

Trinity School, Belvedere

Erith Road, Belvedere DA17 6HT

Inspection dates	2–3 February 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- This school has improved rapidly and significantly since its previous inspection. All areas for improvement detailed in the previous inspection report have been addressed.
- The headteacher and Trust Principal share with senior leaders and governors a determination that high-quality teaching will enable all pupils to achieve their very best.
- The school cares keenly for its pupils. Relationships between staff and pupils are excellent. The individual attention given to pupils helps them to thrive and leaves them well prepared for the next phase of their education.
- Behaviour is outstanding. This is reflected in pupils' excellent conduct around the site, the respect they show their teachers and the courteous manner in which they greet visitors to the school.
- Attendance is very high. Pupils enjoy coming to school.
- Achievement is good as a result of improved teaching. Almost all groups of pupils are now making better progress. Disadvantaged pupils, disabled pupils or those with special educational needs progress equally well if not better than their peers.
- Teachers plan interesting and enjoyable lessons. Their subject knowledge is good and this contributes to strong engagement by pupils.
- The school has a deep Christian ethos and its values for worship and learning permeate lessons. The provision for spiritual, moral, social and cultural development is outstanding.

It is not yet an outstanding school because

- There are still a few inconsistencies in teaching so not all pupils are challenged enough in the classroom to do their best; in particular the most-able pupils.
- Sometimes teachers do not check pupils' learning frequently enough to judge when they are ready to move on to more complex work.
- Some work experience programmes in the sixth form are not as effective as they could be to enhance learning.

Full report

What does the school need to do to improve further?

- Improve teaching and raise achievement by ensuring that:
 - the most-able pupils are challenged more consistently in all subjects so that they make better progress and achieve the highest grades at GCSE and A level
 - teachers make frequent and thorough checks on pupils' learning in order to know precisely when each pupil is ready to move on to more complex work
 - work experience programmes in the sixth form complement and enhance learning for all pupils.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and Trust Principal possess relentless drive in their quest to make the school the best it can be. Since the previous inspection they have focused on improving the quality of teaching, and sharpening evaluation and monitoring systems. This has led to staffing changes which have enabled new systems and ideas to flourish. Teaching has improved, and consequently so have results.
- Changes to the leadership team since the previous inspection have strengthened the capacity to secure further improvements. Leaders have a good grasp of the school's strengths and areas for further improvement. The school has a strong system for tracking information about pupils' progress and achievement. Teachers say that monitoring is more robust and support is more effective. Pupils have also praised senior leaders' approachability and their willingness to listen to pupils' ideas and opinions.
- Senior leaders and governors manage teachers' performance well; the process is rigorous and expectations are clear. Teacher targets are based on pupils' progress. Where underperformance in teaching has persisted this has been tackled decisively.
- Middle leaders' roles have been strengthened since the previous inspection so that they understand more clearly how to use data to intervene early in pupils' learning. Information is routinely analysed in terms of the different groups of pupils. Middle leaders now have more confidence in their assessments and have made good use of external support.
- Staff are given good support to improve their teaching and make good use of a range of training opportunities. Weekly targeted professional development sessions give staff a forum to exchange ideas on numerous teaching strategies. The introduction of a framework which assesses teaching competencies has enabled teachers to reflect upon what works well in the classroom. Teaching assistants have benefited from joint training with teachers and work closely with teachers during planning lessons. New teachers spoke warmly about the welcome they had received from all teachers and how impressed they were with the excellent conduct of pupils. One teacher commented: 'I am very proud to be part of the Trinity team.'
- The range of subjects is effective, broad and balanced. It meets the needs of all pupils and prepares them well for life in modern Britain. The school develops pupils' spiritual, moral, social and cultural understanding exceptionally well. The curriculum is flexible and responsive to national changes; for example, more time has been given to the teaching of English and mathematics so that pupils are well prepared for the demands of new syllabi. Almost half of the pupil population participates in extra-curricular activity.
- Pupils are given clear guidance and helpful careers information which prepares them for their next stage of education.
- The attendance, progress and behaviour of pupils attending off-site courses is carefully monitored.
- Pupils who receive Year 7 catch-up funding typically make rapid progress in their reading due to effective targeted support.
- The Ofsted online survey, Parent View, indicates that the majority of parents who responded believe the school is well led. One parent commented: 'We are delighted that a strong Christian ethos prevails and strong moral values are taught to the children.'
- **The governance of the school**
 - Governors are ambitious for the school. They have a good grasp of the key priorities for the school and a good understanding of the quality of teaching and learning. They are visible in the school and have forged strong links with senior and middle leaders.
 - Governors ask challenging questions of school information and evaluate the school's performance in relation to other schools locally as well as nationally. They hold the school to account well.
 - Governors have undertaken regular training on a range of topics and are well informed about the latest developments in education.
 - The governing body fulfils its statutory duties, including those relating to safeguarding, efficiently.
- The arrangements for safeguarding are effective. Leaders ensure that everybody fully understands their responsibilities for safeguarding across the school. All staff have been trained in the 'Prevent' duty, to raise their awareness of how to keep pupils safe from the risks of radicalisation and extremism.

