

Quality Assurance	
Regional Moderation	
National Verification	

National Categorisation School Report

(Provisional pending National Verification)

School:	Trinity Fields School and Resource Centre
Region:	Caerphilly

Step 1 - Standards Group

Based upon the National Categorisation for standards the school is: **NA for special schools.**

School Context

- # Trinity Fields School is a Rights Respecting School having been assessed by UNICEF in January 2017. The school has also maintained its Inclusion Quality Mark Centre of Excellence status for the 2nd year.
- # Trinity Fields School and Resource Centre currently has 147 pupils on roll aged between 3 and 19 years. The NOR for September 2017 is provisionally 150; this is a slight increase from last September.
- # Approximately 134 pupils are based in 18 classes on the main school site, with a Foundation Phase/Key Stage 2 class at Cwm Ifor Primary School (opened, January 2015) and a secondary aged class based at St. Cenydd Community School will open in the autumn term (2017).
- # The local authority has built 2 additional classrooms on the main school site which will be ready for occupancy in September 2017.
- # Trinity Fields School is continuing to work collaboratively with the local authority to appoint teachers to the ASD and complex needs specialist resources bases as vacancies arrive; the school has appointed 3 teachers, 2 in the SRBs at Panside Primary and 1 teacher to the SRB at Pontllanfraith Primary. There will be an additional teacher appointed to the Pontllanfraith SRB as from 1st January 2018.
- # Cwm Ifor School was inspected in January 2017; Estyn stated "A notable partnership exists between a local special school and Cwm Ifor. This partnership is in its third year and has had a positive impact on pupils, parents and staff. Pupil involvement in peer-to-peer support has helped to improve pupil behaviour and has raised pupils' levels of self-esteem".
- # Nearly all pupils have statements of special educational needs for a range of significant, complex and multiple needs; those without statements are currently undergoing statutory assessment.
- # All pupils are from predominantly English-speaking backgrounds. 6 pupils are 'looked after'. 38% per cent of pupils receive free school meals.
- # The school was inspected in November 2012 when Estyn rated the school's current performance as good and prospects for improvement were judged as excellent.
- # Pupil attendance for the last academic year was: 87.3%; this is a slight increase from the previous year (86.6%); this year 3 of our pupils with the most complex needs have been critically ill in ITU and away from school for many months.

Evaluation

- # As a Rights Respecting School Trinity Fields has a well-established pupil centred ethos at the heart of its provision; all staff acknowledge that pupils are central to all that the school does; this allows all pupils to make very good or better progress across all aspects of their development.

- # All pupils achieve equally well and in line with their abilities and increasingly complex medical and learning needs; there is no discernible difference between the performance of any specific pupil groupings.
- # Pupil achievement over time is good or better across all key stages, irrespective of pupils' needs. The school has a strong track record in relation to this.
- # Pupils with more complex medical and learning needs who access specialist Eye gaze technology continue to make significant progress compared to their previous outcomes, as demonstrated in their PIVATS scores.
- # Nearly all pupils continue to make very progress in meeting their IEP targets; 51 pupils achieved gold, 54 achieved silver, 35 achieved bronze and 6 had a certificate of achievement at the annual Keys to Success celebrations at the end of the summer term (2017).
- # PIVATS assessment scores show that nearly all pupils made very good progress across all strands of English and Mathematics. Nearly all pupils make very good progress in developing their literacy, numeracy and ICT skills and apply these skills in various contexts, such as in the school's registered business, Caffi Oren.
- # All pupils within the 14-19 learning pathways classes gained a range of accredited qualifications in ASDAN and Agored Cymru programmes. There is a strong track record in relation to pupils leaving school with a range of accreditation.
- # Work related learning in Caffi Oren continues to be a strength of the school. All of the pupils who work in Caffi Oren gain Agored Cymru catering and hospitality qualifications, as well as food hygiene certificates. Pupils are also able to develop their entrepreneurial skills, alongside their literacy and numeracy, as demonstrated in their portfolios of evidence.
- # All pupils who left the school at the end of the summer term (2017) have moved on to other provision which included college courses, adult day service and specialist "partnership of care" provision; Trinity Fields has a strong track record of all pupils moving on to provision that will meet their individual needs after their time at school.
- # All pupils stay at Trinity Fields until they are 19 years old; this suggests that pupils and their families value the bespoke provision that is provided within the senior classes.
- # At the end of the summer term a wide range of pupil achievement was celebrated through 2 special assemblies with awards given for academic and other achievements, such as "good citizen award", "pupil choice award" and "school ambassador award".

Areas for further improvement

- # Continue to work collaboratively with other special schools in order to establish links between pupils' individual progress and the well-established IEP process (Keys to Success) so that they link more closely with the 6 AoLE's in "Successful Futures".
- # Work with the lead for Digital Competence to ensure all pupils make progress in ICT, particularly around the "programming" element of the DCF.
- # Ensure that pupils with the most complex medical and learning needs continue to make progress through access to specialist IT equipment such as Eye Gaze.

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is: **A**

Evaluation

- # The headteacher working in partnership with the school leadership team provide very strong and clear leadership through well-established whole school processes. The school has developed an effective and clear vision that is well communicated and "lived" by the whole school community.
- # An extended SLT (additional LA funded assistant headteacher post) now supports the school's wider work across the authority.
- # The SLT have well-defined roles and responsibilities; there are very clear job descriptions that are linked to the Welsh Government's "Professional Standard's for school practitioners in Wales; these are also linked to "Successful Futures" and there is strong focus on pupil outcomes and further improving the provision.

