

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Trinity School

Full Name of the School	Trinity School and Buckeridge International College
DCSF Numbers	Trinity: 878/6010; Buckeridge: 878/6049
Early Years Number	287969
Registered Charity Number	276960
Address	Buckeridge Road, Teignmouth, Devon TQ14 8LY.
Telephone Number	01626 774138
Fax Number	01626 771541
Email Address	mail@trinityschool.co.uk
Headmaster	Mr Tim Waters
Chair of Governors	Mrs Margaret Behenna
Age Range (of the whole school)	3 months to 19 Years
Gender	Mixed
Inspection Dates	10th to 13th November 2008
Head of Early Years Setting	Mrs Liz Saunders
Early Years Age Range	3 months to 5 years
Early Years Gender	Mixed
Early Years Foundation Stage Inspection Dates	3rd to 4th November 2008

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005 and May 2007.

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. The inspection was carried out by ISI, a body approved by the Government for the purpose of inspecting EYFS provision in schools belonging to the ISC Associations. Section 7 of this report evaluates the extent to which the setting fulfils the requirements of the EYFS Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The registered person must ensure that this provision complies with the Statutory Framework for children's learning, development and welfare, known as the Early Years Foundation Stage.

The inspection was not carried out in conjunction with Ofsted, Children's Directorate, and the report does not contain specific judgements on the National Minimum Boarding Standards. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report can be found at www.ofsted.gov.uk under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

CONTENTS

1.	INTRODUCTION	1
	Characteristics of the School	1
2.	THE QUALITY OF EDUCATION	3
	The Educational Experience Provided	3
	Pupils' Learning and Achievements.....	5
	Spiritual, Moral, Social and Cultural Development of Pupils	6
	The Quality of Teaching (Including Assessment).....	8
3.	THE QUALITY OF CARE AND RELATIONSHIPS	10
	The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils.....	10
	The Quality of Links with Parents and the Community	11
	The Quality of Boarding Education	13
4.	THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT	14
	The Quality of Governance	14
	The Quality of Leadership and Management	14
5.	CONCLUSIONS AND NEXT STEPS.....	16
	Overall Conclusions	16
	Next Steps.....	17
6.	SUMMARY OF INSPECTION EVIDENCE	18
	List of Inspectors	18
7.	THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)	19
	What the Setting Should Do to Improve	20
	Complaints Since the Last Inspection	20

1. INTRODUCTION

Characteristics of the School

- 1.1 Founded in 1979, Trinity School is an independent co-educational school, with a joint Roman Catholic and Anglican foundation, for pupils between the ages of three months and nineteen years. The school is overseen by a board of governors, four of whom are appointed by the local Roman Catholic and Anglican bishops. It accepts pupils of all faiths or from secular households. The school incorporates Buckeridge International College which originally comprised a sub-set of overseas pupils being taught non-standard subjects, such as vocational and language courses, a curriculum grouping that has now been almost entirely eliminated. Currently, overseas Trinity and Buckeridge pupils are virtually indistinguishable, the only major separation occurring in the annual DCSF tables.
- 1.2 The school's site consists of a pleasant undulating location above the seaside town of Teignmouth. At the core of the school are nineteenth century monastic buildings which have been supplemented and developed to meet changing needs, whilst preserving an air of spaciousness and calm on the well-laid out campus.
- 1.3 The school seeks to draw out the very best in the academic and intellectual, social, emotional and physical, moral, psychological and spiritual aspects of each pupil. It aims to build confidence by developing personal qualities that help to form trusting and stable relationships and encourage pupils to make sound moral judgements. It sees itself as a boarding and day school with an ecumenical outlook which will continue into the future to be co-educational and international, offering a broad and balanced education with first rate facilities and resources. It aspires to be a centre of educational excellence, offering a range of academic and vocational courses designed to meet individual needs.
- 1.4 Since the last inspection in 2002, the school has decreased a little in size but the sixth form is now slightly larger than previously, partly as a consequence of improved retention from Year 11. The building stock of the school has also been considerably extended.
- 1.5 In all, 555 pupils attend the school. There are 134 children in the Nursery (aged 3 months to 5 years), Trinity Lodge, most of whom are part-time. A total of 103 children attend the Preparatory Department (45 girls, 58 boys). The Senior Department has 220 pupils (77 girls, 143 boys) aged from 11 to 16, and 98 (34 girls, 64 boys) in the sixth form. Pupils originate from approximately 20 countries in addition to the UK. The largest groups are from Britain, China and mainland Europe. In total 101 pupils, aged from 11 to 19, are boarders; two-thirds of the boarders are boys and half are from outside western Europe, and come particularly from the Far East and Russia. Approximately a third of the older senior pupils are also registered at Buckeridge International College. These are taught alongside other pupils and the educational provision is the same. There are 66 children funded through the government's nursery scheme, 25 other pupils receiving some public funding and two-fifths of pupils receiving some support from the school.
- 1.6 The school has a broad ability range. Whilst it has entrance examinations or assessments, these only rarely result in a pupil not being offered a place. More usually they are used to facilitate appropriate placing of a pupil and identification of any educational needs. Standardised tests indicate that the ability profile in the Preparatory Department and in the Senior Department is broadly in line with the national average. Consequently, if senior pupils are performing in line with their abilities their results in public examinations will be similar to the average for maintained secondary schools.

