

Inspection of a good school: Trinity Church of England School, Lewisham

Taunton Road, London SE12 8PD

Inspection dates:

19 and 20 October 2021

Outcome

Trinity Church of England School, Lewisham continues to be a good school.

What is it like to attend this school?

Pupils really appreciate being part of this community. They feel safe and they enjoy school. Pupils behave well. They understand what is expected of them. Pupils value their learning. They appreciate the time given to prepare them for later life. Staff have high expectations of every child. Pupils know that bullying is dealt with if it does occur. They have learned about healthy relationships and the difference between mean, rude and bullying behaviours.

Pupils speak about the school principles of 'learning, loving and living'. They value the positive relationships they have with teachers. They appreciate the learning done as part of 'family group' and recognise this is an important factor in creating the school's ethos. Pupils of all ages feel that the school develops their independence. In the early years, pupils have clear routines that develop confidence and independence.

Pupils complete the 'Trinity Charter' as part of their broader curriculum. This is a range of activities, including regular attendance at a school club, writing a review of a novel and writing a review of an art gallery they have visited. The activities are adapted for pupils in different key stages. Pupils in Years 10 and 11 are starting to look at bigger projects, for example climate change. Pupils appreciate this enrichment. They are rewarded when they complete a certain number of activities.

What does the school do well and what does it need to do better?

A revised, well-planned and ambitious curriculum is now in place from the early years to Year 11. In some areas of school, it is well embedded and having a strong impact. In history, for example, children in the early years learn the basic principle that events happen in a particular order. As they get older, pupils develop a more sophisticated understanding of chronology. In Years 4, 6 and 9, pupils study the social and historical importance of the Windrush generation. This provides pupils with the opportunity to build on their prior learning and develop understanding as they mature.

Careful planning also helps build on prior learning in music. For example, pupils referenced and demonstrated chords they had learned in Year 5 when learning new harmonies in Year 6. However, in art, pupils are less confident with previously learned techniques, movements and artists. Leaders have identified one reason for this as disruption during periods of remote learning. This is not wholesale across particular subjects, but it has affected a proportion of pupils across the school and slowed the implementation of the curriculum. Subject-specific assessment routines are helping to close gaps in missed knowledge and skills development.

From the early years, staff celebrate a love of reading and are experts in teaching phonics. Books are well matched to pupils' abilities. Children show confidence in their use and knowledge of sounds. This successful focus on reading is a real strength in the primary phase. Leaders have prioritised reading catch-up in both primary and secondary phases. Teachers track pupils carefully and provide catch-up support for those falling behind. Pupils who need additional help with reading receive one-to-one support. This ensures they reach at least their expected reading age.

Pupils and parents value the family feel to the school. Leaders adopt what they describe as a 'caring and robust' approach to behaviour. Teaching incorporates opportunities for positive language and praise. This was particularly noticeable in the primary phase. Behaviour does not have a negative impact on curriculum delivery. Teachers have clear expectations. These start from the early years. Routines are in place, are well established and based on positive relationships. They are well understood by pupils. Leaders support teachers to carefully identify pupils' special educational needs and/or disabilities. In classrooms, work is successfully adapted for pupils' needs so that they can achieve well.

Pupils speak enthusiastically about the broader curriculum. In addition to planning programmes for pupils' personal development, teachers also put on days that respond to current events. The 'Trinity Futures' programme prepares pupils for life after school. For example, a former student comes in to speak to both the primary and secondary phases about life as a police officer. Older pupils speak confidently about the careers support they receive.

Staff are proud to work here. They appreciate that leaders take workload and well-being into consideration. Governors have a clear understanding of their responsibilities. They have a good awareness of the school's priorities, the school's vision and leaders' intent for the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Teachers know pupils very well and are aware of the contextual safeguarding needs in the community. Safeguarding themes are covered well through the well-being curriculum. Pupils and staff are confident in discussing issues around sexual harassment. Staff receive specific training on this, and a personal development day looked at these themes with pupils.

Leaders work with appropriate agencies when needed. Mental health is a priority across both phases. One of the school governors is identified as a mental health lead. Staff are clear about the safeguarding procedures of the school and about how to report concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum across the school, and across all subjects, is well planned and sequenced. However, the full impact of this is not yet realised. Pupils' fluency and recall of knowledge and skills is not always consistent across the full breadth and depth of the curriculum. Pupils need to demonstrate this fluency to ensure the quality of the work is of a consistently high standard. Achieving this consistency is an important next step for the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 100749 |
| Local authority | Lewisham |
| Inspection number | 10200233 |
| Type of school | All-through |
| School category | Voluntary aided |
| Age range of pupils | 4 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 1013 |
| Appropriate authority | The governing body |
| Chair of governing body | Moira Cuthbert |
| Headteacher | David Lucas |
| Website | www.trinitylewisham.org |
| Dates of previous inspection | 13 and 14 October 2016, under section 5 of the Education Act 2005 |

Information about this school

- The school uses one registered alternative provider.
- The school has a religious character; it is a Church of England school. The school last had a section 48 inspection in October 2015.
- The primary site runs a breakfast and after-school club through a registered external provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors spoke with the executive headteacher, the primary head of school and a range of senior leaders. They spoke with a representative from the local authority, the primary school improvement partner, the chair of governors and representatives from the governing body.

- Inspectors carried out deep dives in these subjects: art, early reading, history, music and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects. Time was also spent in the early years provision.
- Inspectors met with the designated safeguarding lead. They scrutinised the single central record and spoke to pupils and staff.
- Inspectors took into account the views of parents, including through the responses to Ofsted's Parent View survey. Inspectors also considered the staff survey.

Inspection team

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