

# Governors' Annual School Profile

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## Trinity School



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Children's Service Authority: BARKING and DAGENHAM Age range: 3-19 290 pupil places Head teacher: Mr Peter McPartland OBE Chair of governors: Mrs. Glenda Spencer
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**The school remains committed to the delivery of an exceptional provision for children and young people. Trinity believes that even though Ofsted judged the school to be outstanding in 2014 it must continue to improve. Our pupils and their families have a right to the best we can achieve and we are never complacent.**

### **What have been our successes this year?**

The school's success this year is shown in its commitment to drive forward the priorities of the school improvement plan, for example:

- a planned programme of successful recruitment and induction in order to provide an outstanding workforce;
- a planned programme of training, mentoring and monitoring to support newly qualified teachers and teachers who are new to the school;
- the continued implementation of leadership and succession planning in order to meet the stated actions of the school's succession plan and the school improvement plan
- the continued implementation of leadership and succession planning through the preparation of teachers to become trainers who will deliver courses on the use of specific pedagogies;
- the delivery of teaching that is 100% good or better;
- the delivery of classroom support from teaching assistants that is 100% good or better;

- the continued development of a system of quality assurance that links training, mentoring, modelling good practice and consultancy with appraisal and performance;
- the implementation of teacher assistant appraisal and the successful completion of a pilot scheme in the lower school;
- the sponsorship of senior and middle managers in the completion of NPQH, NPQSL and NPQML;
- the sponsorship of senior staff to gain SLE status;
- the increase in the number of teachers who mentor and coach through the development of the school's assessment system and professional training opportunities;
- the second cohort of participants for the Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools, equivalent to the NVQ Level 3, have now started their second year of study. This group comprises of a greater number of midday assistants as well as teaching assistants;
- the development of a replacement for the current PIVATs assessment tool for English and maths with a scheme written by senior staff in order to produce a better fit to the needs of Trinity pupils and improve the school's ability to assess and measure personalised outcomes;
- the development of the assessment scheme specifically targeted at PMLD pupils in order to produce a better fit to their needs and improve the school's ability to assess and measure personalised outcomes;
- the improvement of the use of data analysis and tracking systems based upon CASPA by training all teaching staff in a greater understanding of the use of data analysis
- the further development of Person Centred Objectives as a tool by which to record, track and measure pupil progress against school aims;
- the further development of assessment in Further Education Centre so that it is now included in the monitoring of progress across the whole school;
- the further development of assessment in the PE Department so that it reflects and measures subject specific achievement;
- the continued implementation of a cycle of moderation training including joint moderation with colleagues from mainstream settings;
- the introduction of School Direct Initial teacher Training and the recruitment of 2 colleagues to begin training in September, 2016;
- the further development of the 5 day training course for using structure and visual teaching for pupils with autism;
- the further development of the 5 day training course for working with pupils who have profound and complex needs;
- the development of a 5 day training course for working with pupils who have severe learning difficulties with the intention to pilot this training in the summer of 2017;
- the development and delivery of a 2 day training course for teachers of children with special needs in an Early Years setting;
- the development and delivery of a range of 'twilight' training sessions in order to support colleagues from ARPs and mainstream settings.
- the training of the Designated Lead for Safeguarding to become a Whole School Child Protection Facilitator

