

School inspection report

25 to 27 March 2025

Trent College

Derby Road

Long Eaton

Nottingham

NG10 4AD

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. The school's aims are ambitious and well considered. Leaders communicate these aims well to pupils and parents. They promote them effectively through the curriculum, co-curricular activities, pastoral systems and boarding. Pupils are tolerant, respectful and care about their peers.
2. Governors ensure that leaders have the appropriate skills and knowledge to promote pupils' wellbeing. They maintain effective oversight of policies and procedures and their implementation. Governors' carefully considered support and appropriate challenge to leaders ensures a culture of continuous development.
3. Leaders identify any gaps in pupils' learning promptly. They take appropriate steps so that pupils' needs are met at every stage and they make good progress. Pupils who have special educational needs and/or disabilities (SEND) achieve well because of the targeted support they receive. Pupils who speak English as an additional language (EAL) are supported effectively to extend their fluency so that they access the curriculum effectively.
4. The curriculum meets pupils' needs and interests. It enables them to experience a wide range of subjects from a young age. In the early years and junior school, the curriculum is enriched through outdoor education, music, drama and languages. Senior pupils experience a varied curriculum which prioritises both academic achievement and wellbeing. As a result, pupils are well prepared for their next steps and achieve well in public examinations.
5. The co-curricular programme is highly extensive, encompassing over 150 activities. It provides enormous variety and many activities are instigated and led by pupils, including those in the junior school. Leaders monitor pupils' participation very closely to ensure an appropriate balance with academic work. The co-curricular programme promotes pupils' wellbeing particularly effectively and is a significant strength of the school.
6. The school's inclusive environment promotes equality, diversity and inclusion across all age groups. Pupils acquire moral understanding, self-knowledge and respectful attitudes. They know the importance of good behaviour, mental health and wellbeing in achieving their goals. They are well cared for and effectively supported as they progress through the school.
7. The boarding houses are welcoming and have a strong sense of community. The school is highly effective in meeting boarders' needs. Leaders, teachers and boarding staff promote the integration of day and boarding pupils successfully.
8. The relationships and sex education (RSE) curriculum is appropriate and delivered effectively. It covers key areas such as consent. However, it does not always build effectively on the topics previously taught. Where this is the case, the programme becomes repetitive and some pupils lose interest.
9. Health and safety procedures and related policies are implemented effectively. Pupils' welfare needs are met consistently. The premises, including boarding houses, are well maintained and secure. Suitable risk assessments are reviewed regularly.

10. Pupils contribute positively to the school, and local and wider community, through a range of voluntary and charity work. This helps them to gain an understanding of life beyond school and how they can influence the quality of life for others.
11. The careers programme is effective in preparing pupils for the next stage of their education and learning about the world of work. Pupils build their knowledge of money management from a young age. They are aware of the dangers of debt and gambling. This means that they are well placed to make appropriate decisions to support their future ambitions and personal wellbeing.
12. There is an embedded culture of safeguarding at the school. All staff and governors complete statutory safeguarding training and receive regular updates to maintain their awareness and understanding. There is consistency in approach across the whole school community. The school maintains effective links with outside agencies to support pupils and protect them from harm.

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:

- review and develop the RSE curriculum so that it systematically builds on content previously taught and deepens learning, in order to meet older pupils' needs consistently and maintain their interest over time.

