



29th April 2019

Mr Ian Elliott MBE
Headteacher
Trinity Fields School and Resource Centre
Caerphilly Road
Ystrad Mynach
Caerphilly
CF82 7XW

Date of Flagship Review: 9th April 2019

Summary

Trinity Fields is a purpose-built Special School catering for over 150 pupils between the ages of 3 and 19 who have a wide range of physical, communication and learning disabilities. Nearly 35% have autism, 29% have physical and medical needs, and 11% have profound and multiple disabilities. Satellite classes are also in place for some secondary aged pupils at St.Cenydd Community School (taught by Trinity Fields staff) and for some primary aged pupils (also taught by Trinity Fields staff) at Cwm Ifor Primary School.

Having been a Centre of Excellence for 3 years, Trinity Fields achieved Flagship status in 2018 and this is the end of Year 1 Flagship IQM review. As part of the Flagship programmes, IQM cluster groups have been established and the school has participated fully in activities across Wales and England. After a session hosted by Pitmaston School, Trinity Fields accelerated their progress with the development of reward systems aligned with their already excellent THRIVE approach, a strengthening of Forest School activities and the introduction of a Daily Key Skills trial. The cluster meeting at Barton Hill in Torquay contributed to Trinity Fields use of outdoor space and learning areas and a strengthening of provision mapping and ALN-related data systems. The third cluster meeting was hosted by Crickhowell School - a school with exceptional strengths in dealing with issues related to mental health and support. Following this session, all staff have been given the opportunity to complete an 8-week Mindfulness course and 29 participated. A productive partnership with Crickhowell has been established to develop a health and wellbeing audit.

The review visit included a comprehensive tour of the school - ably led by the school's head girl and head boy - both of whom were outstanding ambassadors for the school; a lively meeting with the school's Pupil Leadership Team; various meetings with Trinity Fields staff; a visit to the satellite class at Cwm Ifor Primary School, discussions with staff about Forest Schools, D of E Awards, the 14-19 curriculum offer, Work Experience, Job Coaches and Person Centred Planning, conversations with governors and parents and very useful sessions with the Headteacher and other SLT members. The IQM coordinator, Catrin Llwyd, was exceptionally helpful throughout the process.

Award Offices

Inclusion Quality Mark Award

Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

Contact

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.

07748285
Inclusion Quality Mark (U.K.) Ltd
Company Registered Address:
Grove House
Lutyens Close
Chineham
Hampshire
RG24 8AG

Without wishing to in any way diminish the contribution to the review process by staff, the Learning Walks and the Pupil Leadership Team meeting provided the most incontrovertible evidence about the school's inclusive values, practices and effectiveness. Classes were without exception happy, positive, lively and positive places of learning. Equal measures of support and challenge were clearly in evidence and equally clearly made possible by a staff team who are passionate about their work in order to secure improvements to the life chances of the learners at Trinity Fields - no matter what scale of disadvantage is present.

The Pupil Leadership Team meeting demonstrated the impact of this work. Individuals could identify and articulate key moments in their school life that had contributed to, for example, their self-esteem, their confidence, their ability to communicate publicly, their understanding and tolerance of difference, the development of life-skills and even a range of alternative proposals for solving the Brexit stalemate! It was a lively, enjoyable and moving session that spoke volumes about life at Trinity Fields.

A key feature of the school is the extent to which the children and young adults have a voice which genuinely determines the direction of their learning and environment. The Head asserts that "Everything we do is child-led", and it is clear that this is not mere rhetoric. Pupils are consulted on a very wide range of issues and make a significant contribution to the school's annual evaluation process and subsequent action plans - the latter being prominently displayed in the main entrance in a pupil-friendly, accessible format. The publicly displayed development themes include:-

- Improving pupils' skills;
- Extending pupil involvement in school life;
- Supporting pupils to take a lead role in their annual reviews.

