

Inspection of Trinity College

Moor Lane, Loughborough, Leicestershire LE11 1BA

Inspection dates: 21–23 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils feel secure in school. Their relationships with staff are usually positive and supportive. They know that staff care and will not give up on them. Bullying is uncommon. There is always someone pupils can talk with if they have any concerns.

Pupils know they should behave well and show respect to others. If they behave poorly they understand the consequences. Pupils' behaviour often improves over time, in response to the consistent and fair approach taken by staff.

Some pupils have previously not attended school regularly. Many pupils improve their attendance once they join the school. For many pupils, this positive experience of education has raised their aspirations.

Pupils study a range of subjects and work towards suitable qualifications. They achieve well in some subjects, including mathematics and science. In other subjects, the curriculum is not planned well enough to meet their needs.

Pupils appreciate the encouragement they receive from staff. On Fridays, they receive bronze, silver or gold rewards for doing well. They share their successes with each other, enjoying activities in school, or trips in the local community.

What does the school do well and what does it need to do better?

The curriculum is broad and offers pupils a range of experiences. In some subjects, pupils gain an appropriate depth of knowledge. For example, in mathematics teachers have planned a curriculum that builds on what pupils know and prepares them for future learning. Each new topic fits into a logical sequence of learning. Teachers identify any gaps in what pupils know so that they can revisit important ideas.

In other subjects, the curriculum is not as well organised. In English, for example, the curriculum is not planned well enough for older pupils. Their work is often too easy and they sometimes repeat work unnecessarily. This means that they are not gaining the knowledge and skills they need.

Staff know pupils' social, emotional and mental health needs well. Their commitment to and patience with pupils rarely waver. Leaders quickly get pupils into a routine and help staff to manage behaviour. On the whole, pupils respond well to these routines.

Some staff do not use the information on pupils' education, health and care (EHC) plans carefully enough to help pupils learn effectively. Some need more training on the different ways that they could teach their subjects.

Teachers often choose topics which interest pupils. In humanities, pupils were discussing whether prison sentences stop people from committing crimes. Pupils

shared their thoughts and acknowledged that others' views may not match their own. The programme for personal, social, health and economic (PSHE) education includes many interesting topics. Leaders have not made sure that there is a coherent whole-school curriculum plan for this subject.

Provision for pupils' personal development is good overall. Leaders often take a personalised approach to this work, depending on what a pupil needs. Pupils take part in activities with the local fire brigade, for example, to build their self-esteem and develop their teamwork skills. They know it is important to help others. For example, they hold a coffee morning to raise money for Macmillan Cancer Support. Pupils have some opportunities to contribute to the local community. They are really proud of their hard work to develop the school's allotment and grow their own vegetables. These activities develop pupils' social skills and prepare them for adult life. Pupils decide with each other which activities they wish to do. They know their opinions are valued by others. Pupils understand their rights and responsibilities. They learn the importance of respecting those who are different. There are some weaknesses in this area of the school's work. Learning about sexual orientation and gender reassignment is not as well covered as other aspects.

The new headteacher is well placed to bring about the necessary improvements, with the support of the proprietorial board. Even though she has only been in school a few days, she knows the pupils well. She has plans to introduce new subjects and courses to the curriculum. For example, staff and pupils alike are enthused by the graffiti art project. Staff support the new headteacher and morale is high. Leaders have not ensured that the quality of education is consistently good.

Leaders have not ensured that the independent school standards are met in full. There are unmet standards relating to the quality of education. Learning is not consistently well planned. Teaching does not always take account of pupils' needs. The standards relating to the provision for pupils' spiritual, moral, social and cultural (SMSC) development are not met in full. Pupils do not learn about all the protected characteristics.

Leaders have made sure that the school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn how to keep themselves safe, for example from knife crime, the misuse of drugs and the dangers of bonfire night.

Staff report all concerns, however small. Leaders follow these concerns up quickly. They work closely with outside agencies to support pupils. Leaders inform staff daily about any changes to a pupil's situation. They update plans to reduce risks to individual pupils regularly.

The proprietorial board ensures that appropriate checks are carried out before adults start work at the school. The school has published an appropriate safeguarding policy on its website.

What does the school need to do to improve?

(Information for the school and proprietor)

- In some subjects, the curriculum is mapped out clearly, so that pupils secure knowledge in logical steps. This is not the case in all subjects. In the subjects that are less well planned, such as English and PSHE, pupils do not acquire new knowledge in a well-sequenced way. Leaders must ensure that all teachers carefully set out the knowledge and skills that pupils need to gain in a subject at each stage. Teachers must plan the curriculum so that it follows a clear sequence, allowing pupils to gain a secure understanding before they move on.
- Staff do not always use the information in pupils' EHC plans to identify the best way to help each pupil learn the curriculum. The work in each subject does not always match pupils' needs well enough. Leaders need to ensure that all use the information about pupils' specific needs within their curriculum planning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	135218
DfE registration number	855/6025
Local authority	Leicestershire
Inspection number	10124547
Type of school	Other independent special school
School category	Independent school
Age range of pupils	7 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	18
Number of part-time pupils	3
Proprietor	Horizon Care and Education Group Ltd
Chair	Paul Callander
Headteacher	Rebecca Hill
Annual fees (day pupils)	£48,800
Telephone number	01509 218906
Website	www.horizoncare.co.uk
Email address	office@horizoncare.co.uk
Date of previous inspection	10–12 July 2017

Information about this school

- The headteacher took up the position in January 2020.
- A new assistant managing director joined the Horizon Care and Education Group in October 2019. Since then, she has overseen the work of leaders in the school.
- The school works with alternative providers as part of the curriculum offer for a small number of pupils. At the time of the inspection, these included Broloy Care Farm, Trans4m and the Youth Education Project.
- The school also operates from a second location which is a short distance from the school. This base is used to help reintegrate a small number of pupils back

into the main school. The address of this provision is 28 Factory Street, Loughborough LE11 1AL.

- The school's last standard inspection took place on 10–12 July 2017.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the headteacher and other senior leaders.
- I met with the managing director and the assistant managing director of the Horizon Care and Education Group. I also spoke with the chief executive officer of the organisation on the telephone.
- We met with the coordinator of the provision for pupils with SEND. We also met with a group of teaching assistants.
- We did deep dives into four subjects: English, mathematics, science and PSHE. We visited lessons, met with teachers, spoke with pupils and looked at pupils' workbooks.
- We observed the behaviour of pupils during social times and lunchtime, and spoke with pupils informally.
- I spoke on the telephone with one alternative provider currently used by the school.
- I met with leaders responsible for safeguarding and reviewed the school's system for recruiting staff and the school's single central register. We looked at documentation relating to safeguarding. We also spoke with staff and pupils about safeguarding.
- We took into account the five responses to the staff survey. We considered one email received from a parent and spoke with one carer on the telephone. There were no responses to Ofsted's online questionnaire, Parent View, or the pupil questionnaire.
- We reviewed a range of documentation including the school improvement plan, leaders' self-evaluation of the school's performance, curriculum plans and information concerning pupils' attendance and behaviour. We considered relevant documentation and information in order to check the school's compliance with the independent school standards.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty's Inspector

Janis Warren

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020