Section 1: Leadership and management, and governance

13. The school's ethos is reflected in its aims, policies and practice. Leaders create an inclusive environment which celebrates diversity and equality for all. As a result, pupils are tolerant and respectful. They recognise their responsibilities towards others both in and outside the school. Leaders actively promote the wellbeing of all pupils, which lies at the heart of their planning and decision-making. This is achieved through the curriculum, co-curricular activities, pastoral systems and boarding. Leaders are highly approachable, so pupils speak with them to air their views.
14. Governors check that leaders are fulfilling their responsibilities through the various committees which gather and evaluate information. Governors work closely with leaders to evaluate the school's effectiveness. They formulate strategic plans which take account of the views of parents, pupils and staff. Governors visit the school frequently and talk to groups of pupils, including boarders and children in the early years. This helps them to understand the needs of the school, enabling them to provide leaders with appropriate support and challenge. Governors ensure leaders' work is effective in promoting pupils' wellbeing so that the Standards are met consistently.
15. Leaders and governors prioritise safeguarding and risk management. Risk strategies are comprehensive. They are constantly reviewed to take into account changing current and potential risks, including those associated with the 'Prevent' duty. Risk assessments are detailed. They cover the school site, boarding and activities undertaken by staff and pupils, including specific adaptations for children in the early years. All staff receive training in risk assessment. This includes knowledge of the continuous process of identifying and responding to risks as they change over time. There is a robust approach to the planning and approval of educational trips, including pre- and post-trip evaluations to inform future planning.
16. Boarding leaders recognise and provide for the needs of boarders, including those experiencing a new cultural context for the first time. Pupils think highly of boarding staff, who create a welcoming environment so that pupils quickly feel included. Communication between academic and boarding staff, about pupils' needs and progress, is effective. This is achieved through the frequent exchange of information and leaders setting clear expectations for all staff. The safeguarding and boarding governor often meets with boarders to listen to their views. Leaders provide systematic training for boarding staff so that they have the necessary skills and knowledge to undertake their roles confidently.
17. Leaders in the early years make effective use of the school's indoor and outdoor environments to promote children's learning. This enables children to have different learning spaces and strongly supports their wellbeing. Leaders ensure that staff work closely with parents to support each child's progress and wellbeing, including through daily contact at children's drop-off and collection times.
18. Leaders and governors demonstrate a commitment to continuous improvement. They evaluate all aspects of the school's provision regularly and identify its strengths and areas for development accurately. Leaders and governors formulate effective plans for improvement, which are implemented fully. They use discussions with pupils and staff to evaluate policies and practices, and make necessary adjustments in response. The recent revision of the mobile phone policy, for example, has had a positive impact on pupils' learning and wellbeing.

19. Leaders fulfil the requirements of the Equality Act 2010. The accessibility plan is well focused on continuing to improve access to the school and its curriculum for a wide range of pupils with different needs. The accessibility plan is regularly audited and is implemented in full.
20. A suitable complaints procedure is published on the school's website. Leaders encourage parents to communicate any concerns as they arise so that they can be acted on promptly. Comprehensive confidential records are maintained, which are reviewed regularly to identify any emerging trends. Boarders have clear procedures for raising any complaints about boarding provision.
21. Leaders provide the required information for parents via the school website, including helpful information about boarding. Leaders promote positive relationships with parents, including through workshops and consultations. Parents receive regular detailed information about their child's attainment and progress.
22. Leaders have established and maintain effective links with external agencies, including the local authority and professional specialists in particular areas. This helps them to ensure that pupils can access appropriate support when required. Leaders provide the local authority with the required information relating to any funded pupils who have an education, health and care (EHC) plan.

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

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

Section 2: Quality of education, training and recreation

24. The curriculum is broad, balanced and interesting. Leaders carefully plan the curriculum so that pupils develop the essential knowledge and skills they need. From an early age, the curriculum is designed to encourage pupils to be ambitious and develop a love of learning. It builds, year on year, to develop pupils' knowledge across a wide range of subjects including science, technology, engineering, mathematics, languages, humanities and the arts. The curriculum offers pupils a suitable range of GCSE options. The sixth form is academically ambitious and includes A levels and the extended project qualification, alongside more vocational BTEC courses.
25. Subject plans are designed with flexibility to adapt to pupils' needs. Leaders identify different opportunities to develop pupils' communication, literacy and numeracy skills. For example, in English, junior pupils' descriptive language skills are enriched by teachers' skilful guidance and their encouragement to use precise and wide-ranging vocabulary. In economics and science, senior pupils hone their numeracy skills by calculating revenue and cost and plotting complex graphs. In music, pupils develop their competency in singing and many learn to play a musical instrument.
26. Pupils make good progress over their time at the school. They achieve increasingly well at GCSE, at A level and in BTEC qualifications. Results are well above the national average because of the effective support and guidance provided by teachers. As a result, many pupils gain their preferred choice of higher education place, including highly competitive courses in medicine and engineering.
27. Teachers have secure subject knowledge. They plan lessons effectively and ensure that pupils are engaged in their learning. Teachers skilfully adapt teaching so that pupils are supported and challenged appropriately. Positive relationships between teachers and pupils mean that pupils behave well and are confident to ask for help if they do not understand a task. Additional subject workshops are highly effective in supporting pupils who need extra help or extra challenge.
28. Assessment is thorough, enabling teachers to quickly identify areas for development and appropriate measures for improvement. Leaders use data from national assessments and internal measures to closely monitor different subjects. Regular departmental meetings discuss and evaluate pupils' progress. Teachers use this knowledge to inform how they plan learning. Pupils value the feedback they receive, which enables them to extend their thinking and improve their work.
29. Staff help pupils to manage their study time well. Boarders are supported in their houses by teachers who provide subject expertise. Tutors play a central role working alongside academic and pastoral staff. They are knowledgeable about pupils' academic progress and personal development. Boarders benefit from a variety of activities and weekend trips. As well as fostering self-confidence, these develop pupils' interests, enhance their cultural awareness and build on friendships. Boarders learn practical skills, including cooking and laundry, to develop their independence in preparation for later life.
30. Pupils who need additional support receive effective provision for their learning needs from a very early age. Pupils who have SEND are identified early and appropriate courses of action are taken to meet their needs. Pupils have a personalised learning plan which is carefully monitored and reviewed as their needs change. This informs teachers' planning so that teaching is effective and enables pupils who have SEND to make good progress.

