



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**TRINITY SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Trinity School

Full Name of School	<b>Trinity School</b>
DfE Number	<b>306/6077</b>
Registered Charity Number	<b>312612</b>
Address	<b>Trinity School Shirley Park Croydon Surrey CR9 7AT</b>
Telephone Number	<b>020 8656 9541</b>
Fax Number	<b>020 8655 0522</b>
Email Address	<b>jpm@trinity.croydon.sch.uk</b>
Head	<b>Mr Mark Bishop</b>
Chair of Court of Whitgift Foundation	<b>Mr Ian Harley</b>
Age Range	<b>10 to 18</b>
Total Number of Pupils	<b>988</b>
Gender of Pupils	<b>Mixed (928 boys; 60 girls)</b>
Inspection Dates	<b>03 Dec 2013 to 06 Dec 2013</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 October 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, 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.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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

Mr George Fisher	Reporting Inspector
Mr John Aguilar	Team Inspector (Principal, Society of Heads school)
Mr John Davidson	Team Inspector (Head of Department, HMC school)
Dr Nick England	Team Inspector (Former Headmaster, HMC school)
Miss Joanne Green	Team Inspector (Former Deputy Head, GSA school)
Mrs Jane Huntington	Team Inspector (Head, ISA school)
Mr Stephen Jefferson	Team Inspector (Former Head of Department, GSA school)
Mrs Frances Proud	Team Inspector (Head of Department, HMC school)
Mrs Sue Smith	Team Inspector (Deputy Head, GSA school)
Mr John Tuson	Team Inspector (Deputy Head, HMC school)

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>3</b>
<b>(a) Main findings</b>	<b>3</b>
<b>(b) Action points</b>	<b>4</b>
(i) Compliance with regulatory requirements	4
(ii) Recommendation for further improvement	4
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>5</b>
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	7
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>9</b>
(a) The spiritual, moral, social and cultural development of the pupils	9
(b) The contribution of arrangements for pastoral care	10
(c) The contribution of arrangements for welfare, health and safety	10
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>12</b>
(a) The quality of governance	12
(b) The quality of leadership and management, including links with parents, carers and guardians	12

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

- 1.1 Trinity School forms part of the Whitgift Foundation, founded in 1596 by John Whitgift, Archbishop of Canterbury; he established a hospital and a school, and endowed them with income from property located within what is now the Borough of Croydon. The foundation uses its income to run care homes and to support the work of three day schools: Whitgift School for boys, Trinity School for boys with a co-educational sixth form, and Old Palace School for girls. Within the schools, this support provides bursaries to enable pupils from a broad range of backgrounds to attend. The work of the foundation is overseen by the Court of Governors, supported by a range of committees including the Trinity School Committee, effectively the governing body for the school.
- 1.2 Founded originally as a 'poor school' in 1858, and re-established as Whitgift Middle School in 1882, the school was situated initially in the middle of Croydon. Renamed in 1954, Trinity School moved to its present site in purpose-built premises at Shirley Park in 1966. The school's central aim is the rigorous pursuit of excellence balanced by compassionate concern for individuals.
- 1.3 Since the previous inspection, a new sub-committee structure for governors has been established, together with a system of heads of year. Girls were admitted into the sixth form in September 2011. There is a new sixth-form centre and the concert hall has been refurbished.
- 1.4 The school currently has a total of 988 pupils aged between 10 and 18, including 279 within the sixth form. Boys join in Years 6 and 9, as well as Year 7, which is the main entry point to the school. Just over half of the pupils enter from local primary schools, and a similar proportion receive some financial assistance through the school's bursary and scholarship funds.
- 1.5 The overall range of pupils' abilities is well above the national average. The pupil body is ethnically diverse, reflecting the local community. Pupils come from a wide range of economic backgrounds. Many live within close distance of the school, while others travel considerable distances. Ninety-six pupils have been identified as having special educational needs and/or disabilities (SEND), all of whom require some additional support. One pupil has a statement of special educational needs. Three pupils have English as an additional language (EAL); they receive additional support in school where necessary.

- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

School	NC name
Junior Form	Year 6
First Form	Year 7
Second Form	Year 8
Third form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

## **2. THE SUCCESS OF THE SCHOOL**

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

- 2.1 The school is highly successful in meeting its aims and in fulfilling its central mission, the rigorous pursuit of excellence balanced by compassionate concern for individuals. Academic achievement is excellent, as demonstrated by the high levels of performance of pupils in public examinations and within lessons and competitions. Pupils make good progress throughout the school, including within the sixth form. Provision for pupils with SEND has been greatly enhanced since the previous inspection and provision for those with EAL remains good. The needs of the most able are well provided for in most lessons. The curriculum is broad and well balanced, and offers choice at all stages. It fully meets the needs of academically able pupils and is enriched by an outstanding range of societies and clubs. The extra-curricular provision is of an exceptionally high standard, as are the pupils' achievements within it. Performance in music, art, drama and sport is of an extremely high standard and is a distinctive feature of the school.
- 2.2 Pupils demonstrate excellent learning qualities. They are receptive, articulate and highly motivated. They show creativity and imagination, and are confident users of information and communication technology (ICT). Research skills and independent thinking are evident, particularly amongst older pupils. The quality of teaching is excellent and is notable for its energy and enthusiasm, passion for the subject, and the rapport between teachers and pupils. Assessment methods are effective and thorough, characterised by the quality of advice and encouragement given to pupils.
- 2.3 Pupils' personal development is excellent. They are friendly, happy and self-reflective, and show genuine concern and respect for their peers and staff. They demonstrate social awareness, and the diverse nature of the school community promotes a deep-rooted understanding of other cultures. The quality of pastoral care provided by the school is excellent, and pupils' behaviour is exemplary. Healthy living is successfully promoted, and pupils' views are sought through the school council and through informal mechanisms. Measures to promote welfare, health and safety are good. The school's policies and procedures are thorough and carefully documented. However, there are occasional lapses in the day-to-day implementation of health and safety matters.
- 2.4 Governance is excellent, and the restructuring of the committees has been a significant factor in increasing governors' ability to support and challenge the school. Governors maintain a clear, strategic role in shaping the school's development, and in ensuring the safeguarding of pupils. Governors' profile within the school is higher than at the time of the previous inspection. Leadership and management are excellent; senior leadership is particularly strong and is supported by highly effective middle management. Links with parents are excellent and their strong endorsement of the school was evident in responses to the questionnaires.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

2.5 The school meets all the requirements of the Independent School Standards Regulations 2010.

### **(ii) Recommendation for further improvement**

2.6 The school is advised to make the following improvement.

1. Ensure that there is an effective process in place to monitor the full application of the school's health and safety policy and to promote staff vigilance towards its detailed application of health and safety procedures.

