



## Assessor's Evaluation for the IQM CoE Award



**School Name:** Trinity Church of England School  
Taunton Road  
London  
SE12 8PD

**Head/Principal:** Mr David Lucas

**IQM Lead:** Mr Steve Gallears

**Date of Review:** 25<sup>th</sup> January 2022

**Assessor:** Ms Emma Skipper

### **IQM Cluster Programme**

Cluster Group: Four Seasons

Ambassador: Pauline Roberts

Date of Next Meeting: 10th February 2022

### **Sources of Evidence during IQM Review Day:**

Due to COVID-19 restrictions, this review was carried out virtually, it was an enjoyable day highlighting the commitment and passion that the school has to inclusion. A detailed timetable for the day enabled me to review evidence linked to the areas of development. The members of the school community that I met on the day of my visit included:

- Headteacher
- IQM Lead/SENCO
- Several members from The Senior Leadership Team
- Vice Chair of the Governing Body/parent
- Support staff
- Pupils



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### Summary of Targets from 2020-2021

#### **Target 1: Extend provision for EAL learners to ensure more fluent speakers are supported with their writing.**

EAL children receive additional support from a highly skilled EAL Teaching Assistant. The Teaching Assistant has full scope within her timetable to target not only those children who are assessed as being 'new to English language' but also those who are proficient with the English language but need additional support with extending their writing skills. More able children who have EAL are supported through a writing intervention to improve their academic language at KS4. On arrival at Trinity School pupils are assessed for English language proficiency; with differentiated work and personal targets put in place to support their language acquisition. The EAL Teaching Assistant team is being developed with additional members of staff being employed to join the team.

#### **Target 2: Ensure the staffing team reflects the school population**

Any recruitment adverts for staffing positions at Trinity Church of England School now encourage full inclusion with Senior Leadership Team and Governors taking part in training on inclusion and recruitment.

#### **Target 3: Improve the deployment and use of Teaching Assistants**

The Senior Leadership Team have researched outstanding models of Teaching Assistant deployment and scrutinised academic research on effective use of TAs in the classroom; with the school research lead helping to develop the school's wider staffing teams understanding of this target. Trinity School staff understands the value of high-quality inclusive teaching where Teaching Assistants add an additional and valuable level of support within the class. To ensure TAs have a good understanding of how best to support pupils they are included in the schools' CPD programme. All Teaching Assistants have been trained on how best to support Visually Impaired children. Teaching staff have also visited other schools to look at best practice and then disseminate their findings back at Trinity School. Trinity staff will continue to reflect on how best to deploy Teaching Assistants and this target will remain as a target.

#### **Target 4: Ensure that parents of children with SEN feel supported and included as part of the school community**

Trinity School staff are very aware of the importance of working with and supporting families. To ensure that parents of children with additional needs feel included as part of the school community parent/carer forums have been implemented. The aim of the forums is to build stronger relationships with parents and create a support network for the parents amongst each other. The hope is also that parents will feel they have a 'voice' and are listened to as well as having a wider understanding of the SEN needs at Trinity School. Cake and coffee mornings/afternoons have taken place on the Primary site; as well as encouraging an open-door policy for all parents. This target will be continued over the next academic year.



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### Agreed Targets for 2021-2022

#### **Target 1: Evaluate current provision for SALT in both the Primary and secondary phases.**

- Identify support staff to be trained to deliver SALT intervention.
- Identify those pupils who will receive intervention across both the Primary and Secondary phase.
- Assess and reflect on the impact of the NELI programme.

#### **Target 2: To improve teacher confidence in how to use Teaching Assistants in the classroom**

- Staff training on best use of Teaching Assistants during weekly cluster time.
- Inset day training to reference MITA project.
- Leadership team to research outstanding models of TA support.

#### **Target 3: Develop the role of the SEN manager**

- Audit of the SEN manager role to be completed by the SENCO.
- Formal review of SEN manager job description and impact.
- SEN management team to ensure alignment and full coverage of the whole schools' SEN needs across the team.

#### **Target 4: Evaluate the impact of the schools' Mental Health and Wellbeing Ambassadors**

- Review initial impact of the pupil ambassadors.
- Evaluate the external training offered to the ambassadors via COMPASS.
- Carry out an audit of the Wellbeing Ambassador role – reviewing their successes and challenges and setting next steps.

### **Impact of Cluster Groups**

Trinity Church of England School have taken part in two virtual cluster meetings of the Four Seasons Cluster between May and November 2021.

Impact of cluster meetings:



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- Explored the use and implementation of NELI interventions, which has now been implemented at Trinity.
- Exploration of accelerated reader scheme.
- Discussions around models of support from the Education Psychology service that some members are buying into – chance to reflect on the Educational Psychology offer available at Trinity.
- Reflections of current MFL offer at both primary and secondary sites. Primary site now has an MFL teacher delivering Spanish to Year 3 upwards.

### Overview

Inclusion at Trinity Church of England School remains a priority and continues to be an integral part of the school's work. The Senior Management Team are committed to providing an inclusive education for all, which is evident in the holistic approach to pupil wellbeing and education taken by the school. Despite the primary and secondary phases of the school being on two separate sites the vision of the school leadership team is for Trinity School to be seen as one school. Trinity School has one leadership team, one safeguarding team and one governing body. The SENCO leads across both the primary and secondary phase and has a working knowledge of supporting SEN from nursery to Year 11. Teaching and learning follows the same approach across the phases and embeds the Trinity '9 characteristics for learning'; characteristics that are celebrated in age-appropriate ways, creating an autonomous yet synchronised approach. The distributed leadership style taken by the school creates an atmosphere of collaboration and shared responsibility. A leadership style which helps to ensure continuity and consistency across both phases of learning, further re-enforcing the feeling of two sites – one school.