31. Pupils who speak English as an additional language (EAL) are assessed and supported so that their needs are met. They develop their English language skills effectively with the help of specialist teaching. Teachers have a clear understanding of pupils' needs and adapt their teaching and use of resources accordingly. As a result, pupils extend their fluency in English, building their skills and confidence so that they access the curriculum successfully and make good progress.
32. In the early years, children build trust because of their warm relationships with adults. The curriculum focuses well on the development of communication and language skills, including the sounds that letters make and early reading. Children quickly develop confidence in these areas. Teaching captures children's interests and builds on their previous learning. Staff use resources effectively to support learning. The curriculum is enriched with outdoor education. For example, in the 'wild garden' children learn to work together through fun activities such as following a jigsaw. The thoughtful organisation of activities ensures that children are highly motivated to learn, which prepares them well for the next stage of their education.
33. The school provides a notably rich and varied co-curricular and enrichment programme. It enables pupils of all abilities to broaden their interests and develop new skills. Leaders' focus on inclusivity and the needs of individuals ensures that there is something for everyone, including many sports, music, drama and societies. As a result, participation rates are consistently very high. Pupils of all ages work effectively together. They are enthused, engaged and achieve highly. Many activities are initiated and led by pupils. The programme provides a balance to pupils' academic work. Leaders and tutors closely monitor individual pupils' participation to ensure their needs are met and that they are not overloaded or put under undue pressure. The co-curricular programme makes a major contribution to the development of pupils' emotional, social, creative and physical skills.

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

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

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

35. Leaders promote pupils' knowledge of protected characteristics, such as gender, age and religion, through the effective personal, social, health and economic (PSHE) education curriculum, as well as assemblies and school council activities. Staff talk to children in the early years about different people in the world and celebrate their festivals. There are discussions and stories about topics such as disability and same-sex parents. This builds pupils' awareness and understanding of individual differences in society. This enhances pupils' understanding of equality and supports the development of their moral compass as they move through the school, encouraging them to apply values such as respect and tolerance in their everyday interactions.
36. The RSE curriculum is generally appropriate and is usually delivered effectively. Younger pupils learn about the importance of good relationships. The RSE programme ensures that all key areas are covered to develop pupils' knowledge of important issues such as consent. The programme involves input from visiting speakers and consultation with parents. However, it does not always build effectively on the topics previously taught and, where this is the case, some older pupils lose interest. As a result, some pupils do not make as much progress as they could.
37. The physical education (PE) curriculum is comprehensive, well structured and delivered by skilled staff. All pupils, whatever their needs, have access to sports and activities that suit their abilities and interests, supporting their physical and emotional wellbeing. In the early years, teachers' careful planning and their effective use of an extensive range of resources enable children to confidently develop their physical skills.
38. The caterers provide pupils, including boarders, with a range of healthy food options. The school meets pupils' particular dietary requirements and staff take appropriate precautions with regard to food allergies.
39. Leaders create a culture where praise is given regularly and success is celebrated. Through the house system and in boarding, prefects and older pupils support younger pupils well. Relationships between pupils and staff are trusting and respectful. Staff adhere to the code of conduct and model positive caring relationships, which leads to pupils' self-confidence and self-esteem being nurtured effectively.
40. Pupils behave well because behaviour management is effective. Staff follow the behaviour policy closely and apply it fairly. Detailed records show any trends identified and the actions taken. Leaders consistently communicate their high expectations to pupils about behaviour. Incidents of bullying or anti-social behaviour are rare. Leaders deal with these matters effectively when they occur. Leaders regularly check pupils' views about bullying and act on their responses.
41. Boarding staff are approachable and friendly. Pupils feel safe in accommodation that meets their needs. On arrival, boarders undergo a thorough induction programme covering key areas, including health and safety, personal possessions, reporting concerns and medical needs. Older boarders are used effectively to mentor younger boarders, so that they feel welcome and at home through individual attention and care. Boarders are consulted appropriately, such as in decisions concerning food.