-
- 1.7 The school has one hundred and eight pupils identified as having learning difficulties and/or disabilities and three pupils with statements of special educational needs, one of whom is funded by a local authority. In addition, because of the large overseas intake in Year 10, there are many pupils from ethnic minority backgrounds, with sixty-six identified as having English as an additional language.
 - 1.8 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.
 - 1.9 See Section 7 for the report on the Early Years Foundation Stage.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The school provides a good range of educational opportunities designed to suit the interests, aptitudes and needs of all pupils, consistent with its aim to draw out the very best in every facet of the individual. In the Early Years Foundation Stage setting and as a result of the provision, children make consistently good progress. Since the last inspection, opportunities have been taken to expand the curriculum. Increased resources for information and communication technology (ICT) have widened opportunities for pupils' learning.
- 2.2 The curriculum covers a wide range of subjects and activities in due proportion and generally meets pupils' needs. The format in both the Preparatory Department and in the eleven to sixteen section of the Senior Department is an adaptation of the National Curriculum. In the former there is strong emphasis on numeracy and literacy. French is taught to pupils in Year 1 and Year 2. In Years 3 to 6 pupils pursue a broad based curriculum which includes ICT and a full programme of personal, social and health education (PSHE), and at the end of Year 9 they can do a traditional route of nine GCSE subjects. At this point a range of options is available. The timetable is constructed to allow virtually all individual choices to be met. Pupils are very strongly encouraged to study a foreign language. In the sixth form a wide range of AS/A2 courses is on offer. Vocational courses were originally introduced for the Buckeridge International pupils, but are now limited to a BTEC in public service for pupils in the combined cadet force (CCF). Buckeridge pupils are entered for a more restricted range of GCSEs supplemented by International GCSE and International English Language Testing System courses more appropriate to their needs. Overall the school provides a well-rounded education and parents are strongly in support of what is offered.
- 2.3 The PSHE programme is detailed and well planned. It aims to support pupils in their academic and personal development as well as to build self-esteem and foster good relationships. It also promotes good health and well-being. The diversity of the programme is demonstrated in themes as varied as how to understand a referendum, teenage parenthood and the dangers of being on the sea or the coastline.
- 2.4 Links with the community are fostered through entering teams in local sporting activities. In addition visitors come to the school on a regular basis. In the Preparatory Department the Spanish club enhances the opportunities pupils have to learn another language. In the Senior Department the curriculum is extended by the CCF, which is compulsory in Year 9, work experience in Year 10, and a life skills programme in Year 12 and Year 13. The curriculum is supported well by a wide choice of extra-curricular activities and by a good variety of trips. The breadth of extra-curricular activities is excellent: many of these take place for approximately one hour at the end of the day, four nights a week. The content and range of activity is varied and enjoyable to pupils, and most of them stay on at school instead of going home. Parents are delighted with this provision.
- 2.5 There have been some recent and substantial developments to the school facilities: a large new teaching block has been built, housing the art, English, English as an additional language, and modern foreign languages departments; Preparatory and Senior Department libraries have been extended; a Preparatory Department music room and two 'outdoor classrooms' for Reception and Years 1 and 2 have been constructed; and a tennis academy including an indoor court has been set up. All these features add considerably to what the school is able to offer.

