

# Trinity Church of England School, Lewisham

Taunton Road, Lee, London, SE12 8PD

## Inspection dates

14–15 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Students do not make enough progress in some subjects. As a result, their attainment over time in subjects such as science and computing has not been good enough.
- Disadvantaged students and those with special educational needs do not make enough progress in comparison to their peers.
- The quality of teaching is improving, but is too variable across subjects. Marking is inconsistent. Where feedback is provided, students do not always respond and this is not acted upon by teachers.
- Teachers' assessments of students' achievement are not accurate enough. Leaders of the school do not always have reliable data to inform their actions.
- The most able students are not challenged sufficiently in some subjects.
- The early years provision requires improvement. The quality of teaching is variable and early reading, in particular, is not good enough.
- School's leaders have not tackled poor performance in some subjects with sufficient urgency.

### The school has the following strengths

- The school promotes spiritual, moral, social and cultural development extremely well. This leads to a harmonious community founded on values of tolerance and respect for all.
- Students behave well, and feel safe at the school. Work led by students to tackle homophobic attitudes has had a positive impact.
- High-quality information, advice and guidance mean that all students continue on in education, employment or training.
- Governors are passionate about improving the lives of students and their community. They take pride in their role and are aware of what the school needs to do to improve in the future.
- The school is an inclusive community, rich in diversity and culture.
- The executive headteacher's commitment and resolve have led to many improvements over time.

### Information about this inspection

- Inspectors visited 22 lessons and made a number of shorter visits to lessons to look at the quality of teaching and learning. Senior leaders joined inspectors in many of these activities.
- Meetings were held with senior and middle leaders, newly qualified teachers, the Chair of the Governing Body and other governors, and a representative from the local authority. Inspectors also spoke with students formally and informally.
- Inspectors took account of the views of 73 responses to Parent View. Other correspondence from parents was also considered.
- Inspectors considered the views of 52 staff who responded to the staff questionnaire.
- The inspection team scrutinised documentation about students' behaviour, achievement, attendance and safety. The inspectors looked at the school's development plan and evaluations of its own performance.
- A full review of safeguarding records and procedures was carried out.

### Inspection team

Sai Patel, Lead inspector

Her Majesty's Inspector

Sue Cox

Additional Inspector

Cheryl Day

Additional Inspector

Keith Homewood

Additional Inspector

## Full report

### Information about this school

- Trinity Church of England School, Lewisham, was formerly known as Northbrook Church of England School. It changed its name in September 2011, and in September 2013 changed from being an 11–16 school to a 4–16 school. The school is based on two sites about a mile apart. The school is in the diocese of Southwark.
- The secondary part of the school is smaller than the averaged-sized school, and the relatively new primary part has two full-time classes in both Reception and Year 1. Year 1 only commenced in September 2014.
- The acting headteacher for the primary part of the school has been in post since September 2014.
- Students come from a range of minority ethnic groups. Most students come from Black Caribbean, Black African and White British heritages. The proportion of students who speak English as an additional language is nearly double the national average.
- The proportion of students who need extra help with their learning and are supported by school action is similar to the national average. The proportion at school action plus and those with a statement of special educational needs is above the national average.
- The proportion of students who are known to be eligible for the pupil premium is significantly higher than the national average.
- A small number of students attend alternative provision at a range of providers. These include Lewisham College, Charlton Athletic Trust, Abbey Manor College, Young Women Project and New Woodlands School.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.

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

- Improve the quality of teaching so that more students make better progress over time in all subjects by:
  - increasing the level of challenge so that more-able students are engaged throughout lessons
  - ensuring that feedback provided by teachers is acted upon by students so they can move forward in their learning rapidly
  - strengthening reading and the teaching of phonics (the sounds that letters make) in the primary school.
- Improve the quality of leadership and management by:
  - ensuring that leaders at all levels have an accurate understanding of students' current levels of achievement, so that their predictions of future performance are reliable
  - implementing rapidly the necessary urgent changes to raise achievement in key subject areas such as science and computing
  - strengthening systems to monitor and track the progress of those students with special educational needs
  - acting on the school's own review to improve the evaluation of the impact of pupil premium funding.