- the successful introduction of on line training for school governors;
- the improvement of annual reports to parents to ensure clearer descriptions of pupil progress;
- the introduction of Level 1 maths and English accreditation to the FEC;
- the further development of Education and Health Care Plans meeting DfE and local authority requirements;
- the recruitment of key staff to a range of posts that will ensure the maintenance of an outstanding service to pupils and families and these include;
  - a new deputy manager for the Living and Learning Centre;
  - a new Head of the PE Department;
  - a new teacher to lead on the delivery of catering to students in the Further Education Centre;
  - four new teachers including a newly qualified teacher
  - two identified teaching assistants to support pupils during periods of recovery and then work with them in their transition back to a classroom setting
  - one identified teaching assistant to support the transition of pupils at 19 to placements beyond the Further Education Centre
  - new teaching assistants including those who have completed both Level 2 and 3 apprenticeship training at Trinity
  - the recruitment of two new Speech and Language therapists
  - a new Home Intervention worker
  - a new school receptionist
  - a continued cycle of apprenticeship training;
- the development of a suite of recovery rooms allocated for the sole purpose of supporting pupils who are unable to learn in a classroom setting because of their levels of anxiety and distress in conjunction with their specific learning needs;
- the development of a recovery space in the FEC to support pupils who are unable to learn in a classroom setting because of their levels of anxiety and distress in conjunction with their specific learning needs;
- further development of behaviour tracking, linked in to a more efficient method of identifying, responding to and monitoring pupils who require additional support;
- the successful implementation of the new marking and feedback system;
- the implementation of a new travel competency and travel training programme for key stage 3, 4 and 5 pupils for whom this is appropriate;
- the development of visits by the Assistant Headteacher of upper school and the manager of the Further Education Centre to local mainstream schools in order to recruit students to the FEC;
- the development and introduction of a new prospectus for the Further Education Centre;
- the further development of the FEC curriculum;
- the further development of the Sex and Relationships curriculum in the upper school;
- the implementation of physical development planning, teaching and assessment in the lower and middle school;
- the continued development of curriculum planning in order to improve differentiated teaching activities, linked to pedagogy and personal learning objectives;

- the continued training, mentoring and coaching of staff at all levels in order to improve assessment, moderation, personalized target setting and management;
- the provision of systems, curricula and pedagogies that are sensitive to the needs of pupils and provide appropriate and timely interventions;
- the continued development of transition at 19 for all pupils so that they have an outstanding service from the school that ensures pupils find an appropriate destination for which they and their families are well prepared;
- the further development of the Duke of Edinburgh Award Scheme so that the school is now a licensed centre for running the scheme;
- the introduction of training to use structured play with pupils for whom this strategy is appropriate;
- the continued development of links for students from mainstream settings to attend examination courses at Trinity;
- the use of sports' funding to improve the range and quality of PE for primary aged pupils;
- the development of swimming for fitness for older pupils through the use of the local swimming pool;
- the increase in access to offsite visits and special events so that all pupils undertake such an activity at least three times a year;
- the development of succession planning for staff to accompany and support residential and off site visits;
- the continuing development of the Home Intervention programme through the work of a new Home Intervention worker who has successfully supported parents and families of those pupils who are new to the school by demonstrating strategies to help teach routines in the home that support behaviour management;
- the reorganisation of the school prize giving ceremony into separate phase events that take place on site and are better suited to the needs of pupils and their families;
- the further development of the extended school service by improving the link between managers of the service and the school leadership team;
- the development of the use of iPads to share progress at meetings with parents and carers;
- the completed refurbishment of the Living and Learning Centre and its surroundings, including an upgrade of equipment in the multi-sensory room;
- the conversion of the PE storage area into a multi gym;
- the development of an office for the sole use of the Designated Lead for Safeguarding demonstrating the importance placed by the school upon rigorous and confidential safeguarding practice;
- additional fencing to provide a range of small play spaces adjacent to lower and middle school classrooms;
- the completion of landscaping in order to improve the entrance to the front of the school;
- the upgrade of the swimming pool multi sensory equipment;
- additional storage space in the FEC hygiene rooms;
- the completion of the next phase of decorating/updating of classrooms;

