

Trinity Church of England School, Lewisham

Address: Taunton Road, SE12 8PD

Unique reference number (URN): 100749

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils make rapid progress from their starting points. The school has a sharp focus on developing pupils' reading, writing and mathematical skills and knowledge. This allows them to learn highly effectively across the curriculum in different subjects. Disadvantaged pupils achieve highly and in line with their peers. Pupils with special educational needs and/or disabilities progress very well and gain the skills they need to be successful learners.

Pupils of all ages demonstrate detailed understanding across the subjects they study. They produce work of high quality and apply their learning with precision. Published data from national tests shows that, over time, pupils achieve well. This is particularly the case in English and mathematics. Both Year 6 national test results and GCSE results typically sit above national averages. The knowledge and subject expertise pupils gain prepares them fully for their post-16 options.

Attendance and behaviour

Strong standard ●

Attendance in the school is high across all year groups. The school is proactive in working with different professionals, agencies and families. Attendance is carefully monitored and vulnerable pupils are quickly identified. There is a plethora of support for pupils' mental health and wellbeing. This includes strategies to help pupils reintegrate smoothly when they have had a period of time out of school. The school builds a deep sense of belonging for pupils. Pupils value their schooling. The mutual respect between staff and pupils creates a climate of trust. Any use of part-time timetables is appropriate and well managed.

The school has established a highly positive culture that is conducive to learning. Pupils are settled and calm in the school. They build a keen understanding of responsibility. Additional mentoring support is very effective when required. Anti-bullying ambassadors are active across both phases. Younger children promptly learn how to treat one another kindly. Pupils are routinely responsive to staff and listen attentively in lessons. They consistently live out the school's values and the 'Trinity Characteristics' that they should embody, including the importance of being open-minded and principled.

Curriculum and teaching

Strong standard ●

The school provides an ambitious and rich curriculum that puts an emphasis on learning new vocabulary and terminology. Learning is skilfully delivered to build on previous knowledge so that it is remembered by pupils. The curriculum is thoughtfully devised to include local contexts and explore diversity. The breadth of subjects available for pupils to study in Years 10 and 11 ensures that they have many options when choosing their next steps.

There are high levels of consistency in the quality of teaching. Teachers explain new ideas clearly and model new concepts to ensure that they are understood. They regularly check pupils' learning and address misconceptions when they arise. Gaps in pupils' knowledge are

quickly narrowed. They receive timely feedback to help them improve. In class, there is a growing focus on developing pupils' oracy and deepening discussion so that pupils become articulate and confident.

Staff are very alert to identifying pupils who need to strengthen their communication, reading or mathematical skills. Structured programmes are in place to provide highly effective early help. Teachers are adept at deploying resources and making adaptations in class to reduce barriers to achievement. Pupils enjoy their learning and this is evident, right from the early years.

Early years

Strong standard 

Children in the early years make an excellent start to their education. The curriculum in the Reception Year is deliberately organised so children revisit their learning to build their knowledge securely. Leaders have thought carefully about the learning environment to spark children's imagination. There is a sharp focus on reading and children building a love of stories. Language development is embedded into everyday activities, and using new vocabulary is encouraged through skilful staff interactions.

Well-established routines mean that children are fully focused on their learning. They participate well in phonics lessons. Children practise writing tricky words and apply their phonics knowledge to their spelling. Children with special educational needs and/or disabilities receive well-considered support to develop their early reading and writing skills. Staff provide numerous opportunities for children to practise their motor skills, such as drawing and decorating flowers, or exploring sand and water. Numeracy and learning about the world around them are woven carefully through the early years' curriculum.

Leaders are highly ambitious for children and enrich their learning through purposeful events and visits. The school works highly effectively with parents and carers to prepare children for transition into Reception and on to Year 1. Children are guided to understand their emotions. The use of role play promotes positive social skills. Children learn to be resilient to setbacks and quickly develop their concentration skills.

Inclusion

Strong standard 

Pupils are well known at this school and their needs are understood. Staff are knowledgeable and reflective and regularly check the impact of their work to support pupils. This helps to ensure that support for pupils' learning and personal development is targeted and meaningful. Leaders work with families and professionals to put pupils' interests first. Pastoral care is expertly coordinated so pupils thrive.