## Inspection judgements

### The leadership and management

### requires improvement

- Leadership and management require improvement because the school's leaders have not addressed poor performance in some subjects with sufficient urgency.
- Teachers have not been accurate enough in assessing students' performance. For instance, in a number of subjects the teachers' GCSE predictions were significantly higher than the actual results gained by students. Leaders have taken steps to increase the accuracy of data and improve the rigour with which they will be used, but it is too early to see the impact of these actions.
- The system for target setting and its relationship to students' performance is not tight enough.
- Middle leaders speak positively about the support they receive, both from the school and that brokered by the local authority. Some middle leaders are strong, for example in English, but there is too much variation in their effectiveness elsewhere in the school. Some middle leaders are not having enough impact on improving students' achievement.
- The executive headteacher has been instrumental in improving the school over time. It has grown in popularity with parents and the local community.
- The school has taken action to tackle weak teaching and has worked hard to secure staffing in key areas. This has led to a sizeable turnover of staff at the school and, whilst it is too early to see the impact of these changes, there are clear indications of a positive change in direction.
- Recent appointments to the school mean that staffing is now stable and, as a result, teaching is improving. Leaders are right to be optimistic about the continued impact this will have on key areas in the school in the future. Newly qualified teachers speak highly of the comprehensive support and induction they have received. Staff are overwhelmingly positive about the school and are proud to be part of its community.
- Parents are largely supportive of the school. A very large majority of those who responded to the Parent View questionnaire reported that they would recommend the school to other parents and carers.
- The curriculum is broad and balanced. The Key Stage 4 curriculum has been modified recently to increase students' achievement, for example by providing more time to mathematics. The school plans to carry out a thorough review of the curriculum with a view to tailoring it more precisely to the needs of the diverse range of students.
- Pupil premium funding is used to provide a wide range of support in all key stages for eligible students. Leaders are clear about how the funding has been spent, but less clear about its impact. This is evident in the gaps in achievement shown in the 2014 GCSE results, particularly in mathematics. Leaders and governors have identified that gaps are not closing and are taking appropriate action to remedy this.
- Leaders have used Year 7 catch-up funding effectively to support students who join the school with the lowest starting points. As a result, a large majority of students have caught up in literacy and numeracy with their peers by the end of the year.
- Leaders' plans to use sport premium in the primary part of the school are incomplete because it is very new. However, some sports coaching has already been provided by the secondary school.
- A range of events and activities broadens students' awareness of the different opportunities available to them as the next steps in their careers. As a result, the school has ensured successful progression for all of its students at the end of Year 11.
- The school is effective in the way it promotes good behaviour and attendance and is rigorous in following up instances where this is not the case. It is a very inclusive environment where careful attention is paid to tackling any form of discrimination and to nurturing positive relationships between and among staff and students.
- The school works closely with the local authority. The level of support provided has recently increased and now includes support for English, mathematics, and science.
- The school's systems ensure that statutory safeguarding requirements are met.
- **The governance of the school:**
  - The commitment of the governing body is a strength. The governors are passionate about improving the lives of the students and of the resulting betterment of the local community. They demonstrate a real sense of moral purpose and are keen for the school to be the absolute best.
  - Recent restructuring linked each governor to specific areas of the school, based on their knowledge and expertise, and this is already having a very positive impact. For example, the exemplary awareness and

insight of the governor linked to data mean that there is now sharper scrutiny.

- The partnerships between the governing body and school leaders are now more effective. Governors understand what needs improving, for example they recognise the need for better monitoring of the pupil premium funding and its impact on achievement. They ensure that the salary progression of teachers is linked to performance management and have used it to make some improvements to the quality of teaching. Governors recognise the development and retention of staff, and in particular middle leaders, as being central to improving the quality of teaching and levels of achievement.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of students is good, and is particularly strong in the primary part of the school. Secondary age students mostly conduct themselves well around the school and arrive to lessons punctually. Pupils in the primary school settle quickly and are ready to learn. The school environment is very clean and well maintained, and there are no signs of litter. The very small number of instances of errant behaviour is dealt with swiftly and effectively.
- Attendance in the primary and secondary parts of the school is above national averages. However, it is more variable for the small number of students attending off-site alternative provision.
- The very large majority of those that contributed to Parent View, and most staff, agree that behaviour is managed well.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Systems for safeguarding and safer recruitment are comprehensive and effective. Leaders ensure that safety checks of the school environment are exemplary. The local authority ensures that careful checks are carried out on providers who educate students at other sites.
- Behaviour records show that incidents of bullying have reduced significantly. Students are aware of different forms of bullying, including cyber bullying. They are confident that when they report any bullying to an adult it is dealt with effectively. A student-led group has successfully raised awareness of homophobic bullying throughout the school and students speak positively about the impact of this. Students were less aware of other issues such as female genital mutilation or forced marriage.
- The large majority of parents and staff agreed that bullying is dealt with effectively by the school. An even greater proportion agreed that students are safe at this school.