### **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 excellent.
- 3.2 The school fully meets its aim to encourage the growth of intellectual curiosity, creativity and independent learning whilst also preparing each pupil for examination success.
- 3.3 Pupils demonstrate a high level of knowledge and understanding in their written work and in lessons. Their application of mathematical skills is excellent. Pupils reason clearly, think logically and use ICT effectively in a range of applications. Pupils show fluency in languages; they are articulate and clear communicators, with strongly developed skills of analysis. Sixth-form pupils in particular show originality and high level thinking, for example when researching their Extended Project Qualification (EPQ). Many pupils show exceptional skill in aesthetic and creative subjects. They are extremely successful in a range of sporting competitions, reflecting their high levels of achievement in physical skills.
- 3.4 The achievements of the most able pupils are of an extremely high quality. These include senior gold awards and four Olympiad qualifiers in mathematics, the winning essay for the Cambridge University psychology competition in 2013 and reaching the international final of the Weizmann Institute safe cracking physics competition in Tel Aviv. Pupils have also regularly secured Arkwright scholarships in design technology.
- 3.5 Pupils' achievements in extra-curricular activities are exceptionally high and reflect their wide range of interests, the nurturing of their talents and their determination to get the most from the opportunities presented to them. The Trinity Boys' Choir performs at an extremely high standard and has gained international acclaim. Other notable musical achievements include performances at Glyndebourne and the Royal Albert Hall, and on BBC radio. Many pupils gain distinctions in Associated Board of the Royal Schools of Music examinations. Individual pupils and school teams have achieved much success in local and national sports competitions, including junior England chess players and contracts with Premier League football clubs.
- 3.6 The following analysis uses the national data for the years 2010 to 2012. These are the most recent years for which comparative statistics are available. Results at GCSE are well above the national average for boys in maintained schools, and above the national average for boys in maintained selective schools. International GCSE results are higher than both worldwide and UK norms. A-level results are well above the national average for boys in maintained schools, and above the national average for boys in maintained selective schools. The GCSE and A-level results were particularly strong in 2013, the latter enhanced by the performance of the first cohort of girls. Pupils with SEND or EAL achieve in line with their peers. Pupils make good progress throughout the school, including within the sixth form. This is evident in their levels of attainment at GCSE and A level, in relation to the average for pupils of similar abilities. Pupils are very successful in gaining entry to higher education institutions, including highly competitive universities and art colleges.
- 3.7 Pupils of all ages make good progress in lessons, and their written work shows similar progress over an extended period of time. Pupils with SEND or EAL, as well

as the most able, also make good progress, as shown by their examination results, their extra-curricular success and their general contribution to school life.

- 3.8 Pupils are inquisitive and active learners. They listen carefully in class and are keen to question and discuss ideas, and have the confidence to lead debates. Pupils work extremely well together, and learn from their peers during collaborative work. When given the opportunity, pupils show much independence and initiative when engaged in research or when working on their own in class. They show maturity in seeking out their teachers, either in person or by email, for help or advice to further their progress.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The curriculum fully supports the school's aim to provide for the rigorous pursuit of excellence. The broad range of subjects is well matched to the school's aim of encouraging the growth of intellectual curiosity. The curriculum is logical and balanced, and is entirely appropriate to the needs of academically able pupils. This provision is suitably adapted for pupils with SEND or EAL. Parents express overwhelming support for the curriculum provided.
- 3.11 Informed choice is a strong feature of the curriculum, beginning in Year 6 with a broad introduction to all subject areas. Within Years 7 to 11 pupils study two modern foreign languages; Mandarin is available alongside more commonly taught languages. Pupils benefit from being grouped according to ability in mathematics from Year 7, and in science in Years 10 and 11. A wide range of creative subjects is offered throughout. At both GCSE and A level, pupils are offered a free choice of optional subjects.
- 3.12 The curriculum is overseen by a school committee, and regular discussion amongst staff ensures that it remains fresh and relevant. Since the previous inspection, the curriculum has been enhanced by the addition of Greek and physical education (PE) at GCSE, and psychology, drama and politics at A level. In addition, there has been an enthusiastic adoption of the EPQ by sixth-form pupils, supported by a weekly timetabled lesson. The school is currently reviewing its provision for ICT. There is a well-planned programme of personal, social, health and citizenship education. The academic curriculum is enhanced by a wide range of societies that further enrich opportunities for learning and scholarship.
- 3.13 In response to the pre-inspection questionnaire, a very small minority of pupils expressed dissatisfaction with the relevance of the homework set. Inspection evidence does not support this view: pupil interviews and observation of current practice indicated that homework is proportionate, useful and in accordance with the curricular aims of the school.
- 3.14 The extra-curricular programme is outstanding in both range and quality. The exceptionally wide and diverse selection of clubs, activities and trips attracts very high levels of participation. A large proportion of pupils join the many musical choirs, ensembles, bands and groups that are on offer. Pupils have many opportunities for drama in the staging of technically ambitious musicals and plays.
- 3.15 Pupils benefit from an extensive range of sports clubs, making full use of the high quality facilities on offer. Specialist coaching enables the highest achievers to play at national level in several sports whilst ensuring that all participants can enjoy and

develop their sporting interests. Other clubs and activities, many of which are pupil led, allow the development of particular interests such as the Dalek Building Club, and the Literary Society. The Combined Cadet Force and The Duke of Edinburgh's Award scheme provide extensive opportunities for over 300 pupils to develop their leadership and teamwork skills. The activities programme is well co-ordinated, strongly supported by all staff and effectively monitored.

