



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**TRINITY SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Trinity School

Full Name of School	<b>Trinity School</b>		
DfE Number	<b>878/6010</b>		
EYFS Number	<b>EY287969</b>		
Registered Charity Number	<b>276960</b>		
Address	<b>Trinity School Buckeridge Road Teignmouth Devon TQ14 8LY</b>		
Telephone Number	<b>01626 774138</b>		
Fax Number	<b>01626 771541</b>		
Email Address	<b>enquiries@trinityschool.co.uk</b>		
Head	<b>Mr Tim Waters</b>		
Chair of Governors	<b>Mr Simon Brookman</b>		
Age Range	<b>0 to 19</b>		
Total Number of Pupils	<b>489</b>		
Gender of Pupils	<b>Mixed</b>		
Numbers by Age	0-2 (EYFS):	<b>66</b>	5-11: <b>97</b>
	3-5 (EYFS):	<b>69</b>	11-18: <b>257</b>
Number of Day Pupils	Total:	<b>398</b>	
Number of Boarders	Total:	<b>91</b>	
	Full:	<b>86</b>	Weekly: <b>5</b>
Head of EYFS Setting	<b>Mrs Liz Saunders</b>		
EYFS Gender	<b>Mixed</b>		
Inspection Dates	<b>29 Apr 2014 to 02 May 2014</b>		

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in November 2012.

This inspection was conducted to assess the suitability of Trinity School for membership of Independent Schools Association. It follows the *ISI schedule* which occupies a period of four 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, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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.

This inspection contains specific judgements on 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 and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the

school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of 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 facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Pamela Leech	Reporting Inspector
Mrs Sarah Dawson	Team Inspector (Deputy Head, HMC school)
Mr Michael Dodd	Team Inspector (Head of Department, ISA school)
Mrs Naomi Fowke	Team Inspector (Deputy Head, ISA school)
Mrs Jean Gray	Team Inspector (Former Senior Teacher, HMC school)
Mrs Judith Gregory	Team Inspector (Former Deputy Head, IAPS school)
Miss Katherine Haynes	Team Inspector (Head, HMC school)
Dr Gerard Silverlock	Team Inspector (Head, IAPS school)
Mr Thomas James	Co-ordinating Inspector for Boarding
Mr Richard Balding	Co-ordinating Inspector for Early Years

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Trinity School seeks to create a welcoming and caring community where pupils are encouraged to strive to become the best they can be in every aspect of their lives whether academically, intellectually, socially or spiritually. It aims to build pupils' confidence by developing personal qualities that help to form trusting and stable relationships and encourage sound moral judgements to be made. The school's joint Roman Catholic and Anglican foundation underpins these aims and promotes the Christian principles intended to permeate all aspects of school life. Pupils of all faiths or of none are welcomed. The school is overseen by a board of governors, four of whom are nominated on behalf of the local Anglican and Roman Catholic bishops.
- 1.2 Founded in 1979, Trinity is a co-educational school for boarding and day pupils. The Nursery classes of the Early Years Foundation Stage (EYFS) occupy Trinity Lodge and accept children from three months to four years. Children aged four to five are catered for in the Reception class, an integral part of the Prep Department, which accommodates pupils to the end of Year 6. The Senior Department caters for pupils from Years 7 to 13. The core of the school consists of upgraded and developed nineteenth century buildings, with a number of further buildings added in the last 15 years, and is situated on a spacious campus on the outskirts of Teignmouth, Devon, overlooking the sea. There are three boarding houses on the campus: one for girls, one for boys aged up to Year 11 and another for sixth-form boys. Some boarders are drawn from service families and the south west region, and others come from approximately 20 countries in addition to the UK. Pupils come from a range of backgrounds including from Europe, Russia and the Far East.
- 1.3 Currently, 489 pupils attend the school, of whom 257 are in the Senior Department. There are 135 children in the EYFS and 97 in Year 1 to 6 of the Prep Department. Of the 91 boarders, 23 are girls and 68 boys. Of the 76 pupils who have English as an additional language (EAL), 60 receive support from the school for their English. The school has identified 116 pupils as having special educational needs and/or disabilities (SEND), and provides learning support to 32 of these. There are five pupils with a statement of special educational needs.
- 1.4 Pupils in the Prep Department and the majority of those in the Senior Department have ability that is above the national average, while pupils in Years 10 and 11 reflect the national average. The ability profile for pupils in the sixth form is lower than the average nationally.

- 1.5 National Curriculum (NC) is used in Reception and the Senior Department and throughout this report to refer to year groups in the school. The year group nomenclature used by the Nursery and Years 1 to 6 and its National Curriculum equivalence are shown in the following tables.