Inclusive practices are embedded across the school. Strategies are used in the classroom to meet diverse needs. Pupils know there is ready support available. This support means that all pupils study the full breadth of the curriculum. Separate interventions provided for those who need them are purposeful and delivered with skill. These are tracked and adapted to suit abilities and needs. The school ensures that financial resources are well used to the benefit of pupils.

The school has high aspirations for what pupils will achieve. Leaders work thoughtfully together to identify and tackle barriers pupils may face. Pupils access and enjoy a wide variety of enrichment opportunities, including taking an active role in leadership roles and performances. As a result, disadvantaged pupils build their confidence and independence to the full.

Leadership and governance

Strong standard ●

Leaders and governors share a common vision for the school and its future. They systematically evaluate strengths and priorities for further improvement. Robust systems and a keen analytical approach ensure that they make strategic decisions that put pupils' interests first. Leaders at all levels know the key drivers identified and the reasons that underpin them, using an evidence-informed approach.

Governors are knowledgeable about their roles and hold the school to account. They are fully involved in the life of the school and have detailed knowledge of the school's particular context. Staff morale is high, with a manageable workload and wellbeing supported with fair expectations. The school offers a substantial training programme to develop staff expertise. Those in the early stages of their career appreciate the guidance provided, while more established staff can follow leadership pathways and qualifications. Staff have meaningful opportunities to collaborate on key school priorities, such as through the teaching and learning team. This supports the development of their professional knowledge, as well as whole-school improvement.

Leaders fully understand their duty of care. They are tireless in their efforts to ensure that pupils experience high standards of education and feel valued. Parents and carers are highly favourable about the care given to their children and recognise the school's efforts to work in partnership with them.

Personal development and well-being

Strong standard ●

The school has devised a well-considered character curriculum from primary through to secondary, framed by its own set of characteristics. This is enriched through diverse projects and experiences. Pupils fully engage in activities that promote cultural awareness and civic responsibility, such as etiquette lessons, studies of UK landmarks and projects on global issues, such as climate change. Pupils learn about equality and show respect to each other and people whose lives are different from their own.

Opportunities for leadership are embedded, including charity campaigns and roles in school productions, which build confidence and resilience. Fundamental British values and human rights are explicitly taught through dedicated projects, ensuring that pupils understand rights, responsibilities and respect for diversity. Pupils develop a detailed understanding of healthy relationships and sex education. This is delivered in an age-appropriate way and includes learning about consent.

There is an extensive range of experiences and visits for pupils to choose from. Clubs include sports, arts and technology, ranging from jewellery making to tabletop games,

catering to a range of interests. The school uses pupil premium funding to prioritise its disadvantaged pupils' access to these, including instrumental lessons and residential trips.

The school's careers provision is pupil-centred, with pupil voice shaping decisions to reflect individual needs. Pupils receive bespoke guidance and work experience. The programme is highly inclusive, with tailored support for disadvantaged pupils. The school has built strategic partnerships with local colleges, employers and alumni to inspire pupils.

What it's like to be a pupil at this school

The school combines high expectations for its pupils with a deep sense of community and belonging. Pupils are nurtured and their talents are fostered. All pupils who join the school quickly feel part of the community. The school celebrates difference and there is a palpable celebration of diversity. The school's values are woven into the school's curriculum and through its outreach work. This means that pupils learn to be responsible, resilient and empathetic citizens.

Pupils follow an ambitious and enriched curriculum. This begins from Reception Year, where children are constantly encouraged to develop their understanding and be curious learners. English and mathematics development are rooted in the teaching provided across the school. Older pupils choose from a broad diet of GCSE subjects, which are taught by subject specialists. Pupils achieve very well and are skilfully prepared for their next steps.

There is a highly inclusive ethos at the school. Staff work thoughtfully together to support and care for pupils who may have barriers to their learning or wellbeing. Carefully thought-out physical spaces, such as sensory rooms, provide a place for emotional regulation when required. In class, discreet adaptations are provided to enable pupils to fully access learning. Pupils who are disadvantaged and those with special educational needs and/or disabilities flourish.

