



Assessor's Evaluation for the IQM Flagship Project



School Trinity Fields School and Resource Centre
Caerphilly Road
Ystrad Mynach
Caerphilly
CF82 7XW

Head/Principal Mr Ian Elliott MBE

IQM Lead Ms Catrin Llwyd

Date of Review 15th February 2023

Assessor Dr Julia Coop

IQM Cluster Programme

Cluster Group IDEA

Ambassador Mrs Angela Farrell

Next Meeting March 15th

Meeting Focus Early Identification of ASD

Cluster Attendance

Term	Date	Attendance
Spring 2022	29th March 2022	Yes via TEAMs
Summer 2022	6th July 2022	No
Autumn 2022	10th November 2022	Yes
Spring 2023	March 15th	To be led by TF

The Impact of the Cluster Group

Most meetings are still held remotely. Trinity Fields found the March 2022 presentation on Language Development Delay led by a mainstream school very interesting, although not applicable to Trinity Fields. However, the November meeting provided a good opportunity for all schools to deliver individual presentations and to plan the focus of each of the next meetings. Trinity Fields will lead the next meeting on the Early Identification of ASD and will share their approach and expertise as this is an increasing challenge for mainstream schools in the cluster. The school has also joined the newly formed Special School Cluster and attended the first meeting and look forward to contributing to and learning from other schools in both clusters.



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Evidence

- An analysis of documents held on the school website and presented on the review day.

Additional Activities

- Discussions with HT and senior leaders.
- Discussions re the All-Wales change to ALN provision and implications.
- A tour of the school led by the IQM co-ordinator, Head Boy, and Head Girl.
- Observations of a Dance class attended by pupils from a Satellite class.
- Meeting with an HLTA and pupils from a secondary Satellite class.
- Visit to the school café run by pupils.
- Discussions with staff and pupils.
- Meeting and document review re Behaviour and Structured teaching.
- Meeting with AHT for Coaching and Mentoring.

Evaluation of Annual Progress towards the Flagship Project

This review was focussed on the final stage of the original Flagship Project in particular the work to embed the 'Hub and Spoke' model including the re-establishment of Integrated activities and curricular links for the Satellite Classes. In addition, ensuring that those actions started in the last review, such as the development of the extended leadership framework and Mentoring and Coaching model are fully realised. Since the last review the Local Authority has reviewed and renewed all formal agreements relating to each of the Satellite classes. Following this review, it has been agreed that the number of Satellite classes, will be expanded. This has resulted in a large investment in classroom refurbishments and new resources. Consequently, in September 2022 an additional Secondary class was established at Heolddu, and two additional Secondary Satellite classes are planned from September 2023. In addition, in January 2023, two Special Resource Bases (SRB), moved over to join Trinity Fields to become primary Satellite classes staffed by Trinity Fields. This means that from September 2023 there will be 10 Satellite classes which the Headteacher considers is the maximum the school can manage whilst maintaining their effectiveness.

Such is the success of the project and the high esteem with which this model is held both by the LA, schools, and parents, following a meeting between the Trinity Fields Headteacher and an Academy Trust in England, Somerset Local Authority have introduced this model and opened a Secondary Satellite class linked to a Special school.

Since the last review the school has worked tirelessly to consolidate the model, re-establish curricular links and further enhance staff skills. Pupils in the Satellite classes now benefit from social and, where applicable, learning opportunities in their host schools, which were curtailed due to the Pandemic.



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Although space at the main Trinity Fields site is at a premium, due to expanding pupil numbers, pupils from the Satellite classes can also book a minibus or transport to enable them to travel across to join in suitable activities at Trinity Fields.

During the review pupils from a secondary Satellite class were observed enthusiastically joining in a Dance class led by outside providers. Pupils from the Satellite class, spoke enthusiastically about opportunities to join their peers in the main school for cooking, dancing, and swimming etc and said that they have 'the best teacher and class ever'. The pupils also informed the reviewer that they really liked joining the Trinity Fields Friday assemblies remotely which helps develop a sense of community.

In addition, opportunities for mainstream pupils to join the Satellite classes for social and well-being time or relevant learning opportunities have also been re-established. These and the opportunities to join mainstream peers were a great hit with the pupils spoken to. One girl in particular was delighted with the chance to learn to ride a bike in a main school centre and was really proud that she had met her target!

During the review it was very clear that every opportunity is taken to maximise the impact of this 'Hub and Spoke' approach not only to support and enhance learning but also to maximise opportunities to develop pupils' social and personal skills and also to enhance their confidence and self-esteem.

The all-round benefits of the provision were made very explicit when a girl from the Satellite class informed the reviewer that "she had enjoyed the lesson on Macbeth yesterday" and went on to recite some of the Witches speech, but she then went on to tell the reviewer that "I don't get made fun of anymore and if someone annoys me, I just say Go Away!" This is a real testament to the success of this project.

Given that the number of staff employed both within the school and Satellites is now over 178 and will grow even more when the school extension is completed and new Satellites open, an important final target from the last review was to create an expanded Leadership framework, alongside developing the Mentoring and Coaching model.