## **What are we trying to improve?**

- Personalised outcomes and assessment for all pupils
- The development of accreditation through the introduction of new external exams that will include BTEC
- Opportunities for all pupils to have access to at least one respite activity each year
- The organisation of the school's Intranet or 'shared area'
- Links with the local FE college in order to support transition for year 14 pupils
- The Early Years curriculum and planning
- Lower school curriculum and planning
- The assessment of Person Centred Objectives
- Teacher assistant appraisal
- The use of structured play as a learning opportunity and staff who are well trained to deliver the activities
- Curriculum development and target setting through an increase in time allocated to develop planning and assessment
- The efficacy of pupil progress meetings
- Peer observations and sharing of good practice
- The effective response to pupils' mental health needs and to do this in conjunction with colleagues from social care and the health service
- The teaching of safe and hygienic food preparation across the school
- The safety of pupils and staff in the Living and Learning Centre when colleagues deal with students who present extreme and challenging behaviour
- Equipment in playgrounds and the outdoor classroom, including a tactile trail.
- Communication with parents.
- The older FEC portacabins
- Accommodation, in order to prepare for an increase in PMLD pupils in 2017
- Accommodation, in order to prepare for a pupil roll of 300 in 2017
- Human Resources software
- Communications between the school office and the leadership team
- Succession planning for the school office
- The organisation of the school office in order to decrease interruptions and distractions
- Appraisal of the office staff
- Person specifications and job descriptions for leadership posts
- School governors' knowledge of and preparation for the possibility of academisation

## **How much progress do pupils make?**

- Individual progress is shown in end of year reports, annual reviews and transition plans and in individual curriculum targets across the curriculum.
- The school assesses pupils every May against National Curriculum Levels and P Levels. It works together with PIVATS to develop trends and profiles for assessment data and uses targets generated through this process in order to inform teaching,

planning and personalised learning. It also uses this information as a benchmark to determine progress and to set meaningful school targets.

- From September 2016 the school will pilot a new and more refined tool for assessing English and maths that will eventually replace PIVATS assessment across the school.
- Trinity uses Person Centred Objectives to measure progress against school aims in order to achieve a broader, measured knowledge of pupil achievement.
- Accreditation continues to increase and develop. All pupils leave year 11 and 14 with nationally recognised accreditation.
- All pupils in KS4 and 5 are accredited via the Foundation Learning route that includes three elements; personal and social development, subject and or vocational knowledge and functional skills in English, Maths and ICT. Pupils continue to complete units of work in the AQA Unit Award Scheme.
- The Foundation Learning achievement continuum demonstrates that pupils are making progress through the ten levels of the personal progress qualification. Foundation Learning programmes show that it is possible to accredit all forms of individual achievement and therefore show progress.
- Pupils develop levels of independence appropriate to their starting points and needs.

#### **How have our results changed over time?**

- Ofsted (2014) noted that “Pupils’ progress throughout the school is consistent and sustained...they make progress and achieve exceptionally well...This outstanding achievement has been maintained since the previous inspection”
- Currently most learners achieve better than expected progress across the school in most curriculum areas.
- In-school contextualised data
- 94% good to outstanding progress in English
- 93% good to outstanding progress in Maths
- 94% good to outstanding progress demonstrated against new Person-Centred targets piloted over the year.
- Against National Data Set 3: Expected or better progress is made between key stages by a very large majority of pupils overall, and this is also the case in English and Maths. For a large majority of pupils this also true in Science
- From each of their different starting points, the proportions of pupils making and exceeding expected progress in English, Maths and Science are very high compared with National figures.
- Using CASPA analysis which provides the largest, up-to-date national comparison and aspirational targets:
- 99% of all pupils achieve good or better results in English
- 97% of all pupils achieve good or better results in Maths

Levels of progress made across Key stage	End of Key Stage 2 Percentage of pupils		End of Key Stage 3 Percentage of pupils		End of Key Stage 4 Percentage of pupils		Across all key stages Percentage of pupils	
	School	National*	School	National*	School	National*	School	National*
<b>ENGLISH</b>								
1 or more	85%	79%	84%	55%	67%	39%	79%	57%
2 or more	81%	54%	53%	25%	13%	10%	49%	29%
3 or more	71%	31%	11%	9%	0	2%	27%	14%

Levels of progress made across Key stage	End of Key Stage 2 Percentage of pupils		End of Key Stage 3 Percentage of pupils		End of Key Stage 4 Percentage of pupils		Across all key stages Percentage of pupils	
	School	National*	School	National*	School	National*	School	National*
<b>MATHS</b>								
1 or more	95%	79%	84%	58%	80%	37%	86%	58%
2 or more	81%	54%	52%	25%	13%	7%	49%	28%
3 or more	67%	24%	11%	6%	0.7%	0.9%	26%	10%