***Nursery***

School	NC name
Baby room	Nursery (3 to 18 months)
Stars	Nursery (18 to 30 months)
Rainbows	Nursery (30 to 36 months)
Pre-prep	Nursery (3 to 4 years)

***Years 1 to 6***

School	NC name
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. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school provides a welcoming environment where pupils of all ages and abilities feel valued and encouraged to learn. Informed by the school's ecumenical traditions, its ethos creates a community where pupils are welcomed as individuals with unique abilities and talents and are enabled to make good progress overall. The curriculum is good, enabling pupils to develop their basic skills in literacy, numeracy, scientific exploration and the creative arts as they progress from the EYFS to the sixth form. Pupils are confident and articulate, use information and communication technology (ICT) competently, work independently and co-operatively, and make good progress according to their ability. Lessons are well prepared and teachers use their subject knowledge well to encourage and support their pupils. Pupils with SEND or EAL receive a high level of support and achieve well, and challenging extension work is provided for the more able. Pupils appreciate the excellent range of extra-curricular activities provided, and relish opportunities to engage in county contests in the sporting arena and in creative competitions. The majority of preparatory pupils transfer into the Senior Department, and most sixth-form leavers gain places at higher education institutions of their choice.
- 2.2 The personal development of pupils, whether day or boarding, is excellent and the school is highly successful in creating a community where they show tolerance and respect for each other, and a willingness to accept positions of responsibility. Pupils learn to be sensitive to others' needs, and grow in self-confidence and self-awareness. Pastoral care is excellent and the school works hard to promote the well-being and happiness of its pupils. Appropriate measures are mostly in place to ensure that pupils are safe although fire drills out of normal school hours have not been carried out each term to help boarders familiarise themselves with routines. In pre-inspection questionnaire responses and in discussions, a very large majority of pupils said that they enjoy school.
- 2.3 Governance is effective and governors bring a good range of expertise and experience to their roles, and are highly supportive of the school and generous with their time. They discharge their legal responsibilities effectively and maintain clear oversight of all departments of the school. Safeguarding procedures are secure and the process for the safe recruitment of staff is rigorous. Requirements for ensuring pupils' welfare, health and safety are largely met but not all records are well maintained or sufficiently monitored. Robust leadership is underpinned by well-defined and constructive management structures. Comprehensive procedures for assessment and tracking are fully embedded and ensure full support for pupils' educational and pastoral needs. Staff appraisal is not yet fully implemented across all areas of the school. Links with parents are good and further enhanced by the strong Parent Teacher Association (PTA).

**2.(b) Action points****(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2013, and therefore it must:
- carry out regular fire drills at least once a term in boarding time [National Minimum Standard 7.2, under Safety of boarders];
  - ensure that the records specified in Appendix 2 are maintained and monitored and action taken as appropriate [National Minimum Standard 13.3, under Management and development of boarding].
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

**(ii) Recommendations for further improvement**

- 2.7 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Improve provision of formal appraisal for boarding and medical staff.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and learning**

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 Pupils at all stages acquire good levels of knowledge, understanding and skills across the range of the curriculum, in line with the school's aims. As they progress through the Prep Department, pupils gain in confidence and ability as they develop basic skills in numeracy, speaking, listening, reading and writing, and investigative science. These skills are further developed in the Senior Department so that pupils become confident, articulate learners, able to work collaboratively as well as independently. Senior pupils have highly developed practical skills and are able to apply mathematics in subjects such as science and geography. English, history and music are imaginatively investigated. Excellent creativity is shown in art and design work. Pupils use ICT competently throughout the school.
- 3.3 Pupils throughout the school achieve highly in a wide range of activities and are enthusiastic about the variety of opportunities open to them. Good numbers participate in the Combined Cadet Force (CCF) and in The Duke of Edinburgh's Award at bronze level. Hockey, rugby and tennis are played at county level. The school has also held a south west junior choir title for the past three years, whilst a good number of pupils of all ages take part in local and national debating, poetry and drama events. Pupils who leave at the age of eleven successfully gain entry to senior schools with competitive entry, and a high proportion transfer to the Senior Department. Sixth-form pupils, including the more able and those with SEND or EAL, achieve places at a wide range of universities or pursue professional careers.
- 3.4 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. Results in national tests at the ages of 7 and 11 are above the national average for maintained primary schools. On leaving the preparatory department, a high proportion of pupils transfer to the senior department. Results at GCSE overall are similar to the national average for maintained schools. Girls' results are better than those of boys, and are above the national average for girls in maintained schools. International GCSE results in English as a Second Language have been lower than worldwide norms. Results at A level are similar overall to the national average for maintained schools. In 2013, A-level results were below the national average for maintained schools. Based on evidence from work scrutiny, lesson observations and interviews with pupils, inspectors judged that at all levels in the school pupils make good progress in relation to the average for pupils of similar ability. This is confirmed by older pupils' level of attainment at GCSE and A level.
- 3.5 Pupils with SEND develop their skills and understanding well overall because of the much valued specific support they are given by the learning support staff, who work closely with subject teachers. Pupils with EAL make good progress because they are similarly well supported.
- 3.6 Pupils' attitude to their learning is always good and often excellent, particularly in the Prep Department and in the sixth form where pupils adapt well to the smaller class sizes. Pupils are well-motivated learners. Their co-operation in the classroom and beyond is good and is conducive to successful learning. Pupils of all ages are keen to contribute to classroom discussion. They present their work neatly and homework

tasks are usually completed to the best of their ability. Scrutiny of books and files reveals the pride that pupils take in their academic work.