- 3.16 Links with the community are extensive, playing a significant part in preparing pupils for life beyond school and developing their sense of responsibility and consideration for others. Through the Community Action programme, pupils take part in ecological, social and educational projects such as Clean Up Croydon. The school recently achieved national recognition in its museum project, where pupils devised educational materials for schools and residents around local artefacts and archives, which they had assembled and displayed themselves. Musicians stage concerts in local churches, retirement homes and schools, so reinforcing pupils' links with the local community. Strong educational connections with schools in China, Germany and France, and charitable links with schools in India and South Africa, serve to broaden further pupils' experiences.

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

- 3.17 The contribution of teaching is excellent.
- 3.18 Teaching is very effective in promoting pupils' progress and in fulfilling the school's aims of providing well-qualified, inspirational and dedicated staff, committed to continual professional development, enabling pupils to achieve their academic potential within an intellectually vibrant community. Teachers have high expectations of their pupils, leading to enthusiastic responses in lessons and high academic aspirations. Teachers know their pupils well, recognise their various needs and tailor their teaching accordingly, building on previous learning.
- 3.19 Teachers have excellent subject knowledge, and are passionate about their subject. Teaching is well planned and characterised by energy, pace, focus and enthusiasm, so bringing topics alive. Time is used effectively and a wide range of teaching resources is used in lessons, including textbooks, video clips, magazine articles, internet resources and interactive material. Since the previous inspection, teaching methods have become more pupil focused. Effective and appropriate use of interactive ICT and hand-held devices is made by teachers and pupils in some classes. Use of online resources has enhanced teaching throughout the school, particularly in departments where pupils can access individually tailored extension work. Co-operative learning takes place throughout, enabled by the excellent rapport and trust between teachers and pupils.
- 3.20 Teaching often encourages pupils to explore a topic, as well as using guided learning techniques, probing understanding and widening pupils' horizons, and thus supporting independent learning, as exemplified by the EPQ. Pupils are also encouraged to enjoy learning for its own sake: many take up this challenge with alacrity. Teaching in the majority of lessons encourages academic independence and initiative, whilst maintaining rigour and relevance to the various schemes of work, although higher order study skills are not evident across all lessons. Teachers' feedback on pupils' work is constructive and informative, with clear marking guidelines. Comments are detailed, supportive and framed to help pupils improve, frequently leading to two-way dialogue between pupil and teacher. Teachers give freely of their time to help pupils master the basics as well as the finer

points of subjects. This is appreciated by the pupils, who made reference in their interviews to the ease with which they can seek help from their teachers.

- 3.21 Smaller class sizes, particularly in the middle and upper year groups, enable the more able to be challenged, as well as facilitating the teaching of pupils with SEND or EAL, with specialist support where appropriate. In the best lessons, additional resources are provided for both SEND and EAL, and extension tasks are set for the most able. Teaching fully supports the provision set out in statements of special educational needs.
- 3.22 Significant progress has been made in teaching for the most able, and pupils generally are given greater opportunities to take responsibility for their own learning. In response to the findings of the previous inspection, the school now makes excellent use of data on pupils' abilities and attainment in order to track their progress and set suitable targets for academic improvement.