Levels of progress made across Key stage	End of Key Stage 2 Percentage of pupils		End of Key Stage 3 Percentage of pupils		End of Key Stage 4 Percentage of pupils		Across all key stages Percentage of pupils	
	School	National*	School	National*	School	National*	School	National*
<b>SCIENCE</b>								
1 or more	90%	82	84%	56	60%	46	78%	61
2 or more	81%	60	58%	33	13%	17	51%	37
3 or more	76%	36	11%	13	0	5	29%	18

### How well are our pupils at the end of Key Stages doing compared to others with similar starting points nationally 2015-16?

Our first line of analysis is always in comparison to National Data Set 3 (2009) published in the DfE Progression Guidance 2010-11. Please see Appendix 1 .

Expected or better progress is made between key stages by a very large majority of pupils overall, and in English and Maths; and by a large majority in Science. (defined by Ofsted very large majority 80 - 96%/ 65-79% large majority)

Subject	English	Maths	Science	Overall
Overall average expected or better across all Key Stages	80%	91%	76%	82%
KS2	85%	90%	81%	85%
KS3	95%	90%	78 %	88%
KS4	60%	93%	70%	74%

## Analysis against National Data Set 3 2009 2015-16

Comparison of progress against the quartiles published in the Progression Materials 2010-11												
Progressi on KS1 to KS2	Eng 201 3	Eng 2014	Eng 2015	Eng 2016	Ma 2013	Ma 2014	Ma 2015	Ma 2016	Sc 2013	Sc 2014	Sc15	Sc 16
Upper Quartile	50%	45%	43%	76%	93%	55%	64%	67%	86%	64%	36%	71%
Median	36%	45%	36%	9%	7%	18 %	7%	23%	8%	18 %	21%	10%
Lower Quartile	14%	10%	14% 7% below	9% 5% below	0%	27%	14% 14% below	5% 5% below	6%	9% 9% below	21% 21% below	14% 5% below
Progressi on KS2 to KS3	Eng 13	Eng 2014	Eng 2015	Eng 2016	Ma 13	Ma 2014	Ma 2015	Ma 2016	Sc 13	Sc 2014	Sc15	Sc 16
Upper Quartile	65%	69%	53%	84%	60%	54%	53%	74%	44%	46%	31%	47%
Median	20%	23%	27%	11%	30%	31%	40%	16%	44%	27%	54%	31%
Lower Quartile	15%	8%	13% 8% below	5%	10%	8% 7% below*	7%	10%	12%	9% 18% below	15%	11% 11% below
Progressi on KS3 to KS4	Eng 13	Eng 2014	Eng 2015	Eng 2016	Ma 13	Ma 2014	Ma 2015	Ma 2016	Sc 13	Sc 2014	Sc15	Sc 16
Upper Quartile	100 %	33%	65%	53%	60%	58%	70%	60%	100%	63%	71%	40%
Median	0%	33%	9%	7%	40%	33%	26%	33%	0%	0%	18%	30%
Lower Quartile	0%	8% 25% below*	4% 22% below	40% below	0%	8%	4%	7%	0%	25% 12 % below	12%	20% 10% below

### How are we making sure that every child gets teaching to meet its individual needs?

- Established and embedded pedagogies that supports the needs of individual pupils.
- Rigorous assessments for learning in order to plan for, monitor and measure pupil progress.
- Staff who are provided with high quality training and continuing professional development in all pedagogies.
- The provision of an all age living and learning centre in order to provide appropriate and high quality provision for pupils requiring additional support for 48 weeks per year.
- Differentiated curriculum, planning and learning environments that support the individual needs of the child.
- Organized and devolved leadership, working through three school phases.
- Three phases that provide a specifically different and relevant curriculum and approach to learning in order to meet individual pupil needs in ways that are age appropriate.
- A cycle of pupil progress meetings.
- A range of appropriate and carefully monitored interventions that support the learning needs of pupils.
- Specific interventions for the teaching of literacy
- A SALT team that provides support in working with individual pupils in meeting communication, structured teaching and specialist feeding needs.