- 2.6 Pupils are well prepared for the next stage of their education. The transfer from one section of the school to another is handled sensitively. The well-established procedures in the Preparatory Department, which include daily links and detailed discussions amongst staff concerning pupils' progress, ensure that the transition is smooth. In the Senior Department in Year 9, subject options are explained and some preliminary careers advice is given. In Year 10 the work experience programme uses a county database for placements and includes the writing of letters of application and debriefing sessions to and from pupils. In the sixth form there is a full programme of advice on application to higher education and a visit to Exeter University. In spite of the school's efforts some parents expressed disappointment at the content and range of the careers advice.
- 2.7 The preparatory curriculum is effectively managed, providing equality of access to all pupils. Subjects are well managed and co-ordinated. The productive use of key stage co-ordinators enables rigorous monitoring of the curriculum, and the head of the Preparatory Department has a very clear understanding of the work of the subject co-ordinators as she attends all meetings in her capacity as class teacher as well. Appropriate long-term plans and detailed medium-term plans have been written for each subject. All the schemes of work cover the aims of the department and give guidance in assessment. However, the planning for the most able pupils to have suitably challenging work is insufficient. Outstanding examples of pupils in Year 2 being extended in mathematics were seen, and in English and history pupils are regularly required to extend their knowledge. The school is aware that this high quality practice needs to be extended across all departments.
- 2.8 In the Senior Department all subjects have schemes of work to guide teachers, embracing cross-curricular themes, literacy, ICT and PSHE. However, they vary in their detail and comprehensiveness, and the extent to which there is overt planning to meet the full range of ability.
- 2.9 In the Preparatory Department, the provision for pupils with learning difficulties and/or disabilities is of a high quality. Those who require support are identified early and assessed by the preparatory learning support co-ordinator. Very good use is made of classroom assistants and these staff significantly enhance the educational experience of pupils who require additional support. The learning support files which are given to each teacher are very informative and include specific information on each pupil, as well as general information on issues such as dyslexia and dyscalculia.
- 2.10 In the Senior Department, the strong provision of learning support reflects the school's aims and ethos. Individual educational plans are produced for all pupils who are identified as needing more than the usual degree of individual attention. These documents provide specific guidance for teachers. The work of the special educational needs co-ordinator is supported by two learning assistants. Pupils appreciate the good efforts teachers make to provide extra assistance and support which help them to benefit more fully from the curriculum. The provision of English support for new Year 12 Chinese pupils at Buckeridge International, many of whom find the transition to an English setting intellectually challenging, is adequate. The school meets the curricular requirements of pupils with a statement of special educational needs.
- 2.11 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.12 In the Early Years Foundation Stage setting, children reach good and sometimes outstanding levels of achievement in relation to their starting points. In the Preparatory Department and at GCSE level pupils achieve well with attainment that is good in relation to their abilities. In the sixth form they achieve at a level comparable with other sixth forms. In activities, drama and sport, pupils also do well. Those with learning difficulties and/or disabilities do well, underscoring the success of the school in meeting its aim to achieve high standards in relation to pupils' abilities.
- 2.13 Pupils are well grounded in knowledge and understanding of the subjects they study and the activities they pursue. They apply these effectively and develop essential skills. When given the opportunity they are able to think critically and reason independently. Literacy skills are used effectively in the Preparatory Department and are mostly sound in the Senior Department. Pupils' readiness to respond in class and to articulate their ideas clearly is usually good. Some good examples of public speaking were observed. The mathematical competence of the younger pupils is good, and sound among older ones. The use of ICT is intermittent and somewhat restricted in the Preparatory Department and good in the Senior Department, but pupils' experiences are not integrated across the majority of subjects.
- 2.14 Throughout the Preparatory Department standards in English are strong. Standards in mathematics are very good in Years 1 and 2 and good in Years 3 to 6. Science is good in the lower years of the Preparatory Department and satisfactory in Years 5 and 6. The attainment of pupils in other subjects is good. Those requiring learning support make good progress. The progress of higher attainers is satisfactory and sometimes good. There is no significant difference between the attainment of girls and boys. Overall pupils make good progress in the Preparatory Department. At the age of eleven, pupils' attainment in national tests is good in relation to their abilities. The results in national tests at this age over the last three years have been well above the national average for maintained primary schools in English and mathematics and above the national average in science.
- 2.15 In the Senior Department pupils take public examinations either within a cohort entered and reported under the name of Trinity School or in the case of many of the overseas pupils, a Buckeridge International College cohort. For the Trinity cohort, attainment at both GCSE and A level is good in relation to pupils' abilities. The results in GCSE have been above the national average for all maintained schools with an upward trend over time. The school did particularly well in 2008 with four-fifths of pupils gaining five or more passes at grades A* to C and where a third of all grades were at A* or A, the latter representing one and a half times as many such grades as in the previous year. At GCSE there is very little difference between the attainment of boys and girls. Pupils' performance in A-level examinations has been in line with the national average for all maintained schools.
- 2.16 For the Buckeridge cohort the range of subjects entered in national GCSE examinations is more restricted. Nevertheless in the subjects that are entered, attainment is also good in relation to pupils' abilities as is attainment at A level. The results at GCSE have also been above the national average for maintained schools with a more marked increase over time than for the Trinity pupils. The Buckeridge pupils have performed particularly well at this level in mathematics and science. Pupils' performance in A-level examinations has been similar to that of the Trinity pupils and in line with the national average for all maintained schools.
- 2.17 The school celebrates its individual and team achievements and pupils gain in self-confidence, learn respect for each other and develop good team skills, all of which make a substantial contribution to their personal development. Preparatory pupils are successful at

national levels in athletics, swimming and cross-country and in the UK Mathematics Challenge competition. High standards are achieved in music, public speaking and art. Senior pupils have formed successful Ten Tors expedition teams for many years. They have also achieved well in The Duke of Edinburgh's Award scheme. The school sends teams to the Rosslyn Park Sevens and other national competitions, and has strengths in swimming, athletics and basketball.

- 2.18 The quality of pupils' learning, their attitudes to their work and their behaviour in lessons are generally good. Pupils respond positively in class, they are well motivated and are co-operative; they apply themselves well to their work and can be relied upon to concentrate well on a given task. However, in some cases a minority were slow to settle and others arrived late for lessons.
- 2.19 Most pupils organise their work well and take a pride in its presentation. The frequency of photocopied sheets placed in exercise books gives support to less able pupils, but serves to reduce the opportunities for the more articulate to express themselves individually. Most pupils work well together when the opportunity offers; good examples of co-operative learning were seen in a number of practical science experiments and within drama lessons. Pupils have confidence in their teachers and in the learning environment and usually show respect and concern for each other's welfare.
- 2.20 Behaviour in the school's public places is good, and pupils are courteous and welcoming. Pupils look out for each other, and relationships between older and younger ones are particularly good. An example of this is seen with the mentoring scheme where senior pupils, including prefects, support the youngest pupils in the Senior Department. Pupils are ready to take on responsibility, which is evident in form registrations where they often help with 'Thought for the Day' through readings. The house system has captains for different age groups, and these young people are responsible for organising teams for such things as sports events, quizzes and small drama productions. The prefects are appointed from Year 13 and take on specific roles such as helping with open days and charitable events, and there is a 'green' team that has a recycling focus. Responsibilities are taken seriously and contribute to the well-being of the school community.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.21 The spiritual, moral, social and cultural development of pupils is good. The school is successful in its promotion of Christian values and the good quality of relationships at all levels within the community exemplifies this ethos. This meets the aims of the school well. Pupils are confident, self-aware, and clearly understand and respect the needs of others. They have a well-developed sense of right and wrong.
- 2.22 The spiritual development of pupils is good, and derives from the religious foundation of the school which while essentially Christian, is sensitive to secular and multi-cultural aspects of life. Consequently, pupils are self-confident, and show self-esteem and self-knowledge. Assemblies and tutor time, with 'Thought for the Day', provide a quiet time for reflection. The school is successful in enabling its pupils to reflect on the meaning and purpose of life in a context that respects the beliefs of others. The formal Service of Remembrance was meaningful, with pupils making an important contribution.
- 2.23 Provision for moral development is good and pupils clearly know the difference between right and wrong. The Code of Conduct, which is prominently displayed in classrooms, ensures all pupils are well aware of school rules. Younger ones take particular pride in these, recognising that they exist for the benefit of the whole community. The School Council meets to discuss a range of pupil initiated issues, including the equality of the provision for

boys and girls. In the Preparatory Department, the Children Against Bullying initiative, together with a 'friendship bench' in the playground, is indicative of the school's provision for developing pupil awareness and the actual support pupils give to each other. Raising money for charity, including fund raising for Children in Need, clearly demonstrates among younger pupils a well-developed understanding of their obligations to one another as well as to those who are less fortunate than themselves. Older pupils respond similarly in whole-school events such as Swim a Mile and the Easter Term Music Marathon, and 'mufti days' to support a variety of charities. These include Breast Cancer Awareness and Jeans for Genes and schemes such as the CCF gift boxes for HMS Albion and its outreach to towns in Sierra Leone.