The meeting with the Pupil Leadership Team provided evidence that they fully understand the priorities, had a say in formulating them and are involved in evaluating progress in delivery. Pupils contributed to the writing process and gave presentations to the school's Governing Body.

In terms of presenting the views of the student body, the head boy was aware of some limitations of democracy: "Not everyone thinks the same. You can't please everyone but that's life! I try to make sure that different ideas go forward even if I don't agree. As long as it makes him (the Headteacher) think, I'm happy."

Other elements of the review process provided evidence of a group of staff who have a real "can-do" attitude who seek to remove barriers and frequently go the extra mile for the pupils at Trinity Fields. This was echoed by parents/carers who, without exception, were positive about the school. They described a school that was open, honest, transparent, caring and professional. They also valued the challenge aspect, feeling it is important that school is more than just "care" - they appreciate that, wherever possible, academic qualifications are also taken seriously. Communication between school and parents/carers was agreed to be excellent.

Reflecting on the enormous demands placed on parents/carers due to the complex needs of their children, one said “his education is the one and only aspect of his life that I don’t need to worry about.” Another described the school as “simply fantastic. A parent couldn’t hope for anything better”. On the basis of the evidence presented as part of this review process, it is hard to disagree. The school, driven by a highly principled Headteacher and supported by exceptional staff, continues to go from strength to strength in terms of highly inclusive and effective working practices underpinned by respect and collaboration. As such, I recommend that the school retains its Flagship Status and is reviewed again in 12 months’ time.

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: Steve Byatt

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Commentary on the last 12 months:

At the time of the previous review, the following development areas were identified by the school:

Continue to develop the LA hub and spoke approach to ALN by developing staff expertise;

- Relationships with the LA continue to be both strong and supportive. The existing satellite centres are effective and play a significant part in raising awareness of inclusion issues in other settings.
- The school is continuing to work with governors at Ty Isaf Infants School to establish a satellite base.
- The school is working with the Local Authority to audit the skills of staff within Specialist Resource Bases for pupils with complex needs.

Achieve National Quality Award for Healthy Schools;

- The school has achieved the award - and now has accreditation at the highest level of the award. The report was extremely positive and has been rightly welcomed by pupils, governors, staff, parents and carers and the LA. Only 3 special schools in Wales have achieved this.
- The school is now working on maintaining standards in addition to fully embedding content in line with the new Curriculum.

Further develop the leadership of Outdoor Learning;

- The school now has pupils working towards the silver DofE award. Pupils spoken to on the review day spoke very positively about their experiences - including some significant challenges. Good practice from the scheme is to be shared across the school.
- 6 members of staff are currently undergoing training to become Forest School Leaders. All classes will have timetabled Forest Schools sessions with the leaders.
- The school has entered into the Wild School Award pilot scheme and this is being completed across all key stages. The school has a member of staff who has now been awarded a Lowland Leader qualification through the DofE award training.

Develop Work Experience in the 14-19 LP classes;

- A member of staff has been appointed as a Learning Coach. This enables a pupil to be supported in a local leisure centre for 1 day a week, 2 pupils at Glamorgan Archives for a morning each week and 2 pupils are engaged in classroom support within the Foundation Stage.



- Another will carry out a placement at a local charity shop - potentially without the need for additional support. Some pupils are also engaged in work placements at the schools' on-site community resource "Caffi Oren".
- Pupils are completing ASDAN Work Right modules to accredit their learning and skill development and this will be evaluated.

Further develop Parental engagement;

- Parental involvement is very effective and has been further enhanced by the school's implementation of Person-Centred Planning. A key feature of the school's approach is that PCP is more about a culture of participation and engagement than it is about compliance. The school is considering developments to make the PTA even more effective.

Develop a range of pupil-friendly policies;

- This is a key strength of the school with good examples around the building and on the website. In addition to effective presentational strategies to improve access to policies, the school also works with pupils to have an input into policy generation as well.