- Implementation of mainstream integration or re-integration for identified pupils.
- Monitoring of teaching and learning through performance management and school audits
- Targeted help for identified teachers in order to develop and enhance their practice.
- Mentoring for identified teachers.
- An extended day curriculum and residential visits that augment the skills and activities in which pupils are engaged when in lessons.
- Links with mainstream schools in order to complement the learning of pupils for whom such experiences are appropriate and resulting in improved accreditation opportunities, social development, independence and in certain cases transition into a mainstream setting.
- Ofsted stated, “ Teaching over time is outstanding. Teachers know the pupils very well and provide work that is at the right level, ensuring they make the best possible progress.”

### **What have pupils told us about the school, and what have we done as a result?**

The school works extremely closely with its pupils and the ‘community’ ethos is extremely strong. Children and young people are encouraged to share thoughts, problems and suggestions with staff.

We regularly seek the opinion and involvement of our pupils. We do this in the following ways:

- an annual questionnaire that informs our School Improvement Plan
- Student Council meetings;
- the involvement of pupils in Annual Reviews and Transition Planning;
- for those pupils for whom it is appropriate there is the opportunity to be actively involved in setting and monitoring their own targets;
- the school prefect system.

As a result, we have:

- Further developed after school clubs in swimming, cooking and panathlon, following feedback from pupil view questionnaires
- Begun to look at increasing the opportunities for all pupils to have access to at least one respite activity every year
- secured continuation of the school’s extended provision, including after school and holiday clubs;
- started a programme of increasing shade areas in playgrounds;
- started a programme of developing outdoor play space;
- continued to invest in a better range of playground resources and fixed equipment for all children.

### **How do we make sure our pupils are healthy, safe and well supported?**

- A rigorous system of safeguarding with clearly defined policy, procedures and training.
- Health and Safety as a high priority with clearly defined policy, procedures and training.
- A team that includes staff and an educational psychologist who work specifically to support pupils through their emotional and sexual development.

- Specific training for staff who are working with pupils who are facing the challenges of puberty and sexual development.
- Specific training for all staff in Safeguarding policy and procedure.
- Specific training for staff in pedagogies that are matched to pupil need.
- Specific training for staff in crisis prevention when working with challenging pupils.
- Specific training for staff in moving, lifting and handling pupils.
- Specific training for staff in the management of pupil's medical needs.
- Specific training for staff in the management of pupils who require support or medical interventions when feeding.
- The work of the Speech and Language Therapy team who deliver high quality support and consultancy whilst providing input into curriculum planning, personalised learning, target setting, pupil progress interventions and training.
- Regular consultancy with physiotherapists who prepare and deliver planned programmes for individual pupils and who also work with staff to enable them in the provision of supplementary support as required.
- A highly successful Physical Education programme delivered inclusively through the PE curriculum, extended day activities and sporting fixtures.
- An extremely successful Duke of Edinburgh Award Scheme with the opportunity for pupils to achieve bronze and silver awards
- Timetabled swimming lessons and water based exercise for identified pupils.
- Outdoor education and residential visits.
- Effective links with parents through home intervention initiatives, parent training, home visits, open evenings, annual review meetings, multi agency meetings, medical reviews and school diaries.
- Increased pupil participation in Annual Review and Transition meeting through the development of teaching strategies that support pupil advocacy.
- Monitored risk assessments
- A celebration of pupil achievement at our annual Prize Giving evening and in a school reward system
- A celebration of achievement at the annual Jack Petchey Awards evening.
- A strong emphasis on Personal, Social, Moral, Health Education and Citizenship
- On site school nurses
- A highly structured and well organized learning environment
- A range of sporting, leisure and exercise activities
- A healthy school tuck-shop.
- Exceptionally strong relationships between pupils and staff.
- Exceptional behaviour of pupils who have learnt to take turns and make appropriate choices.
- Prudent and effective use of resources, including very effective support by adults
- Teaching and accreditation in travel competency.
- Ofsted stated, " The schools' work to keep pupils safe and secure is outstanding. All staff take great care in ensuring students are well cared for. The pupils are very well supervised at all times and those with medical needs are looked after exceptionally well"