- 2.24 The school provides good opportunities for pupils of all ages to learn to play their part in the community. Examples include the eco committee with its recycling initiatives, the role of prefects and school librarians, and the Preparatory Department's chamber choir singing in local churches. The school's citizenship programmes are effective in generating in pupils a sound knowledge of how public institutions operate. Pupils are able to take responsibility as prefects and as officers in the CCF, which serves as a valuable route for pupils to develop their leadership skills.
- 2.25 The cultural development of pupils in the Preparatory Department is good and they show an understanding of diversity of the wider community and of their own cultural traditions, and the world in which they live. They are respectful of the different cultural heritages that they encounter at school. Evidence of this is provided by the Spanish club activities, trips to a synagogue and the geography department's email link to a school in India.
- 2.26 In the Senior Department the many pupils from overseas provide a clear opportunity to develop awareness of other cultures, and pupils welcome this. Pupils live and work together amicably and are tolerant of each other, and in some classes, appreciation and mutual support are established. Structures to enforce good practice and to help integrate overseas pupils, especially those who arrive in Year 12, are being put in place but as yet have not had time to show their effect. Pupils also have opportunities to explore the world through art, music and drama in popular activities such as the swing band European tour, the art tour to Paris and involvement with the National Youth Theatre. The whole school environment is enlivened by the high quality of the art work.
- 2.27 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.28 The overall quality of teaching is good, as it was at the last inspection. The vast majority of teaching is good with equally small proportions that are outstanding or unsatisfactory. The teaching seeks to bring out individual pupils' capabilities and to give them confidence, and thus concurs with the school's aims. At the last inspection, among the key issues facing the school was the quality of teaching, of assessment and of target setting. Whilst assessment and target setting are strengths in the Preparatory Department and there has been good progress in the use of computerised systems for tracking these throughout the school, the best practice in teaching overall, and in day-to-day assessment and target setting in the Senior Department, is less widespread.
- 2.29 Teachers are aware of those in need of additional help and this is provided for through varying means including different tasks for individual needs, paired work and the use of ICT. In the Preparatory Department teachers manage the learning needs of those pupils with learning difficulties and/or disabilities very well. In Years 1 and 2, particular care is taken to ensure that all abilities are catered for and that all pupils are enabled to make progress commensurate with their ability. This good level of provision continues as pupils get older but by Years 5 and 6 many lessons are teacher directed with fewer opportunities for the most able to extend their understanding. In the sixth form some Buckeridge pupils have difficulties with learning through the medium of English. Whilst teachers try to ensure that access to learning is not inhibited, the arrangements to help them are not always secure.
- 2.30 Teaching encourages pupils to apply themselves purposefully to their work, and in some lessons independent learning is strongly promoted. This was most evident in more practical subjects such as design technology and music in the Preparatory Department, and in art and in drama with senior pupils. In a Year 5 music lesson, for example, creative effort was encouraged when the pupils were working independently on keyboards. In the best lessons in the Senior Department, teachers elicit truly reflective responses from individual pupils.
- 2.31 Teaching is generally well planned with objectives that are clear and helpful. The planning derives from the schemes of work. In the best cases, planning is also clearly drawn from an analysis of pupils' immediate prior learning as well as consideration of success in previous tests. In the Preparatory Department, learning objectives are usually shared with pupils at the start of lessons and the success in achieving them is reviewed at the end. A good variety of teaching methods is evident in many subjects, and in the best planned lessons pupils are given the opportunity to work independently, whether individually, in pairs or in groups. In the best lessons the pace is lively and engages the pupils in their learning. The best teaching also features a good range of activities, and is stimulating, challenging and exciting. The principal features of less effective lessons were over-prescription, insufficient opportunity for independent learning, or a lack of sufficient pace and focus for optimum learning.
- 2.32 Throughout the school teachers have good subject knowledge. For example, in a sixth-form English lesson the teacher showed excellent textual and subject knowledge in the treatment of *Measure for Measure*, and in a GCSE German lesson the teacher made very good use of the target language.
- 2.33 Relationships between teachers and pupils are strong and in lessons behaviour was nearly always good, with pupils displaying co-operative attitudes. In the best lessons, pupils enjoy learning and remain fully engaged and on task. There is active intervention by teachers, helping pupils to focus and shape their work. In such lessons there is also very good use of time. Occasionally poor discipline hampers progress, and where the detailed management of pupils' time and activities is less sharp, pupils drift off task. The quality of resources in many subjects is of a good standard and these are used well to support learning. The

facilities and ambience of the new preparatory French room are good examples of the way exciting resources contribute to good teaching. In the Senior Department, the airy and spacious art room generates an atmosphere which is conducive to work.