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

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

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school fulfils its ambitious aims to develop pupils' self-discipline, responsibility, physical and emotional well-being, and consideration for others. The school's ethos underpins the recently introduced personal development course. Pupils are confident, and an older pupil commented that the school "builds you as a person".
- 4.3 Pupils' spiritual development is excellent. An older pupil revealed a deep understanding of complex spiritual issues on the subject of free will. Pupils look beyond the material side of life. In religious studies, pupils encounter a wide variety of approaches to life. Year 8 pupils readily applied religious principles to the film *Groundhog Day*. Pupils value the school's Christian foundation and respect other traditions; they appreciate the opportunity to learn from each other's beliefs and values. The Breakout meetings for Christians and Friday prayers for Muslims are very much appreciated by pupils of those faiths. They show aesthetic appreciation, enjoying moving choral music as well as the exuberance of the Big Band, and the thought-provoking displays of high quality art and photography in the school corridors and gallery.
- 4.4 Pupils' moral development is excellent. They demonstrate a strong sense of right and wrong and this is reflected in their exemplary behaviour. Pupils are mature and considerate, appreciating and respecting the views of others and their right to hold them. They are comfortable to express their own beliefs, even when they know that others may think differently; pupils in Year 11 debated sensitively issues such as abortion, conflict and the ethics of organ transplantation. An atmosphere of acceptance and mutual respect is evident throughout the school.
- 4.5 Pupils have a deep sense of social responsibility. Assemblies challenge pupils to ideals of service. Pupils give time and effort through Community Action, for example helping at elderly care homes and a local school, and raising money for disaster relief and other good causes, benefiting greatly from the school's commitment to a range of local charities. Within the school, older pupils relish leadership opportunities to mentor younger pupils. At all ages, pupils are keen to serve on the school councils where they experience at first hand the democratic process of elections. Pupils display a good and broad understanding of political processes and economic structures.
- 4.6 Pupils have an excellent appreciation of and respect for Western cultural traditions, and for those different from their own. This is helped by the diverse nature of the school community, which promotes a deep-rooted understanding of other cultures. Pupils also have a thorough grasp of British institutions, including the law and public services. Through modern foreign languages lessons they develop a strong awareness of European and Chinese cultures. Pupils appreciate the many opportunities for cultural visits, whether to a UK flamenco festival, or to Valencia for language experience. They also encounter a wide range of cultures through music, art and drama.
- 4.7 By the time they leave the school, pupils' personal development is excellent.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The school fulfils its aim to show compassionate concern for individuals. Staff provide excellent guidance so that pupils feel safe and happy. Anti-bullying procedures are highly effective, and pupils report that bullying is not a concern and that any minor incidents are dealt with swiftly. Tutors and heads of year promote and co-ordinate pastoral provision, and pupils are confident that there is a range of people to whom they can turn for help. The medical centre and school counselling service provide further support.
- 4.10 Relationships between staff and pupils and amongst pupils themselves are outstanding. Mutual respect is shown and pupils consider support to be excellent, including through various mentoring schemes in which older pupils help younger ones.
- 4.11 The integration of girls into the sixth form has been highly successful. They feel genuinely included, whilst appreciating the opportunity for some time just with girls, in their separate tutor groups.
- 4.12 Emphasis is placed on a healthy lifestyle for pupils. Pupils are encouraged to eat healthily, with the provision of wholesome meals and good choice at lunchtime, although some pupils would appreciate more choice of salads. Breakfast is available for early arrivals and snacks for those staying late. Pupils have ample opportunity for regular exercise through the extensive games and PE programme.
- 4.13 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.
- 4.14 In response to the pre-inspection questionnaire, a small minority of pupils expressed the views that they are not listened to and that some teachers are unfair in their use of sanctions and rewards. During the inspection, no evidence was found to support these views. The school council and regular surveys were shown to be very effective in putting forward the views of pupils, and suggestions from pupils have led to significant changes within the school. Pupils commented in interviews that the use of rewards and sanctions is appropriate.