### **What activities are available to pupils?**

- All pupils have access to a modified and adapted Foundation Stage Curriculum, National Curriculum and Post 16 Curriculum.
- In addition we offer a variety of extended day activities, including after school, Saturday and holiday clubs.
- Study clubs and 1:1 tuition in order to provide focused intervention and 'catch up' opportunities
- College link courses in year 11 and year 13.
- Outdoor education.
- The Duke of Edinburgh Award Scheme.
- Annual sports' day.
- Music and dancing presentations to parents and carers.
- Residential visits to Trewern and Red Ridge outdoor education centres in Wales and Gilwell Park Activity Centre in Epping Forest
- Off site visits to a range of activities that support the curriculum and are entirely inclusive.
- Re modelled multi-sensory rooms and library
- A range of creative partnerships with other agencies including Oily Cart, theatre groups, poets, musicians and artists in residence.
- A cycle of 'theme days' with activities in music, dance and drama, led by specialists.
- A cycle of work related learning 'theme days' for pupils in Key Stage 4.
- Work experience, both on and off site.
- A range of mini enterprise schemes
- The opportunity to belong to the school choirs.
- Ofsted stated, " Pupils thoroughly enjoy the wide range of interesting activities they are taught"

### **How are we working with parents and the community?**

The school has a close partnership with parents and the community. This is shown in:

- annual consultation with parents;
- well attended Open Evenings, Review Meetings, Careers Interviews;
- a Home Intervention Programme, and Ofsted stated, "Parents and carers are very happy with the guidance they receive as to how they can support their children at home".
- training for parents in the use of structure when working with pupils with autism, training for parents in working with pupils who have profound and complex learning needs; Makaton signing training for parents;
- Training for Foster carers;
- an extremely supportive parents' group, working alongside school staff to provide holiday clubs;
- regular communication with parents through home/school diaries, newsletters and the school website;
- links with mainstream schools in order to provide inclusion opportunities for pupils;
- the appointment of a home intervention worker;

- the use of the local community to support the curriculum, for example in leisure, home management skills, work related learning and voluntary work;
- pupil participation in the Schools' Forum and The Seen and Heard Conference
- working with colleagues from Children's Services to provide training in communication strategies and inviting them to spend a day in the school as a classroom assistant;
- Ofsted stated, "There are excellent links with parents and carers."

### **What do our pupils do after leaving this school?**

- From the age of 13 we work with parents and other agencies such as the Children with Disabilities team and adult services to ensure as smooth a transition as possible into adulthood and post school placements.
- At the end of Key Stage 4 most of our pupils transfer into Trinity's Further Education Centre, and stay there until they are 19. Other pupils may move to local colleges or in some cases a residential placement.
- In the FEC the pupils learn important life and social skills, building upon their ability to become as independent as possible.
- At 19 they may move on to college or appropriate and supported work based learning.
- All our pupils leave school with nationally recognised accreditation and this is true whether they leave at 16 or 19.
- Parents are supported throughout the transition process.

### **Ofsted's view of our school**

Our inspection in November 2014 judged the school to be outstanding. It said:

- "Pupils make outstanding progress in their ability to communicate through innovative teaching
- All staff have a very clear and accurate picture of pupils' achievements
- All pupils are provided with the opportunity and encouraged to take a full part in all of the school's activities
- As one parent or carer commented, 'The only thing he doesn't like about school is having to come home at the end of the day!'"

### **What have we done in response to Ofsted?**

Ofsted stated that the school should:

"Improve the marking of pupils work by ensuring it consistently identifies the next steps that will make their work better".

We have:

- successfully introduced and delivered a new whole school marking scheme, differentiated to suit individual learning need

### **More information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 8270 1601 or view our website.