staff are well trained and make a valuable contribution. Their skills are wisely used by the inclusion leader.

There are high levels of analysis and the tracking of pupils is rigorous. Governors monitor the process and have a deep understanding of their role. They strongly believe that Trinity must be fully inclusive to provide all children in the local area with a high standard of education regardless of their barriers.

Parents feel that they are listened to and the school has fostered a real partnership ensuring both parties share the process of educating their children. Some have moved their children from other schools to ensure the needs of their children are fully met here at Trinity. They are pleased, knowing that their children are so happy.

Children who have certain needs are very well supported by the school and parents highly praise the school's practices. The staff work tirelessly to ensure their needs are met and the families feel reassured. The professionalism of the staff is highly valued and appreciated by the community, who feel that children are fully supported in accessing all that the school has to offer.

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

Assessor: Ralph Silverman

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 and Practice of the School

Strengths:-

- All stakeholders have a pride and a sense of ownership that they all feel part of the growth of the primary phase of Trinity.
- There is a passion that individual differences are valued. The Character Charter being produced will support the development of the whole child.
- Regular meetings ensure all children's needs are being addressed.
- At the end of each year children go to their next class to ensure transition is seamless. There is a thorough induction process where the inclusion leader ensures that the needs of every child are carefully considered.
- At the weekly meeting a checklist is examined by the mentor to ensure that the NQT or Schools Direct trainee receives a thorough induction. They know their targets and the mentor, Head of School, maths and English leads regularly come into class.
- Safeguarding is thoroughly addressed at Trinity where there have been some tough conversations. The team understand the seriousness of their responsibilities.
- All staff work conscientiously and care deeply about the children. They smile and act respectfully towards each other. The children are encouraged to 'never give up'.
- The children are respectful to each other and to the staff. They know that if they act inappropriately, the restorative justice system allows them the opportunity to put things right. The staff do not shout at the children but talk positively. The children like the behaviour charts in classes which are refreshed at the beginning of every day.
- Children are happy to come to school where everybody is made to feel good about themselves. The staff make a conscious effort to look at the whole child.
- Good work is celebrated in school and often taken home to share with parents and carers. When children go up a level in their phonics, parents are informed. The children get very excited at Friday's celebration assembly.
- Staff at all levels know that their training is taken seriously which is provided both in house and externally.
- Pupil Premium case studies show that they make good progress and that their needs are being addressed appropriately. The details of the strategy are on the website.

Areas for development:

- To look at nurture provision in other schools to see if it is something that might work at Trinity.
- To continue to build a strong support team to provide specialised help for those with specific needs.



Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The whole school is clean and attractive. The displays in the classes and corridors inspire the children to learn and celebrate their successes. Monstrous Maths is in every room where there are many hints and prompts to support their learning. There is a display checklist for all staff.
- The resources throughout the school are used sensibly and are well maintained and easily accessible for all the children. There is a large library and IT room where children sign their own books in and out and the purpose-built kitchen is a real asset. The 2Simple programme keeps all evidence secure for the reception children and this is printed at the end of the year.
- Reception children are fortunate to have a well-resourced outside area. At play and lunchtimes, they play with the older children in the larger playground. This encourages a positive, nurturing atmosphere. The EYFS is visited by local teachers as it provides a stimulating and inspiring place for young people to learn.
- Communication within the school and between the school and the parents is a great strength. Parents know they can discuss things at the start and end of the day with staff without having to make an appointment. The Head of School and the inclusion lead are usually to be found at the gates talking to parents.
- TAs are highly effective and have up-to-date training. Because of their experience and knowledge, they are able to help address the needs of certain children efficiently and effectively. The 'middle rooms' are used wisely.
- The school is fully accessible for those with physical needs. There are ramps and a lift and for those using a wheelchair there would be no problem accessing this building. The leadership team make every effort to ensure there are no barriers to learning.

Area for development:-

- To examine software and apps that would be appropriate to further support those with certain needs.



Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- The language used by the staff in school and on the playground is always supportive. They model it and so the children have a clear understanding of how they should treat each other.
- The transition process allays children's anxiety about moving up a year in the summer. They feel ready and prepared for the next step.
- Pupils know how to improve their learning by asking their talk partner or a friend or by seeking support from an adult in the room. They know how to refer to the success criteria. They understand the marking policy and know that if work is highlighted in green they will receive a house point and that they have remembered something. They know that orange means they have to practice something. They understand that they are responsible for certain areas of their own development.
- Pupils are aware of the different needs of certain people and understand that everybody is different.
- Trinity Voice is published during the year and is written by the children.
- Children are pleased to have so many clubs to attend during and after school. The breakfast club is popular.
- The Courageous Advocate Award is an exciting initiative.
- The children know that through Trinity Voice they will be heard and that certain equipment has been purchased as a result.

Areas for development:-

- Encourage a junior member of staff to take responsibility for ensuring Trinity Voice is published once a term.
- Further establish and embed self-assessment processes throughout the school.



Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- Learning objectives are clearly defined at the beginning of every lesson and children know how the success criteria helps them to achieve the desired outcome. The inclusion leader, together with each teacher, identifies the needs of every child. IEPs are written clearly to ensure that these needs are effectively addressed. Progress is regularly monitored and the children are moved in and out of interventions when necessary.
- The staff are encouraged to use a variety of teaching styles and the special days or weeks have a positive impact on the children's learning.
- The school has designed its own tracking system which is easy to access. Teachers adapt their plans where gaps in learning are identified. The children are regularly assessed and for those children whose learning has not been embedded, extra support is sought.

Areas for development:-

- To bring children into the process of reviewing their own progress especially for IEPs.
- To look at ways of broadening the curriculum as the school continues to grow.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- Teachers welcome the Performance Management process each year as they know that it impacts on pupil progress.
- Teachers and their assistants work closely together to ensure that the needs of all children are addressed. Worksheets are differentiated according to these needs.
- TAs know the weekly plans in plenty of time, so they know what they will be doing to support the children's learning.
- The key objectives for each year group are outlined in September using a conversion matrix and all staff are involved in data analysis.
- The school is working hard to create a culture of independence.
- EYFS objectives are planned for the week and TAs have access to them ensuring they know what they have to do.
- Reports to parents document the children's achievements with at least one target. Positive language is consistently used. Liaison with families is good.

Areas for development:-

- Ensure induction procedures for new staff are rigorously implemented so that the 'Trinity Standard' is clearly outlined.



Element 6 - Parents, Carers and Guardians

Strengths:-

- Parents feel that the staff are very accessible. Those whose children have EHCPs have regular meetings where they are provided plenty of time to discuss the issues around their child.
- Parents feel that communication between them and the school is very good and usually no appointment is necessary. Issues can be resolved quickly before they become dramas.
- Parents are confident that their children's self-confidence has grown and their children return home feeling valued. One parent who moved their child from a less inclusive school is so happy that their child is now making good progress. Mentors and buddies have been introduced and parents feel that the school takes inclusion very seriously. 'We're all on the same side'.
- Parents like the positive attitude of the staff, the school is a place where children's progress is celebrated and they know the child's targets are achievable.
- Parents feel that Trinity has a reputation for inclusivity. They are proud of their school and of the fact that they now have a waiting list and prospective parents put Trinity first on their application forms.
- Parents whose children have an EHCP are grateful for the care and support shown throughout the process by the Inclusion team.
- Parents feel they have a say in the future of Trinity because their views are sought via questionnaires and parent forums. They feel that they are kept well-informed through the school blog and weekly newsletters and class newsletters.
- Parents feel they have a good understanding of inclusion. One child told their mother, 'Mummy, just because it's difficult – we never give up'.

Areas for development:-

- To build further links with hard-to-reach parents.



Element 7 - Governing Body and Management: External Accountability/Support

Strengths:-

- The Governing Body is committed to the inclusion ethos. It is proud of the fact that it has built and established a successful school with a growing reputation. The number of first choice applications has grown each year and is testament to the fact that an inclusive philosophy is desired by many parents and carers. The diversity of the parents and children is celebrated and is integral to the plan.
- The Governing Body has named members who are responsible for SEND and, Safeguarding. Lewisham Council and the Southwark Diocese provide good training for governors. Places on the Governing Body are now being hotly contested by parents.
- Governors know that children learn that everybody is different and that their needs are managed effectively. They are proud that all children are valued at Trinity and that they are cared for.
- Governors make regular structured visits to the school which are timetabled. They work to their strengths and have a balance of skills. Race, gender, age and experience are represented. They understand that their role is to ensure that Trinity is travelling along its desired path and keeping to its core values. Children know most of the Governing Body. There is an extensive Governor visit form which shows evidence of the challenging questions which they ask.
- The inclusion leader reports regularly to the Governing Body. It is proud that it is a diverse group of people with inclusion at its heart.
- The new chair will have a mentor and be part of a network which meet regularly. Knowledge is shared via social networking at meetings.
- Trinity has developed strong links with St Margaret's Lee and children from both schools share learning. Trinity has also developed links with other local faith schools. The leadership of both parts of the through school are working hard to create one whole school ethos where 'We are One' e.g. MFL teaching and an orchestra.

Areas for development:-

- The Governing Body could write a list of acronyms to help parents and new governors to identify what they all mean.
- For the Governing Body to seek ways to evaluate its effectiveness by implementing a more systematic approach to analysing feedback.
- To establish links with the Brindishe schools.



Element 8 - The School in the Community - How this Supports Inclusion

Strengths:-

- The school has good links with local churches, charities and libraries. Visitors from other faiths are welcomed into the school.
- The school raises money for various local, national and international charities and has developed links with Evelina Children's Hospital.
- Parents with certain skills are welcomed to support the children with gardening, reading and cooking etc.
- Children visit to the local library and fire station and feel involved in their local community. Neighbours come into the school for the annual fete which raised over £5,000 this year.

Areas for development:-

- To build on the links with local nurseries and pre-schools and to audit them to find out what parents want.
- Develop links with the local nursing home.
- Develop links with the local Cubs and Brownies.