- 2.34 Books are regularly marked using a standard system of marks and effort grades which pupils understand. The marking in the Preparatory Department is of a very high standard because it is not simply done to correct errors but to move pupils on to the next step in learning. Often this is done immediately and verbally. Examples of such approaches were observed in the Early Years Foundation Stage ‘magical maths’ morning. In the Senior Department, the written comments frequently focus on presentational matters and the extent to which work has been finished off. Although teachers identify uncompleted work in many cases the work remains unfinished. Overt identification of what pupils need to do to improve was less apparent. Few examples were seen of formal opportunities for pupils to assess their own work.
- 2.35 The school has effective systems in place for pupils’ performance to be evaluated both against its own objectives and national norms. Suitable arrangements are used to monitor and evaluate performance through standardised tests. Since the last inspection, the school has moved forward significantly in its use of electronic data storage systems both in the Preparatory and Senior Departments to identify underachievement and to set learning targets for pupils. In the Preparatory Department, the new initiative is intended to enable the school to use pupil performance to be evaluated against national norms and the school’s own aims, and provide information to parents. In the Senior Department, a powerful Year 9 pilot system has been extended to all years. The school is aware of the need to refine these systems as used by teachers in order to ensure that pupils know what they need to do to improve.
- 2.36 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The quality of pastoral care and the attention given to the welfare, health and safety of pupils are good, and outstanding in the Early Years Foundation Stage and the Preparatory Department. Overall, this has improved since the last inspection.
- 3.2 The care given to individual pupils is a strength of the school and pupils feel they are well known to staff. The small size of the preparatory community means that teachers, assisted by teaching assistants and the school secretary, know the pupils very well. More widely in the school there is a sound structure of support through form tutors which has been recently strengthened by the co-operation, management and team working of the key stage co-ordinators. Support staff are also very helpful and in particular the matron is seen by most pupils as very caring and sympathetic. The Christian ethos of the school engenders a sense of community which underpins relationships in general. Many Buckeridge pupils who join the school in the sixth form from overseas require considerable support to help them to integrate and become part of the community. Anxious to support them well, the school has recently appointed an international liaison tutor to aid communication and facilitate their settling in.
- 3.3 Since the last inspection, a clearer framework has been established to ensure better monitoring of pupil behaviour and tracking of concerns. The headmaster has taken steps to augment existing pastoral arrangements to ensure greater consistency of approach between boarding and day sanctions and to provide a clearer tariff of disciplinary steps. Most pupils welcome this new regime. The school has also introduced a new system of pupil behaviour monitoring, overseen through the new appointment of a surmaster, reporting directly to the headmaster, who plays a very active role as head of pastoral care. The system now includes regular pastoral review meetings and the creation of a care list with a sliding scale of concerns shared by senior managers and all staff once each half of term. Staff see this as an effective safety net for pupils. The system is still under development but has clearly addressed the need to monitor behaviour more effectively.
- 3.4 Pupils are encouraged to engage with staff and get involved in a variety of school activities. The relationships amongst pupils are good within peer groups but in the Senior Department there is less integration between the younger pupils and sixth formers, and between different nationality groups. This is of concern to the school's pastoral management team; considerable efforts are being made to improve relationships by promoting more activities to encourage participation, such as quizzes, and pupil-led activities designed to promote interaction.
- 3.5 The new transparent system of sanctions has led to a greater emphasis on good behaviour and discipline that has been welcomed by most pupils and parents. In the Preparatory Department, pupils understand and approve of aspects of the clear sanctions policy such as the loss of 'golden time' in the case of younger children and the 'yellow card' system for older ones. In the Senior Department, the creation of the post of surmaster has served to ensure a greater awareness amongst staff and pupils of the need to conform to high standards of behaviour. Incidents of bullying and harassment are reported to be rare. Many pupils could not identify any. Others reported that any incidents are dealt with quickly and effectively, in line with anti-bullying procedures and policies.

- 3.6 Child protection measures are effective and well understood. In-service training is provided for all staff and a governor has been given specific responsibility for this. The headmaster is the child protection officer. The school has fully implemented government requirements for checking the suitability of staff.
- 3.7 Written policies and appropriate risk assessments are in place. There are regular fire drills and detailed records are kept. Similarly detailed fire risk assessments are carried out and reviewed regularly. Two of the school's support staff are volunteer firemen in the locality and the school benefits from this expertise. Careful and thorough risk assessments are carried out for each activity in the school and for all school trips and visits, with dutiful records kept of these assessments. A number of staff have had first aid training and there are adequate medical supplies in appropriate areas. Pupils have access to a medical centre and the matron at regular times. The admissions and attendance registers are appropriately maintained. Pupils' absences are followed up swiftly to ensure pupil safety. Levels of unauthorised absence are very low and general levels of attendance are excellent. Arrangements to ensure health and safety are effective.
- 3.8 Catering arrangements are good, with a wide variety of healthy options. Vending machines dispense only healthy snacks and the catering department regularly advises pupils on healthy eating. In order to promote better integration and cultural awareness there are now 'Wet Wok' nights where Chinese food is on offer. This has encouraged Asian pupils to sample familiar food and given other pupils the opportunity to broaden their culinary experience and understand cultural differences. Pupils rated food as generally good. All pupils are encouraged to take regular exercise through timetabled games sessions and physical education lessons. There are many extra-curricular sporting activities on offer.
- 3.9 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.10 At the last inspection the school had good links overall with the parents and the wider community and these have been maintained. Parents receive a good level of useful information about the school prior to joining and are kept fully informed of school news and events, and of their children's academic progress. The school has many useful links with the community.
- 3.11 The parents of about half of the pupils responded to a questionnaire distributed in advance of the inspection. Their response was overwhelmingly positive. A small number said there were too few ways of being involved in the school, or that they were concerned about the efficiency of communication, but these concerns were not upheld by the inspectors. Communications are effective, and staff are quick to respond to parental concerns, teachers being willing to be contacted directly by telephone or email. The school deals quickly with any complaints. Parents of preparatory pupils were particularly impressed with the ease of access to individual teachers, and with the anti-bullying scheme.
- 3.12 Parents are provided with clear information about the school's aims and news via newsletters, the school magazine, the prospectus and the website. The parents' handbook provides detailed information about many aspects, including the school rules, school routine, uniform lists, extra-curricular activities, the Parents' and Teachers' Association (PTA) and the Parent Liaison Group (PLG), as well as useful telephone numbers. The school has a well-publicised complaints policy.