It was clear from the review day that the staff of Trinity Church of England School are concerned about the development and welfare of the whole child and not just their academic learning. In both the primary and secondary phases pupils are offered sessions with a school councillor that have a mental health and wellbeing focus. A play therapist, kick mentor and life coach also add to the support given for children's wellbeing. The adults in these additional roles work with children in small groups or sometimes on a 1:1 basis to allow a human connection away from the classroom. Mental Health First Aiders also support parents and families with bereavement or other challenges that families may be facing.

Creative and thoughtful deployment of Teaching Assistants has ensured that pupils with additional needs have the support of committed and skilled practitioners. Support staff are included in the schools' robust professional development programme and are also encouraged to seek any additional training that they would be interested in undertaking. TAs support pupils both in class as well as carrying out structured interventions. The TAs that I spoke with shared that they were undertaking HLTA training and had been supported to complete a learning mentor course and had engaged in training on selected mutism. The TA responsible for EAL coordination explained how pupils are assessed every term. From the results, a personal plan with strategies for



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supporting the pupil is created and shared with all staff that interact with the child. In the secondary phase targeting reading support is a priority and an intervention that is led by Teaching Assistants is implemented based on the results of reading screening of all pupils. The SEN learning mentor stated that at Trinity School inclusion is a priority, where all staff work closely together to ensure the needs of all pupils are being met. Excellent communication at Trinity School means that there are regular opportunities to review pupil progress, reflect on interventions and to share new ideas; as well as looking at opportunities for stretch and challenge. The Teaching Assistants feel that they are valued as part of the staffing team and shared that working at Trinity is very much a team effort.

The staff of Trinity Church of England School spoke passionately about the importance of looking at the whole child and not focusing on giving pupils labels. The team that I spoke with on the review day felt that staff know their pupils well and work hard to build positive relationships with them. When considering the learning experience of all pupils, staff stated that it was important to make the learning as accessible as possible and therefore Teaching Assistants are used to support in class as well as delivering interventions outside of the classroom. One such intervention is the catchup reading intervention programme. The programme has ensured all pupils are catching up to at least their chronological reading age. It was evident from this meeting that staff care deeply about the pupils in their care and want to ensure that they are supported fully during their time at Trinity Church of England School and with the next stages of their academic journey beyond Trinity. As there is no sixth form at Trinity School, a dedicated team of staff are in place to support pupils' applications for college and further education. Staff support pupils to complete application forms and will be a point of contact for the application process. All pupils are encouraged to take part in a two week 'Work Experience' programme. Those pupils with SEN needs are given additional support with staff helping them to create a script to use when on the phone introducing themselves to placements and enabling them to secure suitable placements. The team will also visit the placement to ensure the workplace has a good understanding of any additional needs the pupils may have.

The vice-chair of the governing body who I met with on the review day, is also a parent of two children at Trinity Church of England School. In our discussion she stated that the Senior Leadership Team at Trinity works well with the governing body. The termly meetings provide plenty of opportunities for professional dialogue and challenge. She praised the work of the SLT for the positive team effort that was being created across the two phases of learning and the two sites one school ethos. She reinforced that the school's inclusive nature extends beyond the children and to the parents and wider community. Parents are supported in several ways; termly SEN forums, parents' meetings, annual reports, welcome events at the secondary site when children join Year 7, quizzes and international evenings. The governor explained the role of the chaplain, sharing that creating positive relationships also takes place through the chaplaincy work. The school's newsletter's 'faith section' offers prayer, support and reach-out, as well as acknowledging that Trinity School supports families of all faiths and none. In summary, the Governor shared that she was immensely proud of Trinity's inclusion work and that the staff constantly reflects on how to include all members of the school community and are aware that it is a continuous journey.



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It was clear from talking to representatives of the pupil body and the Assistant Head responsible for pupil leadership, that pupil voice is highly valued at Trinity Church of England School. Pupil roles include Head Boy and Girl, prefects, wellbeing ambassadors, faith leads, House Captains, sports prefects, eco-committee members and peer mentors. ‘Trinity Voice’ facilitates pupils giving feedback from their family groups (tutor groups) to the school prefects, who in turn share the feedback with the Senior Leadership Team and Wellbeing Ambassadors. Training and support from external agencies such as Kooth, helps to ensure pupils can offer effective peer to peer support. Members of the pupil voice team have created mental health awareness leaflets, led staff training, interviewed potential staffing candidates and worked on raising the awareness of individual’s carbon footprints. Pupils have also helped to lead activities on diversity, Black History Month; healthy competition is encouraged through the sports prefects who organise sports days and clubs. Pupils from the secondary phase have also supported those in the primary phase, further embedding links across the two sites. Pupils felt that their voice was valued at Trinity School. The pupil voice team consider opportunities for pupils to support each other to be incredibly important as they believe they have a better insight into the needs of their peers than maybe staff would. Year 11 students spoke about the positive support that they are given for transitioning to college and claimed that they were supported in ‘how to grow’ as a person beyond Trinity.

Pupils stated that the ethos of Trinity School – loving, living and learning would be challenging to find in another school. Pupils described Trinity Church of England School as having a ‘family vibe;’ one where all are accepted and included and where teachers care about the wellbeing of their pupils. One pupil stated, “staff see potential in us where we may not have seen it in ourselves. They help us to explore and accept ourselves for who we are.”

Having discussed the progress made since the last IQM review and the school’s future plans, I am of the opinion that the school should continue to hold Centre of Excellence status and be reviewed again in 12 months’ time. Thank you for preparing so well for the review day and managing the review so successfully under challenging circumstances.

**Assessor: Emma Skipper**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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