### **3.(b) The contribution of curricular and extra-curricular provision**

- 3.7 The contribution of curricular and extra-curricular provision is good.
- 3.8 The curriculum matches the ages and abilities of the pupils, and successfully covers all the requisite areas of learning, in line with the school's aims to draw out the best in each individual. Parents are pleased with the range of subjects provided by the school. In the Prep Department, strong emphasis is placed on pupils acquiring linguistic and mathematical skills as well as those for science and humanities subjects. Since the previous inspection the curriculum has continued to offer a wide range of subjects, based on the National Curriculum with the addition of French in Years 1 to 3 and Spanish from Year 4. The personal, social, health and moral education (PSHME) programme includes additional activities such as first aid and cooking to provide pupils with life skills. Considered, well-planned careers guidance forms part of the PSHME programme and sixth-form pupils are well supported in making choices for the future. Pupils benefit from specialist teaching in French, music, art, sport and religious education. A woodland learning environment further enhances the curriculum provision.
- 3.9 An appropriate range of languages, science, humanities and creative subjects is provided in the Senior Department. At GCSE, pupils benefit from being able to study three separate sciences. The wide provision of sixth-form subjects enables pupils to make choices in numerous combinations. Religious education continues to support the school's ecumenical ethos. Pupils use ICT effectively across the curriculum as a research tool or to illustrate and extend their work.
- 3.10 Across the school, arrangements for pupils with differing needs are very strong. All pupils are assessed on entry and their progress is monitored carefully to enable appropriate individual support to be offered. Training is provided for teaching staff to ensure that pupils benefit from continuity of provision across the school. The needs of pupils are overseen by two learning support co-ordinators who liaise with class and subject teachers, heads of department and specialist teaching staff. Detailed individual learning plans ensure that the needs of all pupils are appropriately supported. Since the previous inspection, the school has developed more rigorous provision for more able pupils, with challenging projects designed to extend their depth of subject understanding and develop greater independent learning skills.
- 3.11 The formal curriculum is supported at all levels by an excellent programme of extra-curricular activities, appropriate to each age group and available to all, and greatly appreciated by pupils and parents. Participation is monitored and recorded, enabling staff to tailor the programme to best suit pupils' interests. In the Prep Department, the generous contribution and commitment of staff ensure that the school fulfils its aim to provide an excellent variety of high quality activities and clubs. The wide range of activities in the Senior Department includes the CCF, The Duke of Edinburgh's Award and a practical skills course for those in the sixth form to prepare them for independent living. A flourishing Young Enterprise endeavour is supported by specialist advice and guidance from members of the local business community. Pupils of all ages gain an understanding of the community through participation in locally based projects and charitable events.

- 3.12 The curriculum enrichment programme offers many educational visits, including trips to a nearby Bronze Age fort and time spent in a local hotel to learn about commercial aspects of food technology. Residential visits to France, Germany and Iceland provide pupils with the opportunity to deepen their educational experience.

### **3.(c) The contribution of teaching**

- 3.13 The contribution of teaching is good.
- 3.14 Teaching supports the aims of the school to enable pupils to learn in a calm and effective working environment. Lessons have clear learning objectives and individual needs are taken into careful consideration, which enables pupils of all abilities to learn and make progress.
- 3.15 Teachers have very good subject knowledge and most lessons are planned to proceed at a good pace. Frequently, a range of stimulating teaching methods is used, challenging and interesting pupils of all abilities and fostering good behaviour, enjoyment and co-operative learning. Lessons begin well, often with searching open-ended questions, reinforcing material studied previously. In the few lessons observed where challenge and variety were more limited, pupils' engagement faltered and they made slower progress. Relationships between pupils and teachers are very good, and are characterised by mutual trust and respect; across the school, pupils are confident and enjoy expressing their views. Small class sizes and an atmosphere of intellectual encouragement promote pupils' keenness as learners, and give them the confidence to participate enthusiastically in lessons. Teachers willingly give of their time outside lessons and pupils are highly appreciative of this.
- 3.16 Teachers make good use of resources. Interactive whiteboards enhance the appeal of lessons, for example when used to provide a variety of activities in modern foreign languages or to show video clips in humanities. The library has been expanded to include a wide range of modern fiction, audio books and music CDs.
- 3.17 Teachers mark pupils' work regularly. Most marking is characterised by detailed and constructive comments, with suggestions for improvement. A small minority of pupils expressed concerns in responses to questionnaires about whether the homework set helps them to learn. However, in discussions with inspectors, pupils commented that they appreciate the homework set, and find it to be helpful and relevant.
- 3.18 Teachers know their pupils very well and so understand how best to provide for individual needs. Pupils with SEND or EAL are well supported by specialist teachers and so make good progress as a result. Teaching assistants are used effectively in the Prep Department to provide active support to individuals and groups, for example to listen to readers. Pupils with EAL are well supported by subject teachers and through small group specialist language teaching. More able pupils are challenged to work independently and at a faster pace, and are also given the chance to take on extra responsibility during group work. The individual educational plans of pupils with a statement of special educational needs are carefully monitored to ensure that teaching makes the provision required.
- 3.19 In response to a recommendation from the previous inspection, the school has strengthened assessment procedures. Pupils' abilities are identified through standardised testing, and regular grades for their effort and progress allow for effective monitoring. All assessment information is stored electronically, and teachers make thorough use of this to track pupils' progress and implement extra