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

- 4.15 The contribution of arrangements for welfare, health and safety is good.
- 4.16 The policy to safeguard pupils' welfare is comprehensive and accurately matches current practice. Extremely efficient systems ensure that staff receive high quality training in safeguarding and there are strong links with local agencies. New staff receive high quality safeguarding induction training. Strong governor support helps the school in emphasising its priority for pupils' welfare. The governors' welfare committee ensures further consideration of welfare and safeguarding matters.
- 4.17 The health and safety policy is suitable and a school committee meets termly to review health and safety matters, before reporting to the governors' welfare committee for further consideration and scrutiny. The school committee is not representative of all key areas within the school, and oversight of some day-to-day matters has not been consistent, for example with regard to the internal security of

doors and ensuring that emergency escape routes are always kept completely clear. These matters were discussed during the inspection and were resolved at the time.

- 4.18 Effective measures are in place to reduce risks from fire and other hazards. The fire policy clearly defines emergency procedures; fire drills are regularly carried out and logged appropriately, and any issues arising are promptly addressed. Fire and electrical equipment is systematically tested and any deficiencies are quickly remedied. Risk assessments for activities and off-site visits are suitably detailed; assessments for the premises are in place and appropriate actions are undertaken by the maintenance team where necessary.
- 4.19 The medical centre provides excellent care for pupils who are ill or injured, or when pupils require emotional support. Medical records are comprehensive and accidents are appropriately reported. Medicines are stored correctly and there are very good channels of communication between the medical team and other school staff. The needs of pupils with specific conditions are thoroughly accommodated.
- 4.20 Admission and attendance registers are appropriately maintained and stored.

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

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

- 5.1 The quality of governance is excellent.
- 5.2 Governance strongly supports the aims and ethos of the school. The Trinity School Committee benefits from the presence of governors with a wide range of relevant professional backgrounds, and from the energy, insight and commitment of the experienced leadership.
- 5.3 Since the previous inspection, governance has been restructured into five sub-committees, including education, welfare and finance. These groups, all with well-qualified chairs, ensure that governors discharge fully their responsibilities for academic standards, financial planning, and investment in staff and resources. They enable governors and senior staff to work together in planning and developing provision and policy. Governors monitor the work of the school very closely, for example by scrutinising policy, spot-checking procedures and following up on reports from the school. This approach is a significant contributor to the success of the school, and governance is therefore highly effective in providing both support and challenge.
- 5.4 Several governors have a current or previous connection with Trinity, which serves to strengthen further the links between governors and the school. Governors generally have a higher profile than at the previous inspection; their attendance in school to enable greater familiarisation with its day-to-day operation, including lesson observations, has been welcomed by all concerned. Additionally, they are highly supportive of school events.
- 5.5 Governors meet fully their responsibilities for child protection, welfare, and health and safety. Reports from the sub-committees are given careful consideration, and an annual and detailed review of the safeguarding policy and procedures is carried out. Governors undertake training appropriate to their roles, and a thorough induction programme is in place for new members.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 Through committed and focused leadership and management, the school is able to achieve successfully its central aim, the rigorous pursuit of excellence balanced by compassionate concern for individuals. The senior management team is particularly successful in sharing with all staff, pupils and parents the vision for the school to be a centre of educational excellence, with teaching and learning at the core, whilst always maintaining the interests of each individual pupil. Pupils openly say that they feel valued as individuals and they enjoy how they are challenged by the school. The success of leadership and management is clearly reflected in the pupils' academic and many other achievements. The effective arrangements for pastoral care ensure high levels of respect and care amongst the pupils. This is evident in the positive attitude and excellent behaviour seen amongst pupils across the age groups. High quality pastoral leadership closely monitors and fully supports all

pupils in academic and pastoral matters. Pupils' workload, including extra-curricular involvement, is managed carefully to ensure an appropriate balance between curricular and extra-curricular commitment.

