



INDEPENDENT SCHOOLS INSPECTORATE

TRINITY SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Trinity School

Full Name of School	Trinity School
DfE Number	878/6010
Registered Charity Number	276960
Address	Trinity School Buckeridge Road Teignmouth Devon TQ14 8LY
Telephone Number	01626 774138
Fax Number	01626 771541
Email Address	enquiries@trinityschool.co.uk
Headmaster	Mr Tim Waters
Chair of Governors	Mr Jeffrey Brown
Age Range	0 to 19
Total Number of Pupils	469
Gender of Pupils	Mixed (296 boys, 173 girls)
Numbers by Age	0-2 (EYFS): 55 5-11: 95 3-5 (EYFS): 57 11-18: 262
Number of Day Pupils	Total: 367
Number of Boarders	Total: 102 Full: 96 Weekly: 6
Inspection dates	27 Nov 2012 to 29 Nov 2012

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in January 2010 and can be found at www.ofsted.gov.uk.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgement.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Deborah Forbes	Reporting Inspector
Mrs Elaine Brook	Team Inspector for Boarding (Former Head, Society of Heads school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Trinity School aims to draw out the best in every facet of each individual's nature: academic and intellectual, social, emotional and physical, moral, psychological and spiritual. It seeks to build confidence by developing personal qualities that help to form trusting and stable relationships and encourage sound moral judgements to be made. The school has a joint Roman Catholic and Anglican foundation, affirming the Christian principles that are intended to permeate all aspects of school life, although pupils of all faiths or none are admitted. There are a maximum of sixteen governors, of whom four are Bishops' nominations.
- 1.2 Founded in 1979 as a co-educational school for boarding and day pupils up to the age of sixteen, the school has since opened a Nursery and a sixth form, and now caters for pupils from three months to nineteen years. It is located in parkland style grounds on a hillside, on the outskirts of the small seaside town of Teignmouth. At the core of the school are nineteenth century monastic buildings that have been upgraded, developed and supplemented with new buildings. There are three boarding houses, all situated on the school campus: one for girls, one for boys aged up to Year 11 and one for sixth-form boys.
- 1.3 Since the previous inspection, Buckeridge International College, formerly a subsidiary component of the school, has been fully integrated within it. Boarders have also been reintroduced into the preparatory school. Some reconfiguration and refurbishment of boarding accommodation have also been undertaken.
- 1.4 There are 469 pupils in the school, of whom 262 are in the senior school. There are 102 boarders: 28 girls and 74 boys. Of the 84 pupils who have English as an additional language (EAL), 77 receive support from the school for their English. The school has identified 104 pupils as having special educational needs and/or disabilities (SEND) and provides specialist learning support to 45 of these pupils. There are three pupils with a statement of special educational needs. Nearly three-quarters of the boarders come from a range of overseas countries and the remainder are drawn from service families and the south west region.
- 1.5 National Curriculum (NC) nomenclature is used in the Nursery and senior school, and throughout this report to refer to year groups in the school. The year group nomenclature used by the preparatory school and its National Curriculum equivalence are shown in the following table.

School	NC name
Reception	Reception
Prep 1	Year 1
Prep 2	Year 2
Prep 3	Year 3
Prep 4	Year 4
Prep 5	Year 5
Prep 6	Year 6

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvements.