The assessor also suggested that the school might consider actions that would:

Develop expertise in and applications of Mindfulness;

- 29 members of staff have now completed training to improve their own practice, health and wellbeing.
- A member of staff will attend training on "The Present Curriculum through Mindfulness in Schools". The practices being developed across the school will be shared even more widely in order to improve the skill set of staff to teach Mindfulness in the classroom through sharing the new curriculum. It will be included in the new Health and Wellbeing Scheme of Work.

The school's main development programme linked to Flagship Status is to "Develop Pupils as Leaders at School;"

As has been referred to above, a Pupil Leadership Team has already been established and the photographs of members are prominently displayed outside the Headteacher's room. These pupils work closely with the Senior Leadership Team and with the Governing body. The Head Girl and Boy recently worked with the Deputy Headteacher to develop a report which was subsequently presented to the Governing body. Such was the success of this it will now be a standing item on the termly agenda for Governors. This is a clear illustration of the school's commitment to pupil voice and placing pupils at the heart of everything done at the school and beyond.



Pupils at Trinity Fields are encouraged to lead at school across all Key stages. The school wants pupils to have an active role in influencing decisions as well as implementing them. A well-established example of this is how pupils of all ages and abilities are included in the annual self-evaluation processes. Pupils' views clearly feed into the self-evaluation report and into the subsequent school development plan. To support further pupil engagement there is a pupil-friendly version of the SDP and a "highlights" version displayed in the school foyer.

The school is working with pupils to ensure they can all participate in learning and social experiences that develop them as active young citizens, as well as supporting them to become healthy and confident individuals. Developing leadership in all pupils enables this as well as giving pupils opportunities to become ethical, informed ambitious and capable learners. The aim is to continue this and to be able to develop participation and leadership skills in our pupils. In a lively debate with Pupil Leaders during the review process there was clear evidence that pupils had benefited from explicit teaching, guidance and interventions to improve their confidence, social skills and communication skills. The discussions were underpinned by a clear sense of right and wrong and respect for the views of others.

The school already has an active school council; the role of the school council has been further extended through our Pupil Leadership Team. Both of these contribute to a review of our practices, what is working well and what could be improved, as well as supporting the Governors in the appointment of new staff. Interview candidates often tell senior leaders and governors that the most challenging part of their interview is the interview with the school council. There is full commitment at all levels to further develop pupil voice and engagement.

Pupil leadership is specifically identified on the School Development Plan and this is clearly communicated to all stakeholders - including pupils.

Pupils have already been working hard by writing and presenting reports to Governors, as well as helping to develop pupil friendly IEP's in the past few months. The development of digital leaders at Trinity Fields will also enable pupils to develop a range of core values of responsibilities.

A further example of the school developing pupils as leaders takes place in the 14-19 LP department. One of our school leavers has achieved a sports leader's qualification and is using this qualification outside of school (coaching rugby teams) but he is also leading sports sessions in school, where staff also become learners! The pupil described with enormous pride the details of a coaching session during which, he asserted, it was clear that his standards were significantly higher than what the players were routinely used to!



IQM Flagship Review



Next Steps:

- Pupil leaders to meet with LA officials to discuss aspects of the school's new-build project. It has been made clear that the views of pupils will be given serious consideration in the design process. (Summer 2019)
- Pupils to participate in the reviews of their current targets and contribute to the Person-Centred Planning (PCP) process and paperwork. Pupils will also be involved in the evaluation of the PCP process to assess its impact. (Summer 2019)
- Policies to be updated in order to be consistently pupil friendly. (Summer 2019)
- Development of a buddy's programme in classes within the Satellite schools. Satellite class teachers will work with mainstream ALNCoS to develop a peer mentoring system within the mainstream setting. (Autumn 2019)
- Identify and implement a digital leaders' scheme. (Spring 2020)
- Continue to engage fully with the IQM cluster and share developments from an evaluation of pupil leadership research activities.

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