Quality of teaching, learning and assessment **is good**

- Teaching at the school is good. There has been a concentrated focus on raising expectations in class and improving the quality of teaching. This is evidenced in teachers' planning, pupils' work and in the good or better progress that most pupils make across a range of subjects.
- Pupils talk positively about the improvements in the quality of teaching. For example, Key Stage 3 pupils described the lessons as 'fun' and a Year 7 pupil spoke gratefully of the extra help she had received from her teachers: 'Trinity is a nice school to come to.'
- Excellent relationships between teachers and pupils, and between pupils and their peers, creates a positive learning atmosphere. In a number of lessons pupils use humour when faced with difficult problems or when they get an answer wrong. This encourages others to be resilient and to try again. They are not afraid to ask for help should they need it. This confident manner is reflected in the way pupils talk about their learning and their work.
- Pupils experience high levels of success when the criteria for achievement are explained clearly to them. For example, in a Year 10 art lesson the expert subject knowledge of the teacher helped guide pupils to capture light on skin tones to illuminating effect. Portraits of family and friends were of an exceptionally high quality. In a Year 11 English lesson pupils were given examples of pupils' written work and were invited to assess why it demonstrated features of the highest grade. Through discussion pupils clearly understood how to demonstrate skills featured in the exam mark scheme.
- Questioning is often used to probe pupils' thinking and encourage them to develop their ideas. In a Year 10 drama lesson pupils were invited to choose demanding questions from a 'Questions for Success' table. These were then included in their performances or given from peer to peer to help improve their critique of one another. Teaching assistants question pupils well to help reinforce learning.
- The feedback teachers offer, both verbal and written, frequently helps pupils to move forward in their learning. When time is given for pupils to mark each other's work, they also give helpful comments on what their peer needs to do to improve.
- Senior leaders know that some staff are still learning how to challenge their most-able pupils. Most will provide extension questions or tasks but some do not always monitor the completion of work and therefore do not see when a pupil is ready to move on to different and more complex work. In some lessons, pupils would benefit from being given the more complex work straight away.
- All staff help pupils to develop their literacy skills. Teachers reinforce subject vocabulary and provide clear guidance on how to structure writing. Since the previous inspection there has been a focus on extended writing and this can be seen in books across the curriculum. One Year 10 boy showed proudly his essay on physical fitness which he had completed as part of his PE homework.
- Teachers set regular homework that supports pupils' progress in a wide range of subjects. The nature and difficulty of the tasks are regularly monitored by senior leaders.
- There is a stimulating range of extra-curricular activities, such as violin club, and senior leaders are responsive to pupils' suggestions of how to improve provision further. One pupil spoke enthusiastically about a news project he had been involved in where he had to produce a news segment. This was published on a national media company's website. A Year 8 pupil told inspectors that the school implemented a farming project at his request.

Personal development, behaviour and welfare **is outstanding**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils' personal development and welfare is at the heart of the school's work. The school environment is a nurturing and caring environment where all members are heard, valued and respected. Pupils develop strong self-esteem and are supported well to become independent young adults.
- Pupils are committed learners; they want to do well and encourage each other to work hard. One Year 10 girl was proud of the fact that she is seen by her peers 'to be a bit of a geek'.
- Pupils' spiritual, moral, social and cultural development is promoted highly effectively through the school's inclusive values and beliefs. There are a number of places for pupils to go to be quiet and reflective. Pupils are involved in wide-ranging charitable work including raising money for the British Heart

Foundation and forging links with young students in a village in Tanzania. There are daily opportunities for pupils to reflect on beliefs and British values.

- The school works effectively with partner primary schools and with its partner sixth forms. Transition for pupils from primary to secondary is smooth because information is shared well. Learners confidently attend courses on other sites in Key Stage 5 and this is due to strong induction arrangements. Key Stage 4 pupils attending construction courses at another provider are looked after well. This is closely monitored by senior leaders.
- Bullying, including discriminatory bullying, at the school is rare. This is because leaders have established a highly cohesive school community. The few cases of bullying recorded are dealt with swiftly and very effectively. Pupils say that they trust their teachers to resolve any concerns they raise.
- Pupils are clear that they feel safe in school and show an excellent understanding of how to keep themselves safe when using the internet. School leaders and all staff are fully aware and alert to the potential dangers relating to radicalisation and extremism.

Behaviour

- The behaviour of pupils is outstanding. The conduct of pupils around the site is exemplary. Pupils are courteous and respectful; for example, they hold doors open for one another as well as for adults. They wear their uniforms with pride. In the school's narrow corridors pupils wait to take turns to pass. The overall impression is one of order and calm.
- There is a robust behaviour policy in place which is understood by all. As a result there have been no permanent exclusions for a very long time. A few parents expressed concern that behaviour is not as strong when lessons are delivered by a cover teacher rather than the usual teacher. Where this occurred last year, senior leaders reacted swiftly to ensure that learning was not disrupted. A tight monitoring schedule is in place should agency staff be employed on an interim basis again.
- Pupils know who to turn to if they have concerns. They speak highly of the support given by the Learning Support Centre: 'The staff are really good and help us to sort things out.'
- Overall rates of attendance are high, and the school is placed in the top 10% of schools nationally for this aspect. There is no difference in the rates of attendance of different groups of pupils.

Outcomes for pupils

are good

- The achievement of current pupils is good and improving. Pupils make good progress across a range of subjects from their starting points. Pupils' attainment at five A* to C GCSE grades, including English and mathematics, is in line with the national figure. Pupils perform higher than other pupils nationally with their best eight GCSE grades.
- Achievement has improved rapidly in modern foreign languages. This is a result of staffing changes as well as a sharper focus on oracy.
- The improved provision for literacy has resulted in higher standards of writing, which is evident in books across the curriculum. This has given pupils confidence in their basic skills.
- Pupils have made an exceptionally strong start to their learning in Year 7. In a number of subjects pupils are making better than expected progress. The improved transition arrangements have had a positive impact on pupils' learning.
- The special educational needs team has a clear understanding of the needs of individual pupils and teaching assistants provide well-targeted support. As a result, the progress of disabled pupils and those who have special educational needs is good.
- Current disadvantaged pupils are making better progress than their peers due to helpful support and early intervention where learning has slowed. In the past, these pupils have not attained as well in English. The gap between disadvantaged pupils and others has narrowed in English. This is due to effective catch-up sessions and improved teaching.
- In a few subjects, the most-able pupils do not always achieve A* and A grades at GCSE so they do not do as well as they should. This is because some lessons lack sufficient challenge for these pupils.
- The school ensures all pupils receive informative careers advice and support. Pupils commented on how useful the support was when choosing examination courses or college placements. As a result, the vast majority of pupils progress to the next stage of education and training.
- Pupils who attend a construction course away from the school achieve well. Regular reporting from providers helps leaders to keep close checks on pupils' progress.

- Pupils supported by Year 7 catch-up funding respond well to the accelerated reader scheme and make good progress.

