

Tribal  
Kings Orchard  
1 Queens Street  
Bristol, BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5307  
**Email:** rachel.evans@tribalgroup.com



15 December 2014

Father Richard Peers  
The Executive Head Master  
Trinity Church of England School, Lewisham  
Taunton Road  
Lee  
London  
SE12 8PD

Dear Father Peers

### **Requires improvement: monitoring inspection visit to Trinity Church of England School, Lewisham**

Following my visit to your school on 10 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that all staff apply the recently introduced changes in marking consistently
- ensure that target setting and monitoring processes are understood and used by all leaders.

### **Evidence**

During the visit, I met with you, the two headteachers, a group of middle leaders, three governors, and the seconded headteacher consultant. I also met with a representative of the diocese and two representatives of the local authority to investigate the actions taken since the last inspection. You accompanied me on short

tours of the two school sites during which we made brief visits to lessons. I spoke with a group of Key Stage 4 students and examined some of their work with them. I evaluated the school's internal performance information, minutes of governing body meetings and the school's action plan.

## **Context**

Since the last inspection, two teachers have left the school. The former house leaders have now become year progress leaders with responsibility for the performance of all students in year groups. A deputy headteacher is acting as the head of science while a new science leader is recruited. A new head of computing is also being sought. A neighbouring outstanding primary headteacher will join the school in January 2015 to help lead the primary section of the school.

## **Main findings**

This is a school which is taking determined action to improve. Leaders have responded positively to the outcomes of the last inspection, to ensure early improvement in all identified areas.

Senior leaders have an insightful understanding of the improvements needed in the school. The action plans for its primary and secondary sections are accurate and fit for purpose. The interim steps within the plans enable all to thoroughly check on the school's progress. The planned milestone measures provide for a quick and clear progress check for all. However, milestones are not presented in chronological order which limits the ability of the school to monitor achievement as promptly. Lines of accountability for the plans, shared amongst all leaders and governors, are clear and appropriate.

Swift action has resolved the attention that was required in science and computing. Following perceptive external reviews of these subject areas, leaders have made significant changes to the staffing and leadership arrangements. Middle leaders and teachers in these subjects have responded positively to challenge and are now more confident in their leadership and teaching, especially at GCSE level. As a result, the quality of teaching, including assessment and marking, is improving.

Further action is planned for the school's primary provision. The school's partnership with a neighbouring outstanding primary school has enabled the appointment of a seconded primary headteacher for two years from January 2015. This seconded consultant is already working closely with the school and a promising start has been made. For example, he has played a key role in helping to create the strong primary action plan along with improving the teaching of phonics.

Governors offer strong support and challenge to the school. They have responded quickly to the findings of the most recent inspection. They have reduced the size of the board from 19 to 14 members, along with simplifying arrangements for their

formal monitoring of the school. Consequently, the range and depth of their challenge for the school is rapidly improving. For example, the governor monitoring the progress of disadvantaged pupils is now far more knowledgeable in her role.

The vice-chair's recent skills audit of the governing body has resulted in the appointment of new governors. The chair and vice-chair have ensured that these new members have skills and knowledge which enhance those already present in the board. This further strengthens the abilities of governors to lead and challenge effectively.

Similarly, they have supported the school's leaders in the appointment of the new middle leaders, known as 'year progress leaders'. These leaders are already having an impact which is clear in the much more accurate analysis of pupil performance across year groups. They are ably supported by their new link governors.

The marking of students' work is improving fast. The recently modified 'green pen and green pen lessons reflection' policy is a simple, easy to use method. Where it is used well, it has a clear impact on students' progress. Pupils appreciate this system and they know exactly how to improve their work in most, but not all, subjects. They are particularly complementary about the compulsory reflection period in lessons which they say forces them to improve their work. However, not all teachers use the policy consistently.

Pupils are motivated by the improvements in the 'Trinity Lesson Plan'. Lessons are becoming more varied, challenging and structured around the particular needs of individual pupils. Pupils state that target grades are set more effectively in lessons and that these increase in challenge as they make progress. As a result, the school's performance records show promising improvement for most pupils in a number of subjects. However, it is not consistently applied in all departments and monitored rigorously by all leaders.

Middle leaders are steadily being held to more account by senior leaders. The use of common agenda in the 'Trinity Meetings for Learning' is new; this is having a promising impact on the quality of teaching and the progress of pupils most lessons. There is now greater consistency in line management meetings which results in more high quality lessons for pupils. These meetings require further improvement by adding agreed deadlines for actions by middle leaders which can be checked by senior leaders in subsequent meetings.

The steep decline in the school's 2014 Key Stage 4 results has prompted searching professional analysis in the school. As a result, leaders are now insisting that all who work in the school focus on the basics of strong teaching, robust assessment and relentless ambition for pupils. The targets now agreed for 2015 GCSE and BTEC subjects are more ambitious and accurate than previously. However, there remains more to do to ensure that the widely differing performance predicted across subjects is narrowed.

Such improvements indicate that the school's capacity for further progress is secure.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The school has secured access to a very wide range of well-targeted external support.

The support provided by the local authority is of great assistance to the school. For instance, the local authority's recent review of Year 11 provision and performance in English and mathematics provides a robust analysis of current strengths and weaknesses in these key areas. This is enabling the school's senior leaders to more effectively plan the next improvements in these subjects.

The school is also making very effective use of a number of consultants and partnerships. They bring a wealth of experience and knowledge which is clearly helping in the school's improvement. For example, a very recent review of the school's computing department enabled senior leaders and governors to take urgent improvement action.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Lewisham and the Diocese of Southwark.

Yours sincerely

Debbie Clinton  
**Her Majesty's Inspector**