- 3.13 A good system of reports and parents' meetings keeps parents, including those of boarders, well informed about their children's progress. Preparatory Department parents attend four meetings a year and receive full reports on their children twice a year. All reports contain application, attitude and individual study grades. The parents of pupils with learning difficulties and/or disabilities also have the opportunity, if requested, to meet with staff from the learning support department to discuss individual needs and the school's approach. Targets are set in all reports, identified by the teacher. In the Senior Department, the comprehensive reporting process includes at least three points of contact with parents in each year. Half-term grades are used internally for assessment purposes, but parents of pupils who have high grades may receive letters of congratulation. In addition, parents of new pupils are invited into school in the Autumn Term to meet the teachers, and presentation evenings are used to discuss options with parents of pupils in Years 9 and 11. The Preparatory Department enhances its rewards system by inviting parents to half-termly achievements assemblies where pupils receive graded certificates.
- 3.14 Parents have good opportunities to be involved in the life of the school. They are invited to school events including drama productions, concerts and services, and every Friday in the Preparatory Department they are invited in to see the work of the week. This might take the form of pictures based on a theme, traditional school work or a small example of pupils' performing arts. The strong PTA organises social and fund raising events, with particular emphasis on enhancing links between the Preparatory and Senior Department parents and on welcoming new parents. One event called Trinity Wheels involved the community through the attendance of local coastguards, the police and many fine exhibits of vintage, classic sports and farm yard vehicles. The chair of the PTA meets with the headmaster twice in each half term. The PLG is a forum for parents to bring concerns of a general nature to the school's attention. The PLG chair also frequently meets with the headmaster.
- 3.15 As part of its ethos the school is keen to support charities and worthy causes. Two recent examples of this were when the school hosted a local charity called Activities, Interests, Music and Support. The group supports local families with disabilities and was very appreciative of the use of the school's facilities. The annual harvest festival service is held in St Michael's Church and the produce of fruit and vegetables distributed to the needy in the local area. The collection has also been donated to the Royal Agricultural Benevolent Institution. Members of the public are invited to attend this service of celebration and thanksgiving. Other local churches also benefit from a visit by the Preparatory Department's chamber choir who enliven services with their performances.
- 3.16 The school has developed extensive links with the local community. One important link is with its feeder schools and recently the creative arts teachers organised a day on which pupils from three schools experienced opportunities to work on tasks in music, art and drama. The staff also prepare pupils to perform in a local theatre. The recent successful performance of *Bugsy Malone* was open to the public. Pupils from the lower part of the Senior Department are now rehearsing for a future public performance of *The Big Bad Wolf*. Pupils also sing and play at the Devon County Show. Being near to the sea has fostered close links with the local rowing club. Pupils who learn life saving within the extra-curricular activities programme sometimes graduate to becoming lifeguards.
- 3.17 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

The Quality of Boarding Education

- 3.18 The quality of boarding education is generally satisfactory. The boarding experience supports and enriches the education and development of pupils. Reflecting the school's aims, the pupils adopt a level of responsibility for themselves and develop relationships. The school has worked hard to begin to implement a programme of maintenance and refurbishment following the recommendations of the Commission for Social Care Inspection team in 2006.
- 3.19 The relationships between staff and pupils are good and they foster a sense of community. Boarders feel they can approach members of staff who have knowledge of their needs and provide necessary support. Boarders are friendly to others in their year group but there is little mixing between the years. Some of the older Buckeridge pupils find it difficult to join in and there are limited opportunities within the boarding context to foster this interaction. Acknowledging these problems the school has not only established the role of the international liaison tutor, but also set up a programme of compulsory life skills for Years 12 and 13. The latter is intended, amongst other things, to encourage mixing.
- 3.20 Sound management and organisational systems are in place. There is a head of boarding and the house staff meet regularly which allows for an exchange of information to benefit pupils. The staffing is sufficient for the numbers and ages of boarders, and there is adequate supervision around the boarding house. Pupils have some opportunities to take control of their boarding life by being part of the boarding committee.
- 3.21 A worthwhile range of activities is available to the boarders, including visits to leisure centres, sporting events and shopping. These provide relaxation and an opportunity to move outside the school environment. Activities within school have recently been increased to include quizzes and the 'Wet Wok' nights. Pupils enjoy these but feel they are infrequent. The facilities of the campus, such as those for computers and sports, are also available to the boarders.
- 3.22 The boarding accommodation and furniture are adequate but the quality varies significantly between that for sixth form boys and that for younger boys and the girls. Many areas appear overcrowded and lacking in personal space and some areas are rather bleak and have little 'homeliness'. A lack of communal space and kitchen areas contributes to the problem of limited interaction and reduces the family atmosphere for which the school strives.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The governance of the school is good and strongly supports the school's aims. It has underpinned the successful developments in the Early Years Foundation Stage and the maintenance of the overseas Buckeridge intake. The governors, all trustees of the school, bring to their work a range of effective and relevant professional experience in aspects such as education, finance and management. They know the school well through the regular meetings that they attend, their receipt of reports, both from staff in the school and external bodies, from presentations made by staff and from 'governor days' when they all visit the school to see some of its work. The four episcopally appointed governors frequently meet the two chaplains in the school, ensuring that it remains faithful to the Christian underpinning described in its aims.
- 4.2 Minutes of meetings show that the sub-committee structure is an effective one for sharing issues with the headmaster and supporting him as a 'critical friend'. For example, the chair of the education sub-committee has been an important source of advice in ensuring that the school meets statutory requirements and in particular, arrangements for health and safety, and child protection. This has ensured that these aspects of the school are secure. The finance committee, which has temporarily considerably increased its frequency of meetings, has been judicious in its financial decisions, allowing for the significant improvements in the building stock since the last inspection.
- 4.3 The headmaster and the governing body communicate clearly with one another so that there is a shared understanding of the key issues facing the school and an appropriate prioritisation of actions that need to be taken. Meetings of the governing body are well serviced by the school's bursar and other staff, as are the sub-committees. Papers are meticulously prepared and clearly minuted.