- # SLT have very high expectations of one another and of the school team. There are effective examples of shared leadership across the school; this in turn allows staff to work collaboratively to achieve the school's aims.
- # Trinity Fields has exceptionally strong collaborative links with the local authority; examples of this include the school appointing teachers for the LA's SRBs and the development of a secondary satellite class in secondary school. These developments are having a positive impact on ALN provision across the LA.
- # There are well-established, robust and highly effective performance management arrangements for all school staff, which are directly linked to the targets within the SDP and to the school's annual CPD plan.
- # The school has effective systems to gather the views of all key stakeholders through a cycle of well-focussed meetings and questionnaires; these views support the school's self-evaluation process by providing first-hand information, which then links in to the SDP.
- # There is an effective governing body with well-established sub-committees. Attendance at GB meetings is very good and all governors know the school very well through detailed headteacher reports and by their regular visits to the school. Governors provide effective support and challenge and hold all staff to account.
- # Pupil voice is excellent. This year the school council worked with Sally Holland (Children's Commissioner for Wales) to develop the UNCRC articles in a more accessible format (with symbols); these have now been sent to all schools in Wales; they have also worked with her officers to develop an accessible format for the evaluation of Super School Ambassadors
- # School council have worked with HT to produce a range of pupil friendly policies and documents which include: SDP, pupils' guide to annual reviews, policies for: safeguarding, SRE, 14-19 accreditation, school attendance, health and wellbeing, anti-bullying, e-safety, ARR etc
- # Self-evaluation processes are very robust and systematic resulting in an accurate SER; the school has a track record of seeking the views of pupils, parents, staff and governors. The detailed SER informs the SDP's priorities.
- # The SDP is very detailed and takes account of Welsh Government's guidance on SDPs. The ADP results from an honest SER; the impact of each target on pupil outcomes is detailed and the plan provide further details of roles and responsibilities for actions, in addition to timescales and budget.
- # Trinity Fields School is a Lead Creative School and in its 2nd year of funding working with some of the LA's SRBs to strengthen collaboration and developing the arts to have a positive impact upon pupil engagement and progress.
- # The ETF is used to evaluate the quality and impact of teaching; teaching across the school is consistently good or better; highlights from the well-established lesson observations are reported to governors through the HT's termly reports.
- # Whole school developments and interventions around THRIVE and the LNF have resulted in individual pupils making good or better progress, as demonstrated in their PIVATS and Keys to Success scores.
- # Staff high expectations of pupils; where possible pupils work closely with staff to set their learning targets and take part in person centred annual review meetings.
- # Trinity Fields has very strong cross consortium working relationships with the other 3 special schools; these arrangements have a positive impact on pupil outcomes, and continuing staff development.
- # The THRIVE approach has become embedded into the school's working practices, with 15 licensed practitioners having been trained. THRIVE is complimenting the school's pupil centred ethos and is having a positive impact upon pupils' personal and social skills, as evidenced in their PIVATS and THRIVE assessment scores.

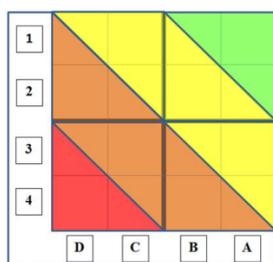
Areas for further improvement

- # Continue to work collaboratively with other EAS special schools to pilot a range of approaches to remodelling the curriculum in light of the "Successful Futures" agenda.
- # Work with other EAS special school to develop innovative ways of addressing the recommendations within the ALN Review Bill.

- # Work collaboratively with the other EAS special schools to review and reorganise curriculum responsibilities, working towards matching the 6 Areas of Learning and Experiences (AoLE); including digital competence and the 4 core purposes of the curriculum.
- # Embed “Better Out Than In” to engage with some of our more challenging pupils.
- # Work in partnership with teachers to raise awareness of the new Professional Standards Framework, with specific reference to those related to pedagogy.

Evidence scrutinised to make the judgement

- # Pupils’ work (selected at random);
- # Inclusion Quality Mark Centre of Excellence Review report (April 2017)
- # Pupil attainment database (IEPs/IBPs);
- # Pupil tracking data;
- # Pupils’ accreditation
- # IEPs/IBPs, learner profiles;
- # Pupil centred planning information;
- # Learning walk;
- # SDP and SER;
- # EIG/PDG planning;
- # HT’s reports to governing body;
- # Estyn inspection report (2012);
- # Autumn 2016 peer review report;
- # Scrutiny of PM paperwork (anonymised);
- # Thematic/lesson plans;
- # Talking to pupils and staff;
- # School policies and website;
- # EAS/SWASSH special school moderation reports and cross consortium reports;
- # SLT evaluations of provision;
- # Displays, learning environment (inside and outside areas).
- # RRSA Level 2 assessment report (January 2017)



Step 3 – Support Category

The overall support category for the school is: **Green**

Exceptions

Exceptions have been applied: No



Categorisation Overview

Step 1	Step 2	Step 3	Exceptions applied
Not applicable for special schools	A	Green	No

The judgement at Step 2 and the decision taken at Step 3 are provisional until National Verification has been completed.