Pupils want to attend school and take their education seriously. They work hard in lessons and respect one another. Conduct around the school is calm and bullying is not tolerated. Pastoral care is integral to the school's approach to personal development. Pupils are fully supported to play a part in their school and local community. They benefit from an extensive range of opportunities, as well as an excellent careers programme.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The chair of the board of governors in this school is Janet Hills.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with senior leaders, governors, and representatives from the diocese and local authority alongside staff, pupils and parents and carers during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character and is within the Diocese of Southwark. The last section 48 inspection was carried out in June 2023.

The school makes use of 2 registered alternative provisions.

The school has 2 separate sites. One is for the primary phase and one is for the secondary phase. These have separate addresses but come under one school with the same executive headteacher.

Executive Headteacher : David Lucas

Lead inspector:

Sarah Saunders, His Majesty's Inspector

Team inspectors:

Una Buckley, His Majesty's Inspector

Rebecca Iles-Smith, His Majesty's Inspector
Mireille MacRaild, His Majesty's Inspector
Robert Grice, His Majesty's Inspector
Eleanor Ross, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

School and pupil context

Total pupils

1,051

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,020

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

30.07%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

4.00%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with Special Educational Needs (SEN) support

15.70%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Key stage 2

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	61%	Above
2024/25	86%	62%	Above
2023/24	79%	61%	Above
2022/23	75%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25	89%	75%	Above
2023/24	79%	74%	Close to average
2022/23	85%	73%	Above

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	72%	Above
2024/25	93%	72%	Above
2023/24	89%	72%	Above
2022/23	75%	71%	Close to average

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	73%	Above
2024/25	88%	74%	Above
2023/24	89%	73%	Above
2022/23	90%	73%	Above

Key stage 4

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	56.0%	45.2%	Above
2023/24	50.4%	45.9%	Close to average
2022/23	51.4%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	48.1	45.9	Close to average
2023/24	49.4	45.9	Close to average
2022/23	50.1	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	0.53	-0.03	Above
2022/23	0.48	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Key stage 2

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25	76%	47%	Above
2023/24	58%	46%	Above

Year	This school	National average	Compared with national average
2022/23	56%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	62%	Above
2024/25	88%	63%	Above
2023/24	58%	62%	Close to average
2022/23	78%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	59%	Above
2024/25	94%	59%	Above
2023/24	84%	58%	Above
2022/23	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	60%	Above
2024/25	76%	61%	Above
2023/24	79%	59%	Above
2022/23	83%	59%	Above

Key stage 4

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	39.0%	25.6%	Above
2023/24	27.0%	25.8%	Close to average
2022/23	35.5%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	41.3	34.9	Above
2023/24	40.7	34.6	Above
2022/23	44.1	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	0.11	-0.57	Above
2022/23	-0.04	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-5 pp
2024/25	76%	69%	7 pp
2023/24	58%	67%	-10 pp
2022/23	56%	66%	-11 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	80%	-6 pp
2024/25	88%	81%	7 pp
2023/24	58%	80%	-22 pp
2022/23	78%	78%	-1 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	78%	0 pp
2024/25	94%	78%	16 pp
2023/24	84%	78%	7 pp
2022/23	56%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	0 pp
2024/25	76%	81%	-4 pp
2023/24	79%	79%	0 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	83%	79%	4 pp

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	39.0%	52.8%	-13.8 pp
2023/24	27.0%	53.1%	-26.1 pp
2022/23	35.5%	52.4%	-16.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	41.3	50.3	-9.0
2023/24	40.7	50.0	-9.3
2022/23	44.1	50.3	-6.2

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	0.11	0.16	-0.06
2022/23	-0.04	0.17	-0.20

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	93%	91%	Average
2022 leavers	92%	93%	Average
2021 leavers	90%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.9%	7.7%	Below
2023/24	5.1%	8.9%	Below
2022/23	5.1%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	11.3%	21.1%	Below
2023/24	9.1%	25.6%	Below
2022/23	8.0%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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