



INDEPENDENT SCHOOLS INSPECTORATE

TRINITY SCHOOL

**EARLY YEARS FOUNDATION STAGE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Trinity School
DfE Number	878/6010
EYFS Number	EY287969
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
Head	Mr Tim Waters
Chair of Governors	Mr Jeffrey Brown
Age Range	0 to 18
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
Head of EYFS Setting	Mrs Elizabeth Saunders
EYFS Gender	Mixed
Inspection dates	28 Nov 2012 to 29 Nov 2012

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in November 2008.

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. ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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 judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted informal discussions with children and examined samples of work. They held discussions with senior members of staff and with the chair of governors and a governors' representative, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Angela Russell	Early Years Lead Inspector
Mrs Emma Stratford	Team Inspector for Early Years (Former Head, IAPS school)

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 SUMMARY	2
(i) Compliance with regulatory requirements	2
(ii) Recommendation(s) for further improvement	2
3 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	3
(a) How well the early years provision meets the needs of the range of children who attend	3
(b) The contribution of the early years provision to children's well-being	4
(c) The leadership and management of the early years provision	4
(d) The overall quality and standards of the early years provision	5

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 Early Years Foundation Stage (EYFS) aims to have a flexible approach to cater for the needs of all children and their family circumstances. It sets out to provide a Christian, caring, secure, safe and happy environment where all children can grow, gain confidence and reach their full potential. 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. It is located in parkland style grounds on a hillside, on the outskirts of the small seaside town of Teignmouth. In the EYFS, the Nursery accepts children from three months to four years and the Reception class caters for children aged four to five. The Nursery was established in 1993, with new developments taking place from 2001, enabling the school to care for children from the age of 3 months. The Nursery occupies a converted Edwardian house called Trinity Lodge, which is for its sole use. The Reception classroom has dedicated facilities alongside the preparatory school building. Both the Nursery and Reception have their own outdoor learning areas. All children in the EYFS have use of further facilities that are shared with the whole school, such as the extensive grounds, an outdoor swimming pool and a covered sports gymnasium. The Nursery operates from Monday to Friday, and is open during holidays.
- 1.3 Since the previous inspection, a waterproof shelter has been added to the Reception outdoor area and rooms have been redesigned in the Nursery to increase learning space.
- 1.4 There are currently 112 children on roll in the EYFS. At the time of the inspection there were 63 boys and 49 girls, of whom 55 were under the age of 3. The children come predominantly from professional families and a white British background. No children are learning English as an additional language. There are two special educational needs co-ordinators in the EYFS and the setting also receives support from the local authority early years team and other professionals. Four children are being monitored for special educational needs and/or disabilities (SEND).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with statutory requirements

- 2.1 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

(ii) Recommendations for further improvement

- 2.2 The school is advised to make the following improvements.
1. Develop educational visits to provide opportunities for Nursery children to experience and make sense of the wider community.
 2. Provide opportunities for Reception children to develop their independence during lunchtimes.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) How well the early years provision meets the needs of the range of children who attend

- 3.1 The setting makes outstanding provision in meeting the needs of the children who attend. Excellent educational programmes provide all the children with exciting opportunities to become active and happy learners who reach, and in some cases exceed, expected levels of development. Children with SEND are extremely well supported and more able children are given appropriate challenges. Detailed planning, comprehensive observations and assessment enable a child's next steps to be carefully identified, ensuring that all children learn effectively and are well prepared for the next stage in their learning.
- 3.2 Children apply themselves extremely well and make confident decisions, whilst participating in a comprehensive range of activities. An excellent balance of adult-led and child-initiated tasks enables children to develop their own interests in their learning, for example making a sleeping area for their teddies. Motivational teaching with high expectations supports the children through an excellent range of imaginative tasks. Outdoor learning plays a key part in the children's development, where they have opportunities for problem-solving activities and exploration. Visits in Reception to the post office, as well as visits from a dentist, help children to understand the wider world. However, opportunities for introducing the Nursery children to the wider community whilst further developing their own interests are more limited.
- 3.3 Links with parents are excellent and they appreciate the care provided for their children, feeling that staff accommodate their needs well. Parents' notice boards provide valuable information about the curriculum and activities. Reception parents receive twice-yearly reports about their children's progress, and parents of those in the Nursery receive feedback on progress through the children's detailed learning folders. A parents' forum is held monthly for the parents of Reception children and parents of all children in the EYFS are able to contact staff by email during the day. Parents are invited to events throughout the year, further strengthening links between home and school.