The Quality of Leadership and Management

- 4.4 The quality of leadership and management is good and as such, supports and directs the education offered in accordance with the aims and ethos of the school. Much progress has been made since the last inspection in establishing an improved framework for leadership and management throughout the school and this improvement has had a positive effect on assessment and target setting, although the impact over time on teaching has been less significant. The new pastoral and academic management structures in the Preparatory Department for example, are effective, and the appointment of a deputy and a comprehensive team of key stage and early years co-ordinators has ensured that communication between all parts of the Preparatory Department is effective and clear educational direction is provided through these management responsibilities. The progress that has been made in the Senior Department has clearly assisted its development and has enabled it to gain an improved image within the local area.
- 4.5 Leadership and management are generally carried out at all levels in an effective and efficient manner. The headmaster provides successful leadership and he furnishes the school with a clear and exciting vision for its future. He is ably supported by the heads of the Nursery and the Preparatory Department. Departmental heads regularly check their subject policies and they routinely use classroom observation to monitor teaching and learning. The delegation of responsibility for financial management and staff appraisal to appropriate middle managers works well in supporting the quality of education and the care of pupils.

Regular meetings, both formal and informal, enable those with management responsibilities to analyse the school's needs, set priorities and establish strategies for implementation.

- 4.6 The headmaster carries a considerable managerial load and at senior leadership team level there is some lack of clarity in the inherited structures. These touch on the line management arrangements for senior departmental heads as well as some of the communications systems on the pastoral side. The present hierarchy is effective from the stance of classroom teachers looking upwards, but is much less effective when viewed the other way round. For example, heads of department know where to seek help, but it is not obvious how quality assurance arrangements carried out by senior management would identify examples of those needing help or assistance, except annually by staff appraisal.
- 4.7 The school has recruited and effectively deployed well-qualified and committed staff, all of whom contribute with enthusiasm to the wider life of the community. Its arrangements for the appointment of staff are very thorough. New staff are well supported. Provision for the support, mentoring and professional development of newly qualified teachers is well established and effective. The annual appraisal programme is well used to identify training needs and professional development opportunities. This incorporates the observation of the lessons of colleagues and some sharing of good practice. The professional development of all staff is supported through in-house and external activities.
- 4.8 The resources of the school are well managed. The committed bursar and other non-teaching staff ensure that the work of the school is supported and is generally administered effectively. Secretarial staff provide a warm welcome to the school and maintenance staff ensure that the buildings and grounds are adequately maintained, within resources.
- 4.9 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].
- 4.10 The school participates in the national scheme for the induction of newly qualified teachers and meets its requirements.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 The school is successful in meeting its aims, notably in drawing out the best in each pupil. In the Early Years Foundation Stage it is highly successful in helping the children make at least good, and often excellent progress. The school is an enthusiastic and friendly community. It is well liked by its pupils and their parents. Its ecumenical and Christian foundation establishes its ethos which is open to those of all faiths or of none. Starting from its Nursery setting, the school offers good overall provision with some features which are outstanding. Pupils in the Preparatory and Senior Departments attain well in public examinations and tests. Attainment of sixth formers, including those registered at Buckeridge International College, is in line with national averages. Pupils with modest levels of ability gain in confidence and so perform better than they might otherwise do: they appreciate the considerable amount of personal support that they receive from teachers. Teachers throughout the school have good subject knowledge, leading to teaching which is generally good. A minority, however, does not capture pupils' interest, provide sufficient opportunity for independent work or meet individual needs. The planning is generally good but it does not yet fully draw on the school's good and developing systems of tracking pupil progress and of target setting. The high quality of the care and support that pupils receive generates personal development and well-being which is good, and which is outstanding in the Nursery. The boarding accommodation is satisfactory but some of it does not yet fully promote the family atmosphere to which the school aspires. Links with parents are strong. In the Nursery, the provision is enhanced by strong links with outside agencies. The leadership and management of the school are good. The headmaster furnishes the school with a clear and exciting vision for the future. Effective support is provided by committed governors who know the school well.
- 5.2 Since the last inspection, the school has acted to reduce the amount of unsatisfactory teaching and to widen its curriculum, especially in the non-academic sphere. It has greatly improved systems for pupil tracking, target setting, and the management and promotion of good behaviour. The school has made many improvements to accommodation and has strengthened the management structure. Its care of individuals has been augmented and remains a strength of the school.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 In order to develop further the school should:
1. take steps to improve the quality of teaching and assessment in order to ensure greater pace and challenge, in particular for the more able pupils;
 2. review the senior management structure and the lines of responsibility;
 3. consider how best to improve the provision for boarders in respect to their accommodation and socialisation;
 4. strengthen the assessment procedures for prospective pupils from overseas in order to ensure that there is good attention to their learning needs on arrival.
- 5.5 No action is required in respect of regulatory requirements.
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 10th to 13th November 2008. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the sanatorium. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on 3rd and 4th November 2008 by two inspectors. The inspectors observed sessions, talked to the children, examined samples of work, and held discussions with staff and governors. Comments from parents and carers were considered, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Dr Stephen Grounds	Reporting Inspector
Mr Keith Barron	Senior Master, HMC school
Ms Margaret Burnet Ward	Headmistress, HMC school
Mr Stephen Duckitt	Headmaster, IAPS school
Mr David Ennals	Deputy Head, ISA school
Mr Graeme Garrett	Headmaster, ISA school
Mrs Linda Hague	Deputy Head, IAPS school
Miss Brenda Marshall	Head of Department, IAPS school
Mrs Helen Wainwright	Deputy Head, ISA school
Mrs Gail Purt	Early Years Lead Inspector
Mrs Julie Lowe	Early Years Team Inspector

7. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

- 7.1 At Trinity School, EYFS provision is offered for children from three months to five years. The setting is registered for children under the age of three years. The Nursery accommodates 134 children, including those who attend part-time, with a maximum capacity of 79 full-time children or equivalent. It is situated in a large Edwardian property close to the main school. It is open for 50 weeks of the year and parents have the option of full-time or term-time care. Between the hours of 8.00 am and 6.00 pm flexible sessions are available to fit in with parents' needs. The six Reception class children are accommodated in their own unit within the grounds of the Preparatory Department. The setting achieves its aims well. It is particularly successful in working in partnership with other professionals to ensure appropriate care and support for children with learning difficulties and/or disabilities and in providing support to the family. The setting enjoys strong relationships with parents. Parents say how much their children love coming to school and unanimously appreciate the way all members of staff care for their children and encourage them to flourish.
- 7.2 The setting is highly successful in helping the children make consistently good and often excellent progress across the *Every Child Matters* outcomes. This is because of its inclusive and stimulating learning ethos and the attention given to the welfare of each child. Staff, parents and other agencies work well together to ensure the children's needs are met and their protection is assured. Managers and staff have successfully evaluated the school's strengths and areas for development, and this underpins the good capacity to improve. All children are highly valued and thrive in the setting's positive and homely atmosphere.
- 7.3 High quality provision contributes significantly to the children's good, and in some instances, outstanding levels of achievement in relation to their starting points and capabilities. Children are encouraged to explore and investigate. Babies and toddlers show curiosity and concentration when using sensory materials to develop their senses. Children demonstrate high levels of independence; they confidently choose their own resources or whether to play inside or outside. Physical and creative development progresses at an excellent pace. Children work imaginatively with a wide range of materials and activities that encourage exercise and dexterity. All children are extremely well supported, which enables them to make significant gains in their progress.
- 7.4 Children's personal development and well-being are outstanding and strongly emphasised through all the school's work. Children have very positive attitudes to their learning and are not afraid to explore and be inquisitive. 'Golden rules' are used consistently to encourage safe behaviour. In this happy and active environment children relate well with adults and each other. Children are adopting a healthy lifestyle. Good hygiene is part of their daily routine. Children in the Nursery enjoy the social occasion of lunch and playtime with their peers. Children in Reception are not provided with the same opportunity, as lunch and break time are taken with the older pupils up to the age of eleven. All children are provided with secure foundations for their future well-being. They are developing the ability to share and collaborate effectively. Their understanding of the wider world is demonstrated well through their play and communication. Children are self-assured and well prepared for the next stage in their learning.
- 7.5 The provision strongly encourages positive attitudes to learning. Staff are adept at interacting with children and providing them with caring and individual support. This enables all children to succeed. The rich and relevant range of learning opportunities allows children to make good progress towards the Early Learning Goals. Children are provided with a wealth of opportunities to investigate and discover things for themselves. Staff are

particularly effective in planning a creative learning environment where activities are organised with seamless movement between adult-directed and child-initiated tasks. Whilst staff are good at helping children develop their own ideas, the next steps in children's development are not always clearly identified. Children have many good quality experiences which help them to expand their horizons.

- 7.6 Care and protection for children are seen as paramount and the provision is outstanding. Key persons are allocated to small groups of children so they get to know them and their families exceptionally well. This, in turn, generates a great deal of trust and underpins the strong home-school partnership. All safeguarding, risk assessment, and health and safety procedures are rigorously applied and regularly reviewed. Adults are excellent role models. Behaviour management is highly effective. Arrangements for first aid and handling medication are successfully established. Children develop an excellent awareness of the importance of healthy eating and regular exercise, and the need to ensure their safety.
- 7.7 The EYFS setting is well led and managed. Strong teamwork and a shared vision of ensuring children's development are linked strongly to their needs and interests and underpin the EYFS ethos. The impact of excellent links with parents and other agencies is seen in the good progress made by children in all areas of learning, in their sense of security and in their well-being. Governors are supportive. These strengths give confidence that the school is well placed to maintain its high quality education and improve even further.

What the Setting Should Do to Improve

- 7.8 To improve still further the good quality of its provision, the setting should:
1. ensure consistency in the identification of development targets for all children;
 2. review the lunch and break time arrangements for Reception class children.
- 7.9 No action is required in respect of regulatory requirements.

Complaints Since the Last Inspection

- 7.10 Since the last inspection, there have been no complaints made to Ofsted that required any action to meet national requirements.