1. Ensure that the refurbishment programme is pursued to bring all boarding accommodation up to the same high standard.
2. Rewrite the boarding house handbooks so that they convey a more accurate impression of boarding life.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in January 2010. The one recommendation was to ensure that the water pressure in the showers was adequate, and to monitor the water temperature. The school has investigated this and taken some action that has partially improved the situation.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 New boarders are welcomed by both staff and pupils and are quickly made to feel part of the community. All three houses are characterised by a welcoming atmosphere, which is much appreciated by the boarders. The house handbooks give detailed information about rules and routines, but do not convey the sense of warmth which is prevalent. Staff talk through daily routines with new boarders and also discuss them during house meetings to clarify expectations to all members of the house. Boarders are very clear that they have a wide choice of staff to turn to if they need help or guidance. In addition, they are given the details of a range of external contacts, including an independent listener and the Children's Rights Director. [NMS 2]
- 3.3 The school has clear policies, which are understood and implemented by staff, to care for boarders who are unwell. Two registered nurses oversee medical arrangements, with much of the early morning and overnight care provided by house staff, who hold relevant first-aid qualifications. The nurses give appropriate care to any pupils with chronic conditions and carefully assess the small number of pupils who self-medicate. They monitor the issue of medicines, which is recorded in detail. Appropriate medical records are maintained for pupils; any incidents and accidents are recorded and great care is taken to ensure patient confidentiality. The medical centre is well equipped and provides accommodation for one boarder. In the event of more accommodation being required, appropriate arrangements can be made in the houses. Boarders are taken by staff to local medical, dental, optometric and other specialist services as necessary. [NMS 3]
- 3.4 Boarders can contact their parents very easily, either by mobile telephone or by electronic communication. All boarding houses have wireless internet access, so boarders can use their telephones or laptops in either the private or the public spaces. A landline telephone is also available. Monitoring systems are used to deter inappropriate use of electronic communications. [NMS 4]
- 3.5 All three boarding houses comply with regulatory requirements relating to school premises. In response to the pre-inspection questionnaire, some parents expressed concern about the boarding accommodation. Inspectors found that the houses are homely and comfortable, warm, clean and well lit but that many areas are outdated in terms of décor and furniture. Cleaning standards are good and any maintenance issues are noted and reported so that effective action can be taken. Toilet and washing facilities are sufficient in quantity and provide appropriate privacy, but some still lack sufficient water pressure. Many boarders, particularly girls, take the opportunity to personalise their bed space, creating a sense of personal identity. Good provision for private study is available. Younger boarders are well supervised after school has ended and sixth formers are able to choose between working in their bedrooms or in a public room that is well equipped with computers. No external groups have access to boarding areas and the CCTV surveillance equipment enhances the security of the boarders without being intrusive. [NMS 5]
- 3.6 All boarders, including those who have particular medical, religious or other dietary needs, are provided with meals that are nutritious and offer variety and choice. Menus are planned according to the seasonal availability of food and changed every three weeks. Boarders state that they are generally satisfied with the quality and quantity of meals offered, particularly appreciating the 'wok supper' available every

evening before bedtime. Meals are prepared in a hygienic and well-equipped kitchen. Drinking water is always available. Boarders have easy access to snacks in addition to main meals. [NMS 8]

- 3.7 Laundry arrangements for boarders' clothing and bedding are thorough and effective. Stationery items are easily available either in the school shop or in the nearby town. Boarders are given a lockable box or cupboard in which to store valuables or money, although more precious items are kept safely by the boarding staff. [NMS 9]
- 3.8 Boarders of all ages have access to a wide choice of activities and recreational areas outside teaching time. They also stated that there is sufficient space to be by themselves if that is their choice. The house staff take appropriate care of the small number of preparatory school boarders, ensuring that they have plenty of activities, games and toys. The young boarders said that they feel they belong to a large family. All boarders have access to information about the world outside the school through school events, newspapers and the internet. In an assembly, all pupils were asked to ponder the concept of justice through consideration of the lives of various prominent public figures. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 The school maintains its buildings and grounds with due attention to health and safety. Governors sit on the welfare committee, to which the health and safety committee reports, and are concerned with the fabric of the buildings as well as with the welfare of pupils. Risk assessments are carried out for all areas of the school and for all activities. Any potential hazards or defects on the site can be reported on the school's intranet and are dealt with promptly. [NMS 6]
- 3.11 Fire risk assessments are undertaken and the resident staff are trained as fire wardens. Fire drills are regularly carried out and recorded, including drills during boarding time and when boarders are asleep. Although no formal record is kept of the action taken as a result of drills, the school responds to any shortcomings. All equipment is tested at appropriate intervals. [NMS 7]
- 3.12 The governors are very aware of their responsibilities with regard to child protection. They regularly review policies and procedures, together with the leadership and the designated person for child protection. The designated person has good relationships with local agencies, and both provides information to and receives it from a local centralised record keeping agency. All staff receive regular child protection training and it forms part of the induction programme for those new to the school. The school keeps records securely and follows procedures in accordance with its policy. [NMS 11]
- 3.13 The good conduct of the pupils observed during the inspection attests to the successful implementation of the school's policy to promote good behaviour. There are clear systems of reward and sanctions, and the relationship amongst pupils and between staff and pupils is friendly and trusting. In pre-inspection questionnaire responses and interviews, pupils reported that house staff treat them fairly. The anti-bullying policy is included in the pupil planner, in boarding handbooks and on house notice boards, but boarders reported that there is very little occurrence of bullying and that house staff are quick to respond if necessary. Older pupils act as role models for younger ones and recognise value in respect for others. The school has policies for the restraint of pupils and for searching their possessions. [NMS 12]