academic help when it is needed. This includes the many useful revision clinics taking place before examinations. Teachers have clear expectations that pupils understand and in most subjects are rigorous in setting realistic targets to help pupils progress. Teachers know their pupils well and in the best lessons make full use of assessment information to provide different tasks to match pupils' individual needs. Able pupils are given more challenging activities. However variation of tasks to match pupils' differing abilities is not so consistently provided in the Prep Department. The 'traffic light' system of self-assessment is widely used in that section of the school, where red, amber and green stickers indicate how well pupils believe they are achieving.

- 3.20 Overseas pupils are assessed on arrival and individual plans are established, as recommended in the previous report. Regular monitoring and review procedures with appropriate intervention ensure that pupils make good progress.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school fully meets its aim to enable pupils to form trusting and stable relationships, and encourages them to make sound moral judgements in developing personal qualities and confidence. Pupils are confident and self-aware, they appreciate non-material aspects of life and they are emotionally mature for their age. In a service taken by a visiting priest, pupils were fully engaged and were enabled to think about new beginnings as the term commenced. Pupils are reflective and self-critical and they can articulate their views confidently in discussion.
- 4.3 Preparatory and senior pupils demonstrate an excellent awareness of right and wrong. They treat each other and their teachers with respect. Younger pupils attach importance to 'golden time' as a reward for good behaviour. Pupils have an understanding and respect for the value of good conduct and moral behaviour. A lesson about the history of slavery in the USA was followed by a lively discussion where pupils showed their understanding of human rights, and in lesson for those with EAL, pupils were deeply engaged by a moving personal account of the impact of war on families. In a tutor group session, pupils gave thoughtful presentations on contemporary news items including racism and environmental issues.
- 4.4 In discussions, pupils showed an awareness of how different values contribute to the ethos of the school based on a fortnightly whole school focus on a particular value. Pupils show care and consideration for each other, as seen when those younger volunteered to prepare their art room for the next class to use, and as pupils pass each other in corridors. Younger pupils spoke enthusiastically about the help they receive each week when Senior Department prefects come to support their teachers. The prefect role is well established in both the Prep and the Senior Department and prefects are whole hearted in their support for others. Pupils are sensitive to the needs of others less fortunate than themselves and engage in much charitable giving. For example, the Prep Department, supported by Year 8, organised a harvest festival supper collection in aid of a charity to support homeless people locally.
- 4.5 Pupils have an excellent understanding of major world religions and cultures, gained through its diverse community, and through religious education and geography lessons. The recognition given to the traditions of boarders from overseas makes a positive contribution to this aspect of school life, and the harmonious relationships between those of different nationalities are a clear strength. Boarders up to and including Year 11 are taken to a variety of churches for Sunday services so that they have an understanding of the varied nature of England's Christian heritage. Those of the Muslim faith are provided with designated spaces for prayer.
- 4.6 By the time pupils leave the school they have an excellent standard of personal development.