3.(b) The contribution of the early years provision to children's well-being

- 3.4 Provision for the children's well-being is outstanding. Key people recognise each child's unique qualities, know the children extremely well and meet their needs effectively. The welfare needs and happiness of the children are of the utmost importance to the school and children form very strong and secure attachments, both with their key person and with each other. Children play well together and are able to tell staff their feelings through use of a mood board in Reception or a feelings board in the Nursery. Children in Reception are able to contribute their ideas through the school council, enabling them to feel valued. Behaviour is excellent and 'golden rules' enable children to understand behavioural expectations. They gradually develop independence during the many activities available to them during the day. However, opportunities for Reception children to develop their independence during lunchtime are limited.
- 3.5 Children are taught about keeping safe and know what to do if they are worried. They are helped to develop independent hygiene routines such as hand washing, and recognise the importance of healthy eating and physical exercise. All children enjoy their lunch in a happy, caring environment. Older children are taught the correct use of cutlery at lunchtime.
- 3.6 Staff work hard with parents to ensure that the excellent induction procedures into the Nursery enable children to feel safe and cared for. Strong links within the EYFS ensure that children are prepared well for their move within the Nursery and from the Nursery to Reception. Prefects in Year 6 know all the new Reception children by name and support them at the beginning of the year. This creates a family ethos which helps them to settle quickly and is appreciated by parents.

3.(c) The leadership and management of the early years provision

- 3.7 Leadership and management are outstanding. Governors are aware of the needs of the EYFS and are currently developing further links with both Nursery and Reception staff. The EYFS meets its aims to provide a Christian, caring, secure, safe and happy environment where all children can grow, gain confidence and reach their full potential. Children are cared for extremely well in a very welcoming, safe and stimulating environment in which educational programmes are constantly monitored and reviewed. Staff regularly evaluate the progress of individual children, working carefully together to ensure that all children achieve appropriately.
- 3.8 Policies are regularly monitored and reviewed by staff, ensuring safe procedures. Regular meetings within the EYFS team provide effective opportunities for self-evaluation and enable a clear vision for the future to be shared and developed. The school has demonstrated its capacity for improvement by implementing the recommendations from the previous inspection.
- 3.9 Staff take part in regular appraisals, and opportunities for the supervision of staff are in place and are currently being further developed. Staff receive comprehensive training in child protection and health and safety, and Criminal Records Bureau checks are thorough. Strong partnerships with outside agencies and with parents support the development of the EYFS and the needs of individual children. The pre-inspection questionnaire responses showed that parents are pleased with the progress that their children make and would recommend the school to other parents.

3.(d) The overall quality and standards of the early years provision

- 3.10 The quality and standards of the early years provision are outstanding. All children make excellent progress overall relative to their starting point. The learning opportunities and care provided by the setting are excellent and meet the needs of all children who attend, including those with SEND. They develop their physical skills during a range of interesting activities such as throwing, climbing, balancing and simple mark making. They investigate the properties of ice cubes, dried pasta and sand. By the end of the Reception class, children are able to express themselves clearly, and write in simple sentences using capital letters and full stops appropriately. They use the vocabulary of mathematics to describe the properties of shapes, and they understand simple addition and subtraction. They learn about information and communication technology, using a wide range of resources such as interactive whiteboards and computers.
- 3.11 The children's personal and emotional development is excellent. They clearly understand the school's expectations, and excellent support systems are in place. This enables them to build trusting relationships with the staff, who carefully safeguard their welfare. The children share resources happily, take turns to organise themselves effectively, and feel safe and secure. In Reception, children celebrate festivals both from the Christian church calendar and other faiths. As a result they learn to respect one another and understand their differences.
- 3.12 Safeguarding procedures are securely in place, and risk assessments and fire procedures are well known by staff. A clear development plan shows a strong commitment to continuous improvement, in order to give every child the opportunity to learn and be safe in a happy and stimulating environment.