## **The quality of teaching** requires improvement

- The quality of teaching over time is not consistently good because too many students do not make expected progress in a number of subjects.
- The school has worked hard to address weak teaching and staff report a 'culture change' in this area. The turnover of staff has helped to improve the quality of teaching, and observations during the inspection support this. However, it is too early to see the full impact of these changes.
- Teachers frequently provide written feedback to students on what they can do to improve their work, but students do not always act upon it. The quality of marking is not monitored consistently in different subject areas. In some areas, expectations relating to the quality and presentation of work are not high enough.
- Predictions about future performance are not reliable in the majority of subjects. This impacts teaching over time and the achievement of students. The school is taking steps to address this, for example by working with other schools to moderate assessments of work. However, this is not coordinated as well as it should be.
- The most able students are not always challenged enough and this means that some do not make the progress they should. In some subjects the range of work provided for students to complete is not always targeted appropriately. Consequently, some more-able students do not make sufficiently rapid gains in their knowledge, skills and understanding. Ongoing assessment in lessons is not always consistent and this means that the level of engagement for a small number of students is not always good.
- Students' spiritual, moral, social and cultural development is a strength. Students have a keen awareness

of the difference between right and wrong, and have a very good appreciation of other faiths and cultures. Vibrant and informative displays around the school and student leadership support this ethos. Well-structured acts of worship are thought provoking and enable reflection. The importance of democratic process is emphasised through a number of elections, and this helps to prepare students for life in modern Britain.

- In the secondary part of the school, additional funding is used effectively to strengthen literacy and numeracy in Year 7. Students' good use of the library is supported by paired reading, where older students help younger students to develop their reading. This area has been further strengthened by the recent appointment of the literacy coordinator. The focus on developing students' literacy skills in the secondary school has had greater impact over time than the development of their numeracy skills.
- In the primary part of the school, the quality of teaching is variable. Pupils make good progress when they are work directly with adults, but less so when they work on individual tasks. Teaching is not always structured to meet the needs of pupils and this limits the progress they make. In Year 1, their progress in reading was limited because books were not always appropriate for their abilities. In some cases, reading was also limited by the pupils' understanding and use of phonics.

### The achievement of pupils

### requires improvement

- In Key Stage 4, students do not achieve as well as they should in a wide range of key subjects, including science and computing. Progress at Key Stage 3 is good; in-school data show most students are on track to achieve or exceed their targets.
- Students enter the school with low levels of attainment compared to those nationally. They have a range of needs and some of these are complex.
- Unvalidated data for 2014 show the achievement of students in Year 11 is below the national average and there is considerable variation in the outcomes of different groups of students. Those from a White British heritage perform less well than those from Black Caribbean or Black African groups. The proportion of White British students achieving five or more GCSE A\* to C grades is affected significantly by their attainment in science. Those who speak English as an additional language do not perform well enough in relation to their peers.
- The achievement of disadvantaged students is lower than other students in the school and those nationally. Unvalidated data show attainment of disadvantaged students is nearly a grade below that of other students in English, and around two thirds of a grade below in mathematics. The school has been successful over time in narrowing these gaps, although this was not the case in 2014.
- Students with special educational needs do not achieve as well as other students in the school. This is because the tracking and expectation of their progress are not always secure.
- Students who attend alternative provision make variable progress because some do not attend well.
- More able students do not always achieve well because they are not given sufficiently challenging work. The proportion of students making more than expected progress in English and mathematics fell significantly in 2014.
- The school does not enter students early for examinations.

### The early years provision

### requires improvement

- Early years provision requires improvement because the progress children make in their learning is too variable.
- The early years provision at the school opened in September 2013 with 60 children on roll.
- Children join Reception with skills, knowledge and understanding that are typical for their age.
- Children's behaviour and conduct are good and the children settle into their learning quickly. They show confidence in trying new activities and are able to talk confidently about why they enjoy them.
- Relationships between children and adults are good. As a result, they make good progress in their personal, social and emotional development, and this has a positive impact on their communication and language skills.
- When children work alongside adults, they listen attentively and follow instructions well. However, teaching is not always structured to maintain the engagement of those working on their own and their

learning does not advance as quickly as others.

- Assessment systems are in place to track children’s learning, but these have not been moderated and validated sufficiently well enough to enable staff to have a secure knowledge of how well the children are developing their learning.
- The acting headteacher for the primary part of the school has identified quickly and accurately what needs improving. This includes improvements in reading, writing, numeracy and phonics to enable the children to make the best possible start to Key Stage 1.
- Children are well cared for and robust safeguarding procedures mean that they are kept safe.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100749
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	447737

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

<b>Type of school</b>	All-through
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	694
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bridget Prentice
<b>Executive Headteacher</b>	Father Richard Peers
<b>Date of previous school inspection</b>	22–23 September 2010
<b>Telephone number</b>	020 8852 3191
<b>Fax number</b>	-
<b>Email address</b>	admin@trinity.lewisham.sch.uk

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