#### **4.(b) The contribution of arrangements for pastoral care**

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 An outstanding management structure for pastoral care underpins the aims of the school to provide a caring, supportive community environment for pupils. The individual pastoral needs of every pupil are effectively monitored and supported through frequent pastoral review meetings. The 'Thrive Programme' in the Prep Department is a valuable diagnostic means by which staff identify pupils in need of support. Parents are appreciative of the care their children receive.
- 4.9 Colourful posters around the school display contact details of adults to whom pupils can turn for help and advice. In discussions, pupils were appreciative of the independent care offered through the 'Help House' in the Prep Department and the counselling request box in the Senior Department. Staff and pupils across the school enjoy excellent, genuinely caring relationships, and behaviour is exemplary. Pupils have respect for their teachers and are generally courteous to each other.
- 4.10 Food is locally sourced whenever possible, freshly prepared and attractively presented. A good choice is always available and includes fresh fruit and vegetables. All food options are clearly labelled as a 'healthy' or 'not so healthy' choice to encourage pupils to establish healthy eating habits. Healthy eating is also promoted by posters displayed in the dining room as well as in PSHME and science. The timetable and programme for extra-curricular activities provide numerous opportunities for regular exercise.
- 4.11 A clearly defined published policy for rewards and sanctions, modified appropriately for different ages, is implemented effectively across the whole school. A small minority of pupils responding to the questionnaire felt that rewards and sanctions are not administered fairly. However, in discussions, the majority of pupils felt that these are fairly administered and are effective in promoting good behaviour. Sanctions logs are scrupulously kept in accordance with policy, and demonstrate appropriate and fair responses to misdemeanours. Policies and procedures for dealing with bullying are robust. A few parents commented in response to the questionnaire that bullying issues are not dealt with effectively. Inspectors found on examination of records that the school has implemented its policies and procedures meticulously. Without exception, pupils of all ages in discussion expressed confidence that any concerns about bullying would be swiftly investigated and dealt with by the staff. Pupils stated in interviews that bullying is not a concern at the school. The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.
- 4.12 A few pupils responding to the questionnaire felt that the school does not offer an opportunity for them to express their opinions or respond to them. Inspectors found that the role of the school council is well established in both the Prep and the Senior Department, and that this is an effective forum in which pupils' views are heard. Changes have taken place as a result, such as the new school uniform and the introduction of 'golden time' in the Prep Department. Pupils' views on the provision of food are gathered through the 'Rate Your Lunch' board, prominently displayed in the dining room.

#### **4.(c) The contribution of arrangements for welfare, health and safety**

- 4.13 The contribution of arrangements for welfare, health and safety is good.
- 4.14 Robust arrangements to safeguard pupils are implemented with thoroughness and care. Parents appreciate the level of care that their children receive, and pupils say they feel safe in school. All staff, including teaching, boarding, administration, catering and maintenance personnel, receive regular training in child protection and understand the procedures including the correct actions to take if allegations against staff or pupils are made. Named staff with designated safeguarding responsibilities have received appropriate training and maintain strong effective links with local safeguarding agencies. Required checks to ensure the suitability of staff are meticulously carried out and carefully recorded. Appropriate risk assessments for school premises and trips are in place. The school has a suitable fire policy and all steps are taken to minimise the risk from fire. Regular whole school fire practices are held with appropriate records kept.
- 4.15 The quality of care for pupils who are sick or injured is excellent. A high number of staff are trained in first aid, with many holding paediatric first-aid certificates. Close links with a local doctor's surgery are established and the school nurses oversee all medical arrangements. Accidents are recorded appropriately and regularly monitored. Provision for pupils with SEND is excellent, and the school facilities include a disabled toilet and a lift.
- 4.16 Admission and attendance records are suitably maintained and stored. The procedure for checking absences is robust.

#### **4.(d) The quality of boarding**

- 4.17 The quality of boarding is good.
- 4.18 The outcomes for boarders are excellent. The relationships between boarders of all backgrounds and between boarders and adults are open and mutually respectful. The boarders are extremely polite and their behaviour is exemplary. Pupils with particular needs are very well supported by staff and their peers. Boarders' studies are arranged so that those from different nationalities share rooms, which contributes significantly to the multi-cultural harmony and understanding that pervade the boarding houses and the school. Consequently, the boarders are swiftly integrated into school life and enjoy their boarding experience, a view supported by a very large majority of respondents to the pupil questionnaire.
- 4.19 Each house has a house captain and deputy who have key roles in maintaining the smooth operation of the houses. They serve as a conduit for communicating boarders' views to the heads of houses and senior managers. Demonstrating maturity, the captains are also adept at managing minor differences amongst boarders, and they offer positive support to the school council.
- 4.20 The quality of boarding provision is good. On arrival at the school, boarders receive a helpful house handbook and an introduction to school routines. Boarders have a range of adults to whom they can turn for help, a view endorsed in interviews with them. Means of access to lines of advice outside the school and to the independent listeners are well publicised. The school also employs a counsellor to support all pupils. Boarders' medical needs are well met. The welcoming medical centre, greatly valued by boarders when feeling unwell, is run by the highly committed, appropriately qualified and experienced nurses. Records and storage of medication

are excellent, and effective nursing records enable the nurses to offer high quality, individual care. The medical centre is open during the day, and a rigorous handover takes place to provide information to the residential boarding staff. Effective systems enable boarders deemed sufficiently competent to hold their own medication, and the school has recently implemented a formal procedure to monitor this arrangement. Boarders' confidentiality is scrupulously respected.