This year the leadership team has been expanded by the appointments of an Acting AHT for Professional learning who is supported by a member of staff with a new TLR to focus on the professional development of the 135 support staff employed at the school. These appointments are crucial to realising the vision for Trinity Fields to become a Professional Learning community where staff can not only attend regular Insets, and signposted to relevant courses, but also through the Coaching and mentoring model identify their own Professional learning needs.

The Coaching and Mentoring programme, whilst not yet fully established, is well on its way to being completed. All senior leaders have undertaken Chrysalis Coaching and most Leaders have completed the ILM Level 3 Award in Coaching and Mentoring. As a result, all staff now have a mentor and coaching is now used, albeit in an informal way at the moment until more staff have been fully trained.

This year staff have not only benefited from a wide range of Inset events such as training on Epilepsy, Manual Handling and Behaviour Management, but also individual



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and self-identified training on POPAT (Early Phonics), Attention Autism, Touch Trust courses and Deaf Awareness. All those opportunities enhance their knowledge and specialist skills to be even more effective to meet the wide, varied and changing needs of the pupils. In addition, supported by a grant from the Welsh Government, a member of support staff is being supported to train as a teacher and a teacher is studying for an MA.

Agreed Actions for the Next Steps in the Flagship Project

As indicated in the last review after 4 years the original Flagship project has been completed and is now moving into a maintenance phase. It was agreed that the school would now establish a new Flagship Project.

The work already started by the HLTA for Behaviour Support is seen as an exciting new project that has the potential not only to enhance the work of the school but in time may be worthy of wider dissemination.

Therefore, the new Flagship Project will be the establishment of a longitudinal study focussing on taking forward the work undertaken to bring the pupils themselves into the centre of a new proactive approach to understanding and meeting the behaviour challenges posed; researching how this might be adjusted to meet different environments, for example, and over time evaluating the impact of this work. This will also sit alongside the changes that are required by the Wales new ALN strategy with the required gradual introduction of the new Individual Development Plans (IDP) process and the work of the school to enhance pupil advocacy.



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Overview

Since the previous review the school has not rested on its laurels. It has fully embraced the challenges presented by an increase in pupil numbers and Satellite classes including the increase in the number of younger children aged 3-5, attending the main site who are able to benefit from specialist interventions such as TEACCH, PECS and Attention Autism. This includes some rising 3's.

With space in the main building at a premium, until a new Extension is completed, every nook and cranny has been used. Until September the library was used as a classroom for the very youngest children in 'Department one'. They have now moved into a new classroom called 'Buttercup' who require a low sensory, highly structured learning environment. This Department also now has a specialist class 'Daisy' for younger ASD children who are rising 3. All staff have been extremely well trained. The routines and structured activities observed, as well as the warm supportive relationships and great care taken to meet the children's complex needs, are a testament to the dedication of staff and the school to meet the needs of younger children and ensure that they get off to the best possible start.

The school curriculum is already well established and highly successful and following the pandemic the school is once more able to broaden curriculum experiences. The café is now partially open and provides a good opportunity for older pupils to gain confidence and important 'real life' experiences of the world of work. Raised grow beds are all prepared for the next crop to be planted and pupils are keen to get started. Forest school is also a great hit with the pupils. The development of independent living skills is also provided in the Life Skills room, where pupils learn to make beds, cook simple meals, and clean, although the latter is not as popular as cooking! Sadly, the school swimming pool is closed for maintenance, but opportunities for pupils to gain confidence in the water are provided in the leisure centre. Many of these activities provide a route to gaining formal accreditations such as ASDAN or AQA and all pupils in the 14-19 Department participate in the Duke of Edinburgh Award scheme.

Specialist approaches and carefully targeted intervention and therapies successfully underpin the core curriculum offer.

Pupils are extremely proud of their school and without exception, they say that they feel safe and know that if they need help staff are always there for them. Throughout the school there is a tangible sense that all staff really care for the pupils, know them extremely well and take a great deal of care and effort to ensure that all pupils, whatever their presenting needs or challenges, have access to an enriching and rewarding curriculum experience and are well prepared for the next stage of their life or education.

Typically, the school goes the extra mile to develop pupils' advocacy skills. Not only do they take on roles such as School Councillors or Pupil Leaders, but have they been part of the new Headteacher appointment, presenting their decisions to the appointment panel prior to the formal interviews, but uniquely in Caerphilly, they will also take part in the appointment of the new school nurse.



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The exciting approach to put pupils at the centre of their behaviour management, begun last year and has just begun to be rolled out. This is an important development, as an increasing number of pupils when they start find it difficult to self-regulate their behaviours which can be extremely challenging at times. This a key reason why this has been chosen as the basis of the new Flagship Project.

In addition, an increasing number of pupils are presenting with Attachment disorders. Seeing this as an opportunity to further enhance staff skills and understanding of this issue, all staff have recently been trained on Attachment Informed Positive Behaviour Strategies, to ensure that there is a holistic approach informed by an understanding of the underlying Psychology of the syndrome. Some staff are also trained as THRIVE or Trauma Informed practitioners.

The school will be entering a new phase of its development in the next academic year with the retirement of the Headteacher and the opening of a new extension. The current Headteacher, whose vision, determination, and total commitment to the school, its pupils, staff and the community has been widely recognised. He leaves behind a very successful legacy and a school that has led the way in developing an innovative approach to meeting the needs of Special Needs' pupils within the Local Authority.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Dr Julia Coop

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd