

School inspection report

26 to 28 November 2024

Trinity School

Shirley Park

Croydon

Surrey

CR9 7AT

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders demonstrate good knowledge and skills and execute their duties professionally and compassionately, ensuring that pupils' wellbeing is at the heart of their decision making. They provide pupils with a stimulating education in a warm and nurturing environment.
2. Leaders and governors follow a rigorous, continual process of self-evaluation. This ensures that the school's policies are implemented effectively. Governors maintain careful oversight of all aspects of the school to ensure their continued suitability and effectiveness.
3. Leaders have implemented a well-planned curriculum which provides breadth and balance. Teaching enables pupils to think critically and develop their skills and knowledge well across a wide range of subjects. Effective leadership ensures that pupils' progress is well monitored, and assessment data is used to adapt teaching to enable pupils to learn effectively.
4. Safeguarding arrangements are effective, and staff are appropriately trained. Leaders with designated responsibility for safeguarding respond to any safeguarding concerns suitably and keep accurate records of these and of their actions and decisions relating to them.
5. Leaders provide a wide-ranging sports, creative arts and co-curricular programme. Pupils also develop their own clubs and societies and run these concurrently. Pupils participate enthusiastically and develop skills in teamwork, social awareness and self-confidence. Pupils are ambitious and hardworking. They behave well and show respect to others.
6. Leaders have created a collaborative environment where teachers and pupils show respect for each other. Pupils can raise concerns with trusted adults who listen carefully and provide suitable support and guidance. British values, such as the importance of mutual respect, are promoted through the well-planned pastoral programme.
7. A significant strength of the school is in the promotion of pupils' interaction with, and support of, the local community, alongside their commitment to their own community. All pupils are provided with a platform to develop highly beneficial life skills, for example, a deep sense of social responsibility, cultural insight, and leadership. Pupils gain a substantial sense of service to others through leaders' active promotion of their support for the wider community evidenced through the Trinity Diploma for the sixth form, co-curricular opportunities and the Trinity Primary Partnership programme
8. Leaders provide a suitable programme for careers guidance and pupils develop an appropriate understanding of different career pathways overall. The careers guidance provided is most effective in the sixth form but is not consistently so for lower and middle school pupils. As a result, these pupils do not develop as full an understanding of potential career pathways as possible.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen the careers programme for lower and middle school pupils so that it provides them with more effective guidance about potential future career paths and how to prepare for them.

Section 1: Leadership and management, and governance

9. Leaders possess the skills and knowledge to carry out their responsibilities effectively. They have created an inclusive and collaborative culture within the school. They ensure that suitably qualified and trained staff are employed to teach and supervise the pupils. There is an atmosphere of warmth, friendliness and teamwork across the whole school that supports pupils' wellbeing.
10. Leaders follow a systematic and rigorous self-evaluation process and adapt provision when doing so would benefit the pupils. As a result, leaders ensure that there is a well-planned curriculum which is taught and delivered consistently effectively.
11. Leaders actively promote the wellbeing of pupils. They meticulously balance the support for pupil's physical and emotional health with the potential challenges of high academic expectations. An effective pastoral care programme supports pupils' emotional wellbeing and encourages them to be resilient and confident individuals.
12. Leaders demonstrate a thorough understanding of risk, including local contextual risks, those posed by electronic devices and social media and in relation to the school's location. Risk assessments identify potential hazards thoroughly and put forward suitable control measures to mitigate these. Risk assessments provide clear and detailed arrangements for trips and visits. Leaders review risk assessments regularly to ensure that they remain suitable and effective.
13. Governors play an active role in the strategic direction of the school. They maintain thorough and effective oversight of the school and ensure that leaders apply their knowledge and skills effectively so that the Standards are met. Governors visit the school regularly and meet frequently with leadership teams. They challenge leaders and provide support, for example, with matters of health and safety and the single central record of appointments (SCR).
14. The school fulfils its responsibilities under the Equality Act 2010. There is an appropriate accessibility plan in place. Leaders liaise effectively with external agencies, such as those can provide advice and support relating to the provision for pupils who have special educational needs and/or disabilities (SEND. Leaders provide the local authority with the required information related to any funded pupils who have an education, health and care (EHC) plan.
15. Leaders implement a suitable complaints policy and procedure. Leaders respond swiftly and effectively to any concerns that are raised, of which there are few. Effective communication with parents allows most complaints to be resolved at an early stage. The school maintains an appropriate record of complaints and any actions taken in response to these.
16. Parents receive detailed information from the school, and appropriate information is made available on the school's website. Pertinent feedback on pupil progress, both academically and pastorally, is shared with parents regularly through periodic reports and parents' evenings.

The extent to which the school meets Standards relating to leadership and management, and governance

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. Leaders have designed a balanced curriculum. Schemes of work contain well-organised coverage of subject content and are implemented effectively, and cohesive planning allows pupils to make links between different subjects and strengthen their understanding of subject matter. This encourages pupils to develop their literacy, numeracy, linguistic and scientific skills. Effective teaching and suitably planned lessons allow pupils to expand their deeper intellectual curiosity, creativity, and well-formed analytical and technical skills.
19. The wide range of subjects has rigorous oversight from school leaders, who evaluate and analyse the programme regularly. Leaders are knowledgeable about their pupils' academic abilities. Their careful review ensures that the curriculum is appropriate for the aptitudes and ages of the pupils. Regular learning walks and observations of lessons provide leaders with a thorough understanding of the quality of teaching and learning which they use to improve the provision and provide teachers with effective support.
20. There is a rigorous framework for assessment in place. Progress and attainment are tracked effectively and systematically by senior leaders. Leaders and teachers use this data to inform pupils and parents of their progress and how they can improve.
21. Leaders have high academic expectations for their pupils. In lessons, pupils are highly engaged, keen to learn and behave well. Pupils achieve well in public examinations, with outcomes at GCSE and A level being well above national averages for pupils taking the same tests. Curriculum initiatives, for example, the 'Trinity Diploma', further develop pupils' communication and independent learning skills.
22. Teachers are knowledgeable about their subjects. They use their subject knowledge to deliver well-planned and engaging lessons that enable pupils to make good progress. Pupils are often encouraged to think critically and reflect on their work. As a result, pupils display a positive attitude to learning, are highly motivated, and take responsibility for their own learning. Leaders provide an additional level of support which is offered during the school day at optional lunchtime 'clinics' to provide pupils with further support should this be needed. Teaching does not discriminate against any pupils in any way.
23. Since the previous inspection, leaders have introduced individual electronic devices as part of a wider information and communication technology (ICT) strategy which enables pupils to develop research and technical skills. Pupils experience a variety of trips, both local and overseas, which enriches and develops their learning further.
24. Pupils who have special educational needs and/or disabilities (SEND) are supported effectively in their lessons. Leaders ensure that individual learning plans (IEP) are detailed, regularly reviewed, and identify clear strategies for staff to use to enable pupils to learn effectively. As a result, pupils who have SEND make good progress. Leaders of provision for pupils who have SEND take into account pupils' aptitudes and emotional wellbeing when determining how best to meet their individual needs.
25. Leaders provide an extensive and diverse co-curricular programme that complements the curriculum. The programme includes sports, creative arts clubs, Combined Cadet Force (CCF) activities, academic clubs and community engagement activities. Through this programme, pupils

develop physical and emotional skills and self-confidence, as well as expanding their own interests and independence.

The extent to which the school meets Standards relating to the quality of education, training and recreation

26. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

27. The 'personal development programme', which incorporates personal, social, health and economic (PSHE) education and relationships and sex education (RSE), explores a range of suitable topics, such as safe and respectful relationships, consent and sexual exploitation. The programme revisits key themes in increasingly sophisticated ways as the pupils mature. Leaders adapt the programme to reflect real life situations that affect pupils. It teaches pupils about people's protected characteristics, such as belief, sexual orientation and race, and about legislation designed to acknowledge and respect these. As a result, the programme equips pupils with a sophisticated understanding and respect for difference and diversity. Pupils learn about the importance of self-care.
28. Leaders have established a comprehensive pastoral system. Pupils know that their teachers listen to them, and that their opinions are considered important and are acted upon. Pupils have many ways to share their thoughts, for example, through the active pupil council. The consideration and availability of staff, as well as the use of the reward system, support pupils' self-confidence and self-esteem.
29. First aid provision is effective. Suitably trained practitioners provide a caring and compassionate service. There are appropriate procedures for any administration of first aid or medication, and any such administration is recorded. Pupils have access to first aid and medical care throughout the day.
30. A large amount of curriculum time is dedicated to physical education (PE). There are many sports fixtures and competitions which enable pupils to develop teamwork and interpersonal skills. Leaders emphasise the importance of participation and inclusivity in sport. Pupils can articulate the principles of a healthy and balanced lifestyle. For example, during physical education lessons, pupils could identify changes to their body as a result of strenuous exercise and were able to explain exercise physiology in relation to blood oxygen levels. The PE programme develops pupils' knowledge of nutrition and its role in maintaining performance levels and health.
31. Leaders set high expectations for behaviour, and pupils are encouraged to be the best version of themselves. Leaders and staff reward positive behaviour and make effective use of suitable sanctions when behaviour falls short of expectations. Pupils behave well as a result. Records and logs of incidents are thorough and allow for patterns to be identified. Rare incidents of poor behaviour are dealt with quickly and effectively.
32. Pupils develop their spiritual awareness throughout the curriculum. Religious studies lessons develop pupils' knowledge and understanding of different religious and spiritual perspectives. Lessons in other subjects explore spiritual themes when the opportunity arises. For example, art lessons enable pupils to explore feelings and ideas about themes such as family and loss. In addition, some groups that form part of the co-curricular programme also enable pupils to discuss a range of spiritual and cultural topics.
33. There are effective levels of supervision across the school. Suitable protocols and expectations are in place for supervising pupils, including during breaks and lunchtimes, and also for movement to and from the sports fields. Staff are always available to pupils should they require support.

34. The school carries out required health and safety checks methodically and services equipment periodically to ensure that buildings and facilities are maintained appropriately. Premises are clean and well managed. Regular fire drills, suitably trained staff and appropriate fire risk assessments contribute to the effective fire safety arrangements.
35. The school maintains admission and attendance registers in line with the requirements of current statutory guidance. Leaders monitor attendance carefully and monitor unexplained absences diligently. Leaders inform the local authority of any pupils who join or leave the school at non-standard times of transition.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 36. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

37. The school enables pupils to interact with and support the local community extremely well. For example, pupils in the sixth form help coach local young pupils in netball at local primary schools. Pupils regularly support charities and other projects external to the school, such as a sight-loss charity, a local food bank and a local care home. The 'Trinity Diploma', in which all pupils in the sixth form participate, provides a framework from which pupils gain highly beneficial life skills and experiences. These include sustained intellectual curiosity and leadership skills, and a sophisticated social awareness and understanding of the purpose and value of service to others. Through this framework, knowledgeable teachers encourage pupils to hypothesise and question critically their understanding of the world. Leaders regularly evaluate this provision to ensure it remains contemporary and meaningful. As a result, pupils develop a substantial sense of commitment to wider society.
38. The effective PSHE programme successfully promotes pupil's respect for the law and public institutions. Pupils debate ethical issues, and the active equality, diversity and inclusion group contributes to PSHE lessons and assemblies. Such activities contribute to pupils' development of an informed moral compass and understanding of right and wrong.
39. The school's economic education is effective. Pupils learn about how currency works and how to manage bank accounts and credit cards. They are taught about the importance of saving, including with regard to pensions, how to manage debt, and the importance of financial wellbeing and how to support this. Pupils also learn about issues such as money laundering and how student finance works in higher education.
40. Leaders ensure that pupils are presented with balanced and non-partisan views of political issues, and intelligent debates are encouraged, including through the school's Model United Nations activities. The curriculum promotes British values such as those of individual liberty, mutual respect and democracy through, for example, politics and PSHE lessons which explore how democracy and Parliament work, and through a programme of visiting speakers. Pupils are given the responsibility to take part in and lead respectful discussions on themes such as gender and equality.
41. The 'Futures' programme in the sixth form provides pupils with careers guidance, support and develops their understanding of potential next steps. A structured framework of interviews, discussions and workshops equips pupils to make informed choices about their career and higher education pathways. The programme includes effective support for pupils interested in attending university or for those who want to go straight into employment. Visiting speakers and alumni support this. Pupils in younger year groups also receive careers guidance in their personal development lessons, although this programme is not as developed or as effective as that provided to those in the sixth form. This is because the guidance about potential future career paths and how to prepare for them is not as consistently effective as that given to pupils in the sixth form.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

42. All the relevant Standards are met.

Safeguarding

43. Safeguarding arrangements are effective and there is a well-embedded safeguarding culture across the school. Leaders with designated safeguarding responsibilities are suitably trained to carry out their role, and work effectively with relevant external agencies. Any referrals are well managed and made promptly, with an understanding of local thresholds. Logs and records are accurate, kept in accordance with current statutory guidance, and appropriate procedures are in place to deal with low-level concerns or allegations against staff.
44. Staff are appropriately trained in safeguarding, including at induction, and receive regular updates from the designated safeguarding lead (DSL). Staff training is in line with local safeguarding partnership requirements and includes training about the 'Prevent' duty and risks posed by radicalisation and extremism.
45. Pupils are educated about supporting their own personal safety online and in their local community. Appropriate filtering and monitoring of online activity is in place and staff diligently monitor pupils' use of the internet. Pupils know how to report any concerns they might have to the school and to whom they could report.
46. Governors actively promote a vigilant culture of safeguarding and monitor the school's safeguarding policy and procedures effectively. They are trained appropriately in safeguarding matters. Robust processes are in place, including regular meetings and termly training updates, which provide governors with appropriate information, and there is regular communication between the school and the safeguarding governor.
47. The school carries out all required safer recruitment checks on staff and governors before they begin working at the school. These checks are recorded in a suitable single central record of appointments (SCR). Leaders involved in the selection process are trained in safer recruitment.

The extent to which the school meets Standards relating to safeguarding

- 48. All the relevant Standards are met.**

School details

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| School | Trinity School |
| Department for Education number | 306/6077 |
| Registered charity number | 312612 |
| Address | Trinity School Shirley Park Croydon Surrey CR9 7AT |
| Phone number | 020 8656 9541 |
| Email address | schooloffice@trinity.croydon.sch.uk |
| Website | https://www.trinity-school.org |
| Proprietor | The Whitgift Foundation |
| Chair | Mr David Seymour |
| Headmaster | Mr Alasdair Kennedy |
| Age range | 10 to 18 |
| Number of pupils | 1050 |
| Date of previous inspection | 22 to 25 June 2021 |

Information about the school

49. Trinity School is an independent day school for male pupils up to age 16, and male and female pupils aged 16 to 18 years. The school was founded in 1596 and moved to its current site in 1965. The Whitgift Foundation has ultimate responsibility for governance, and it delegates this to the Trinity School Committee which acts as the governing body for the school.
50. The school has identified 180 pupils as having special educational needs and/or disabilities (SEND). Very few pupils in the school have an education, health and care (EHC) plan.
51. No pupils speak English as an additional language.
52. The school states its aims are to encourage the growth of intellectual curiosity, creativity and independent learning whilst also preparing each pupil for the best possible examination results, through a broad, coherent and balanced curriculum. It seeks to provide well-qualified, inspirational and dedicated staff, outstanding pastoral care and to encourage the development of self-discipline, responsibility, physical and emotional wellbeing, moral and spiritual values, and consequently the highest possible standards of behaviour, confidence and consideration for others. The school endeavours to offer excellent facilities and a wide range of high quality co-curricular activities, and to prepare pupils for life beyond school.

Inspection details

Inspection dates

26 to 28 November 2024

53. A team of nine inspectors visited the school for two and a half days.

54. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

55. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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