- 4.21 A majority of pupils responding to the questionnaire indicated dissatisfaction with the food provided. However, discussions with boarders indicated that they are less satisfied with supper, where less choice is available. Inspectors found that the quality of food is good. A hot option is provided, along with cereals, toast and fruit for breakfast. Lunchtime meals are particularly creative, with a range of options for all pupils. The school provides a snack for all boarders after private study time and meets all individual dietary needs. Drinking water is freely available.
- 4.22 Boarding accommodation is warm, clean and well ventilated, with sufficient space for recreation and relaxation for all year groups. The school has not yet fully met the recommendations from the previous inspection to bring all boarding accommodation up to the same high standard. It has improved the quality of the girls' showers and commenced a further programme of refurbishment.
- 4.23 All boarders benefit from well-equipped and furnished common rooms that include clean kitchen areas to prepare snacks. The houses are safe and secure and although some boarders reported that they felt their belongings are not safe, inspectors found that the school provides lockable boxes and drawers in all studies. An excellent on-site laundry is run by experienced staff who know the boarders well, and are a key part of the pastoral team. Boarders may buy personal items at local shops. Fire checks are carried out at suitable intervals and boarders report that fire drills take place. At present, fire records are not well maintained or monitored, and indicate that there are insufficient drills in boarding time.
- 4.24 An excellent programme of after-school and evening activities for boarders is well organised and supervised by staff. At the weekends, boarders benefit from a comprehensive and varied programme of activities. Boarders of appropriate age are allowed to visit the town at various times, and older boarders value the opportunity of visiting Exeter at the weekends. The boarders make full use of the school's excellent site. Boarders from Years 7 to 11 attend a church or chapel service on Sunday mornings, and the school ensures, in line with its aims, that the boarders experience a wide range of Christian worship. Daily newspapers and magazines are available in the library for boarders to keep up to date with events beyond school. Boarders may contact parents and friends by email or using mobile telephones. Should they wish, boarders may also use telephones in house offices.
- 4.25 The arrangements for welfare and safeguarding are good. The school has meticulous staff recruitment procedures. Safeguarding policies and procedures are robust and the school has a comprehensive health and safety policy that is effectively implemented. Accommodation and facilities are well maintained to ensure the welfare, health and safety of boarders. Boarders benefit from having a number of staff living in the boarding houses, particularly during the week: supervision levels are excellent, and adults are easy to contact at any time during the night. The school does not appoint guardians for pupils.
- 4.26 The anti-bullying and equal opportunity policies are comprehensive and clear. Bullying is rare, and boarders report that it is always effectively and firmly dealt with.

Sanctions and rewards are used appropriately. Minor house sanctions are logged on a separate system from the main school discipline records and listed in handbooks. They are regularly monitored by senior management. Sanctions are consistently and fairly applied when necessary to all boarders. Older boarders report that the house handbooks now more accurately reflect the homely feel of the houses, thus meeting a recommendation from the previous inspection. Boarders are highly self-disciplined and they value the relaxed atmosphere within the houses.

- 4.27 The leadership and management of boarding are good and all staff are appropriately trained for their roles. A clear statement of boarding principles and practice is well implemented. A large majority of parents responding to the questionnaire felt that boarding is well organised and managed effectively. Excellent systems create effective links between academic and boarding staff. Any concerns are shared appropriately between the house staff, form tutors, heads of year and senior managers. This is a strength of the pastoral care system and consequently the boarders are very well supported. Most records are efficiently and effectively kept but not all are monitored on a regular or systematic basis. Similarly, the systems and management of medical welfare, although excellent in practice, are not routinely reviewed. Boarding and medical staff are not at present routinely appraised.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is good.
- 5.2 The governing body effectively supports the school in achieving its aims. Nine governors, who include four from the Roman Catholic and Anglican traditions, help to underpin the ecumenical ethos of the school. Effective forward planning by the finance committee has enabled governors to ensure a stable financial base, with investment in high quality staff and accommodation. The work of the education committee has led to effective provision of learning resources in the classrooms and library. Reports from senior leaders are informative, and a positive, co-operative relationship has been established between senior leaders and governors. Governors are well informed about all aspects of the school, including the curriculum, and attend various school functions.
- 5.3 A good range of expertise and experience is represented within the governing body. Governors have an effective overview of the EYFS and boarding provision, and are committed to ensuring continued improvement through monitoring and evaluating the school's overall provision. They understand and fulfil their function in leading the strategic direction of the school and accept their responsibilities for child protection and welfare, health and safety, but have not monitored regulatory requirements sufficiently rigorously.
- 5.4 Governors undertake a regular review of all school policies, and an individual governor has named responsibility for safeguarding. Minutes indicate that all governors carry out an effective annual review of the safeguarding policy and procedures, and the safeguarding policy now reflects the latest regulatory legislation.