16 to 19 study programmes

are good

- Achievement in the sixth form is rapidly improving with larger numbers of learners attaining the higher grades. Examination grades in subjects have improved and as a result learners' average point scores per entry have improved. They are now equivalent to national figures. In Year 12 learners make significantly better than expected progress, as demonstrated by AS results. Learners in Year 13 are making good progress. Improved teaching is having an impact on results.
- Learners without C grades in GCSE English and mathematics benefit from well-organised intervention courses and a higher number than previously go on to achieve a good pass.
- The leadership of the sixth form is good. There is a high expectation of what learners can achieve and there is good monitoring of learners' progress across all subjects.
- The range of courses on offer is broad and varied; meeting the needs and aspirations of learners at a variety of ability levels. This is enhanced through the 'Partnership Sixth' collaboration between three schools which broadens learners' choices. This provision is well monitored and quality assured with effective timetabling and transport arrangements. A visiting Erith learner who had decided to join an art lesson in her free study period spoke highly of the collaboration and the provision provided at the Trinity site.
- Work experience for learners who study level 3 courses is well matched to career aspirations. The role of work experience is less successful for level 2 learners, especially where placements do not enhance vocational learning throughout the duration of the course.
- Higher-achieving learners are encouraged to apply to top universities. Almost every learner progresses to university, other training or employment.
- Learners take full advantage of well-structured induction activities to prepare themselves for when they attend different sites to learn.
- There is a wide range of non-qualification activities to prepare learners for working life or for university. Learners are encouraged to participate in leadership activities; for example, mentoring younger pupils and organising assemblies and charitable events. One Year 13 learner spoke enthusiastically about a trip she had helped to organise to a school in Tanzania.
- Learners are extremely positive about their life in the sixth form; they feel very safe, behave well and show respect for all.

School details

Unique reference number	136538
Local authority	Bexley
Inspection number	10002019

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

Type of school	Modern (non-selective)
School category	Academy converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,066
Of which, number on roll in 16 to 19 study programmes	171
Appropriate authority	The governing body
Chair	Canon David Herbert
Headteacher	Ian Collins (Headteacher) Beverley Gardner (Trust Principal)
Telephone number	01322 441371
Website	www.trinity.bexley.sch.uk
Email address	reception@trinity.bexley.sch.uk
Date of previous inspection	27–28 November 2013

Information about this school

- Trinity School, Belvedere converted to an academy school in April 2011. It is an average-sized secondary school.
- There has been a restructuring of the leadership team since the previous inspection and a number of leaders are new in post.
- Approximately half of the pupils are White British. A third of pupils are from a Black African heritage. The proportion of pupils who are eligible for support through the pupil premium funding is in line with the national average. This is additional government funding to support pupils who are eligible for free school meals, those who are in the care of the local authority or pupils from service families.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The school is the lead sponsor in Trinitas, a multi-academy trust. The trust incorporates two local Church of England primary schools with the Rochester Diocesan Board of Education as co-sponsor. The Trinitas Academy Trust was fully functional from August 2013.
- A small number of pupils in Years 10 and 11 attend 'Construct', which is an alternative, off-site education provision.
- The school has several links with local schools. The sixth form is part of a collaboration with two other secondary schools.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors made a series of visits to lessons to observe teaching and learning, undertook a learning walk, looked at work in pupils' books and evaluated the school's performance information. Several observations were undertaken with senior leaders.
- Inspectors spoke with a representative from the local authority, and met with the Chair of Governors and a number of governors, the executive headteacher, headteacher, senior leaders, middle leaders, new teachers to the school and four groups of pupils. Inspectors also spoke informally to pupils around the site and in lessons.
- A range of documentation was scrutinised, including: planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information and information on staff training.
- Inspectors took account of 52 pupil responses to the online questionnaire, 49 staff questionnaires and 65 parents' responses on Parent View.

Inspection team

Liz Smith, lead inspector	Ofsted Inspector
Avtar Sherri	Ofsted Inspector
Jenny Gaylor	Ofsted Inspector
Beverley Johnston	Ofsted Inspector

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