- 3.14 The school operates safer recruitment procedures and ensures that all staff have a Criminal Records Bureau check. Vetting procedures are carried out in accordance with regulatory requirements and the governors take responsibility for appropriate maintenance of the central register of appointments. No people over the age of 16 live on the premises who are not employed by the school. Visitors to boarding accommodation are closely supervised. Although pupils from overseas are required to have guardians, the school is not responsible for appointing them. [NMS 14]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 Handbooks and house notice boards set out the principles and practice of boarding and the boarders understand them fully, aware of the benefits of living in a community and of the routines which they must follow. They are supplied to parents in the boarding handbook. [NMS 1]
- 3.17 The development of boarding is overseen by the governors and the leadership, and its management is clear. There are handbooks for the guidance of staff, and a weekly meeting takes place for housemasters and housemistresses, chaired by the head of boarding, where any issues and developments are discussed. Each house is free to develop individually in its organisation of social activity and decoration but guidance ensures parity of experience for the boarders. The presence in each house of a different non-resident tutor each evening assists the link between the academic and pastoral life of the boarders. Housemasters and housemistresses communicate extensively with the heads of key stages to ensure that boarders are cared for holistically. Senior staff have access to external courses and receive continuing professional development. The records specified in the NMS are maintained and monitored by the senior leadership team. [NMS 13]
- 3.18 Staff working with boarders all have job descriptions reflecting their duties, and they are guided by senior colleagues. All receive induction training, which includes child protection, first aid and fire safety. Regular updating in those areas is monitored by the senior leadership team. Reviews of the practice of boarding staff are included in the school's appraisal system and pupils are able to contribute their views. Staff make use of many informal opportunities to discuss their work and its progress. No adults live in staff accommodation other than boarding house staff. At all times boarders are under the responsibility of a suitably qualified adult who knows their whereabouts and how to contact them. Staff are conversant with the procedure to carry out if a pupil is missing. The housemaster or housemistress holds the mobile telephone numbers of all pupils and there is a strictly enforced signing-out procedure for any pupil leaving the school campus. Boarders confirmed that they understand the systems well. There is always at least one adult in each house overnight and the boarders are confident that they knew how to contact that adult if necessary. Access to staff accommodation is appropriately supervised. [NMS 15]
- 3.19 The boarding community has a strong core of British boarders but it embraces diversity, and pupils spoke enthusiastically about the benefits of living with people from different countries and cultures. An atmosphere of tolerance and respect is evident amongst pupils, and the school ensures that all pupils are well supported. The appointment of house tutors with ability to speak other languages assists pupils who are finding difficulties in communication. Pupils with SEND can ask for help from the non-resident tutors. House staff are sensitive to the needs of all their pupils and their detailed knowledge of each one enables them to respond to differing demands. The school has an equal opportunities policy that is shown to work in the everyday experience of the pupils. [NMS 16]

- 3.20 When interviewed, boarders were sure that they can make their concerns known. They all felt that they are able to approach staff with their views and each term they are given a short questionnaire to enable them to express any particular worry. House captains are charged with the responsibility of conveying any concerns of boarders to the head of boarding in their fortnightly meeting. Boarders prefer this approach to the more formal channel of a boarding council, feeling that it is easier to discuss issues immediately and informally. [NMS 17]
- 3.21 The school has a complaints policy that meets regulatory requirements, though it aims to resolve all complaints at an informal level. Records are maintained of any complaints made and of how they were resolved. Good email communication amongst staff and with parents assists the speedy resolution of difficulties. [NMS 18]
- 3.22 Each house has a house captain, who is also a school prefect, and a deputy; both have job descriptions and clearly defined responsibilities. Although they may assist the house staff in some duties, they have no disciplinary powers. They are responsible for taking boarders' views to the head of boarding and for supplementing the pastoral care of younger pupils. They may also organise social events. [NMS19]
- 3.23 The school does not arrange lodgings for pupils. [NMS 20]