### **5.(b) The quality of leadership and management, including links with parents, carers and guardians**

- 5.5 The quality of leadership and management is good.
- 5.6 Clear management structures are in place, and senior leaders are a positive presence in the school. They provide strong leadership and embody the school's clear ethos and identity. Senior management responsibilities are effective in promoting the aims of the school and providing a strong sense of educational direction. Effective management at all levels has contributed much to the progress made since the previous inspection. In response to a recommendation in the previous report, there are now clear lines of responsibility and a good framework of leadership, which enables the senior, preparatory and Nursery sections of the school to work cohesively together. In boarding houses, the core values of the school are promoted well, and pupils' excellent personal development is clearly apparent.
- 5.7 School policies and procedures are mostly effective and now up to date. Academic departmental management is good. Monitoring is undertaken within subjects by heads of department and across subjects by senior staff. Systems of care for pupils are strong, and result in a happy and supportive school community.

- 5.8 Whole-school development planning is underpinned by robust departmental development planning across the age range. Academic and pastoral priorities are identified and are sufficiently detailed, such that development planning is effective.
- 5.9 Good systems for the performance management of teaching staff are in place. Initiatives such as lesson drop-in observation, as well as 'learning walks', where heads of department observe lessons in different subjects, provide an efficient means for managers to monitor standards of teaching and learning. An effective system for providing staff training identifies their needs and areas for development. New staff induction is well managed.
- 5.10 Links with parents, carers and guardians are good. The links in place at the previous inspection have been strengthened through the continued development of the PTA, with a new committee, launch of weekly preparatory and half-termly whole-school letters, improvements to the website and enhanced year group and tutor communication that is more regular and proactive. The strong links with parents of those in the EYFS enable good, stable relationships to develop and are maintained as children progress through the school. Responses to the questionnaire showed that the majority of parents feel that their children are well cared for and that there is a broad range of subjects and extra-curricular areas of experience offered to pupils. A few parents expressed the view that they were unhappy about late responses from the school to enquiries. Inspection found that effective procedures are now implemented to ensure that all enquiries are swiftly dealt with.
- 5.11 The school seeks to consult parents and in response to its own questionnaire findings, has made many changes. These include making improvements to the format of Prep Department parents' evenings, bringing forward the Year 10 parents' evening and updating the website.
- 5.12 Communication with parents is effective and exists in many formats, using both electronic methods and hard copy. In the EYFS, parents have daily contact with the staff at drop-off and collection times, and this continues through the Prep Department. Parents also enjoy receiving the *Prep Weekly* publication and *Trintonian* newsletter, which describe the many activities taking place. The instant electronic contact that advises parents of more immediate situations is particularly valued by parents. Parents are welcome at the school to attend a variety of functions, and the very active and successful PTA organises a variety of fund-raising and social events, including an annual school ball and the popular and well-supported summer fete. Parents are encouraged to become involved in the work of their children by sharing their expertise, as, for example, giving business advice to Young Enterprise companies.
- 5.13 A detailed website and school prospectus provide all parents of current and prospective pupils with detailed information about the school, supplemented by appropriate handbooks and 'taster' gatherings. The new website has improved ease of access to information.
- 5.14 In response to the questionnaire, a few parents were concerned that the school does not provide sufficient information about their children's progress. Inspection judged that the frequent and regular parents' evenings, combined with detailed and helpful written reports, enable parents to be fully informed about their children's progress. In addition, staff are always available for discussion.
- 5.15 A small minority of parents expressed dissatisfaction with the school's handling of concerns. Inspectors' examination of records showed that the concerns of parents

are handled carefully and sensitively. The close links with parents ensure that most difficulties are resolved informally and promptly. An appropriate complaints policy is available and procedures are followed rigorously in accordance with the required timescales. Records of concerns are well maintained and indicate a clear understanding of statutory requirements in relation to the safeguarding of pupils, staff recruitment and provision for pupils with SEND.

**What the school should do to improve is given at the beginning of the report in section 2.**

## **6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

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

- 6.1 In meeting the needs of the range of children who attend, the provision is outstanding. At each stage, from the youngest children to those over the age of three, the staff know the children very well and plan a detailed curriculum suitable for each child. For children under the age of three, the curriculum covers the three prime areas of developing communication, personal and physical skills. The rooms for children under the age of three contain a wide range of resources to support this. For children over the age of three, the curriculum covers all seven areas of learning, and in Reception, specialist teaching in art, music and physical education (PE), including swimming, enables all children to increase their range of skills and learning capacity, and to be thoroughly prepared for their next stage. In both the Nursery and Reception, the bright, spacious classrooms are well resourced, and with the imaginatively designed and equipped outdoor areas, enable children to benefit from a wide range of learning opportunities and experiences. In outdoor play, Nursery children work co-operatively and imaginatively, demonstrating problem-solving skills as some used sand, tools and toy trucks to build and then dismantle a pretend road. In Reception, role-play areas are provided indoors and outside, for example a seaside pier. This gives children many learning opportunities, such as writing a message to be put into an imaginary bottle and washed out to sea. There is an excellent balance between adult-led and child-initiated activities, and effective use is made of all outdoor areas.
- 6.2 The children respond to the high expectations of the staff. They take part in all activities enthusiastically, and as a result of high quality teaching each child makes substantial progress in learning and becomes increasingly more independent. Careful observations diligently recorded in each child's 'I Can' folder, together with the required check at the age of two, provide information about those who need extra help, and the school works closely with parents and outside agencies to support those children with SEND or EAL.
- 6.3 Detailed personal folders inform staff and parents about all children's progress and help to plan the next steps in their education. These folders are particularly valued by parents. The regular and strong contact with parents helps the children to settle in and develop well. In discussion, parents were highly supportive of the school, reflecting their responses to the parents' questionnaire.

