

National Categorisation School Report

Quality Assurance	
Regional Moderation	
National Verification	

(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 and Resource Centre currently has 147 pupils on roll aged between 3 and 19 years. This is a significant increase in number since September 2015 when the number on roll was 131.
- Approximately 130 pupils are based in 17 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 School (opened September 2016).
- Trinity Fields School is currently working collaboratively with the local authority as part of the ALN review to appoint teachers to the ASD and complex needs specialist resources bases as vacancies arrive; to date the school has appointed 3 teachers to the 2 SRBs at Panside Primary and 1 teacher to the SRB at Pontllanfraith Primary.
- 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. 7 pupils are 'looked after' by the local authority. 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: 86.6%; the dip in attendance from the previous year (89.9%) is largely due to a number of pupils being critically unwell in hospital.
- There have been no permanent, fixed term or temporary exclusions in the school for at least the last 4 years; the school has a long track record of zero exclusions.

Evaluation

- There is no discernible difference between the performance of any pupil groupings; all pupils achieve equally well and in line with their abilities and increasingly complex medical and learning needs.
- Pupil achievement over time is good or better across the age range, 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 are making significant progress compared to their previous outcomes.
- Nearly all pupils continue to make excellent progress in meeting their IEP targets; 58 pupils achieved gold in the schools Keys to Success programme at the end of the summer term, 39 achieved silver and 31 achieved bronze.
- PIVATS assessment scores show that nearly all pupils made excellent progress across all strands of English and Mathematics. Nearly all pupils make excellent 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, Agored Cymru and the Duke of Edinburgh Bronze award. There is a strong track record in relation to pupils leaving school with a range of accreditation.
- The school has very successfully developed a catering specification kitchen with a linked café which is registered as a business. All of the pupils who work in Caffi Oren gain Agored Cymru catering and hospitality qualifications, as well as food hygiene certificates. The café also allows the pupils real life opportunities to develop and enhance their communication, numeracy and work related skills; their achievements are shown in their assessment scores and in their accreditation.
- All pupils who left the school at the end of the summer term have moved on to other provision which included college courses, adult day service and specialist SENSE 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 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

- To enhance pupils' individual progress by linking the well-established IEP process (Keys to Success) with the key areas in "Successful Futures".
- To ensure all pupils make progress in ICT, linked to the Welsh Government's Digital Competence Framework.
- To 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 and 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.
- 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 governor’s 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.

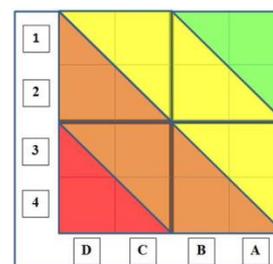
Areas for further improvement

- Work collaboratively with other special schools to review and pilot a range of approaches to remodelling curriculum/thematic planning linked to "Successful Futures", including digital competence and the 4 core purposes of the curriculum.
- To develop a range of effective opportunities to disseminate and share practice from Lead Creative Schools.
- To develop and embed Family THRIVE as a means to effectively engage with some of our more difficult to reach families.

Evidence scrutinised to make the judgement

- Pupils' work (selected at random);
- 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 2015 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).

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.