- 5.8 Senior managers form a committed and dynamic team that empowers and motivates staff, who feel they can contribute ideas and initiatives that will be positively received. Senior leaders provide a great source of inspiration and energy for continual school improvement; priorities are identified and set, as in the school development plan. Heads of department and heads of year work assiduously to support and deliver a collective vision. Departmental plans and policies are carefully produced and followed.
- 5.9 Appraisal and performance review, lesson observation, monitoring and self-evaluation are embedded within the school's practice and regarded as essential to ensuring continuous school improvement. Senior managers actively foster and promote a culture of openness which encourages staff to be forward thinking and mutually supportive in sharing best practice, as exemplified by the approaches to lesson observation and the identification of different teaching styles. Since the previous inspection, the school has invested considerable time, energy and expertise towards improving the quality of teaching across all subjects. This development has been promoted by regular professional development opportunities, teaching and learning discussion groups and a system of paired lesson observations, and by heads of department encouraging best teaching practice in their departments. Staff are encouraged by senior management to be adventurous in their teaching, to take risks, and to focus on the value and rewards of promoting pupils' independent learning.
- 5.10 The management and application of data on pupils' attainment are excellent and used to set targets for pupils, motivating them to aim high. There is a whole-school commitment to the promotion of a science, technology, engineering and mathematics project in the curriculum, and as a key area for future development, the school is exploring how best new ICT strategies can be used to maximise pupils' learning.
- 5.11 The school is very successful in securing, supporting, developing and motivating high quality staff. Excellent arrangements are in place for staff induction, including newly qualified teachers, together with many opportunities for staff to benefit from training and continuous professional development courses. Safeguarding and child protection procedures are comprehensive. Checks to ensure the suitability of staff, volunteers and governors to work with children are secure, and the central register is carefully maintained. All staff are appropriately trained in welfare and safeguarding at the required intervals, and are also trained in health and safety.
- 5.12 The management of non-teaching staff is also highly effective and ensures that the day to-day-running of the school is efficient. They form a committed team and are regarded as integral to the successful operation and future development of the school. They are well aware of their responsibilities and key role in supporting the school's aims. An appraisal and performance review system operates for all non-teaching staff; they attend school training events and courses, and other professional development opportunities are available to them.
- 5.13 The school maintains a highly effective partnership with parents, carers and guardians, in accordance with its published aims. Parents are overwhelmingly satisfied with the education and support provided for their children. In their

responses to the pre-inspection questionnaire, parents expressed a strong appreciation of the school's ethos, the challenge and excitement presented by the teaching, the range of extra-curricular activities and the high quality of pastoral care. Many highlighted the way in which their children are known as individuals by staff, including the most senior, and how proactive the school is in preparing pupils for the next stages of their education. Parents highly value the way in which the school manages their expectations and keeps them fully abreast of the transitions their children will face as they progress through the school.

- 5.14 Parents emphasise the approachability of staff at all levels and their willingness to address concerns swiftly. They have great confidence in the ability of form tutors and heads of year to resolve the vast majority of concerns, and in the case of more serious matters they welcome the speed of resolution effected by the senior management team. A very small number of parents expressed dissatisfaction with the school's provision or response to their concerns. Inspectors found that such matters are addressed appropriately and in full accordance with the school's published procedures.
- 5.15 Since the previous inspection, the school has continued to expand the excellent quality of liaison with parents. Parents have an excellent range of opportunities to become involved in the progress of their children's education and in the life of the school. They are regularly invited to cultural events and to educational briefings, and are keen supporters of the school's extensive sporting fixtures. Parents find the school a welcoming and open community to which they readily lend their support through the management of such facilities as the lost property office and second-hand uniform shop. The thriving parents' association raises funds for the school through successful annual initiatives such as the Ball, the Prom, and Quiz Night.
- 5.16 High quality communication is a significant strength of the school community. Parents can readily contact staff by email, or express their views in termly parents' meetings or through form-based representatives. Parents are highly appreciative of the school's regular newsletters and of the information available from its website, in handbooks, the school magazine and a diary. Parents also produce their own newsletter.
- 5.17 Parents of current and prospective pupils are provided with required information. Parents of current pupils receive regular reports and feedback in respect of their children's progress. Written reports show a detailed knowledge of individual pupils, their educational progress and their current needs. Reports frequently give detailed advice to pupils to enable them to improve, whilst the best examples incorporate targets and the setting of future aspirations.

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