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

6.4 Provision for the children's well-being is outstanding. From the time they start in the Nursery, each child has a key person who establishes strong relationships with both the child and the parents. This ensures that children feel secure, which helps them to acquire personal and communication skills. The key person system continues throughout the EYFS. The enthusiastic way in which children take part in all activities shows that they are happy in the setting. They learn to explore their surroundings, recognise simple shapes and become more independent with their personal hygiene. They work and play enthusiastically, both individually and co-operatively, achieving high standards of behaviour, willing to help each other and learning to take turns. They listen well, act upon instructions and become increasingly articulate, showing development of a wider vocabulary as they talk happily to each other and to adults. Nutritious school-cooked meals and healthy snacks, as well as effective teaching, enable children to learn about healthy eating. Reception children are given more opportunities to develop independence at lunchtimes by clearing away their plates and cutlery. They understand the value of physical exercise as a prerequisite of a healthy lifestyle. Children enjoy the outdoor areas and PE sessions, and some in the Nursery were seen to have acquired some well-developed balancing and climbing skills. The same apparatus was also used in children's imaginative play. Each stage of the EYFS seeks to add to children's personal skills in preparation for the next stage. Transition is seamless from one stage to the next, and Nursery pupils spend a whole morning in a joint class with Reception once a week.

### **6.(c) The leadership and management of the early years provision**

6.5 Leadership and management are outstanding. The setting's leadership reports regularly to the governors and the provision of excellent resources demonstrate their support of the EYFS. These resources are used highly effectively to oversee the educational programme as staff fulfil their responsibility in meeting the learning and development requirements of the EYFS. A key strength of the setting is the high quality of the staff, who work closely as a team. The safeguarding and welfare of each child are given a high priority by all involved in the setting. All staff have had suitable safeguarding checks and receive regular training in child protection, and most have paediatric first-aid certificates. Risk assessments and fire practices are carried out rigorously. Regular evaluation of the Nursery results in careful planning of the next steps to enhance the children's learning experiences and personal development. Comprehensive appraisal and supervision procedures strongly support staff, who take every opportunity to attend training as part of their professional development. The setting's close links with parents and external agencies ensure that appropriate interventions are secured for children to receive the support they need.

#### **6.(d) The overall quality and standards of the early years provision**

- 6.6 The overall quality and standards are outstanding. All children enjoy their learning, making substantial progress from a wide range of starting points. They develop fine motor skills, learn to make choices independently, and listen to and act upon instructions. Children under three begin to become independent as they learn to do more for themselves. Babies learn to eat with a spoon, sing simple songs and begin to learn to communicate with each other. In the class for those under the age of three, unobtrusive guidance from the teachers enables children to recognise their names and colours as well as helping to increase their social skills as they play together and learn to make friends. By the end of their time in the Nursery, children over the age of three can recognise and order numbers up to ten and recognise two-dimensional shapes. They demonstrate creative and manual skills as they paint pictures and learn to use computers to solve problems. In response to a recommendation of the previous inspection, educational visits are organised for Nursery children to enable them to make sense of the wider community. In one such trip, children visited a local post office, where they learned about weighing and comparing features of objects. At the end of their time in Reception, profile scores show that most children have reached or exceeded the expectations of the Early Learning Goals. Children deal confidently with numbers up to 20, adding or subtracting single-digit numbers. Most children are able to read at a level appropriate to their chronological age, whilst some are well above this level, and they write stories independently, with simple sentences using cursive writing. Imaginative teaching helps children to develop creative skills that are demonstrated in colourful wall displays, such as the representation of daffodils in Reception which shows their use of clay and paints. At all stages, children with SEND are identified and extra support is provided.
- 6.7 The children's personal and emotional development is outstanding. They make friends readily, relating extremely well to their peers and to adults as they willingly share, and show genuine care and respect for each other. They are welcoming to adults who are allowed in the setting, demonstrating that the children feel safe and cared for. All staff understand fully the requirements for children's safeguarding and welfare, and these are met effectively.
- 6.8 A comprehensive development plan shows the setting's strong commitment to continuous improvement. Regular meetings of individual class teams take place for staff to discuss and evaluate the effectiveness of the setting. These are highly constructive and make a positive contribution to the development plan.

#### **Compliance with statutory requirements for children under three**

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

**Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.**