42. Leaders provide pupils with opportunities to reflect on different religions and their common themes through the curriculum and chapel. Pupils learn about world religions and their differences and similarities. For example, they learn about how spiritual resilience manifests itself in different religions, such as giving things up for Lent in Christianity and fasting during Ramadan in Islam. Pupils have access to a dedicated space for quiet prayer and reflection. The award-winning 'eco garden', designed and maintained by junior pupils, provides a welcoming outdoor wellbeing space.
43. The school has a well-resourced medical centre, staffed by nurses. This offers a wide range of specialist support for pupils' physical and mental welfare, as well as first aid. The nurses attend staff welfare meetings and liaise closely with pastoral leaders to ensure that pupils' individual needs are understood and met. As a result, pupils are well cared for.
44. The site and school premises, including boarding houses, are maintained to a high standard. All relevant health and safety requirements, including those related to fire safety, are clearly understood and procedures implemented effectively. Staff conduct regular fire evacuation drills, including in boarding time when flexi-boarders are present. Leaders plan the use of the extensive facilities carefully, so that the changing educational and pastoral needs of pupils are met.
45. Leaders regularly seek feedback from pupils regarding supervision. They use this to carefully plan the deployment of staff. Pupils are effectively supervised and routines are embedded throughout the school day and in boarding time.
46. The admission and attendance registers are maintained in accordance with current statutory guidance. Staff are vigilant and promptly follow up on absences. The school informs 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

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

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

48. The school's effective promotion of inclusion contributes to pupils' understanding of fundamental British values such as mutual respect and tolerance, democracy and the rule of law. This equips them well for life in British society. They become respectful and tolerant young people, ready for their next steps after school. They are appropriately prepared to contribute to society in whatever way they can.
49. Leaders actively promote mutual respect and diversity through the curriculum, pastoral work and boarding. Pupils speak confidently about different cultures and the importance of treating everyone equally. They learn about the harm prejudice and discrimination can do by exploring themes such as the displacement of refugees and gender equality. The school actively promotes discussion of moral principles, including knowing right from wrong, in subjects such as philosophy and ethics, and history.
50. Pupils are taught about democratic processes and the rule of law in PSHE lessons. They learn about the British electoral system and how to conduct respectful debates, so that they are well equipped to be part of a democratic society. They regularly participate in enrichment activities such as the Model United Nations General Assembly. In English, senior pupils learn about poverty and the Poor Law. There are visits to Parliament and the courts. Junior pupils learn about voting and responsibility through the work of the school councils.
51. Leaders across subjects in both junior and senior schools collaborate effectively to promote equality, diversity and inclusion by planning a curriculum which celebrates multi-culturalism. The choice of different topics, artists and foods enables pupils to experience a diverse range of cultures. As a result, they develop a keen awareness that people's differing views and backgrounds should be respected. Boarding supports this effectively and promotes social awareness and inclusion. This prepares pupils well for life in a diverse society.
52. Pupils actively discuss and promote fairness and the importance of equal treatment through different groups, to ensure awareness across the school community. Leaders carefully vet outside speakers to prevent exposure to partisan views. Similarly, teachers ensure that any discussions with political content are conducted impartially and without bias.
53. Children in the early years quickly learn how to interact and support each other in class and play. Teachers' thoughtful planning of activities, such as children voting for their choice of story, visiting local care homes and paying for a snack in role play, enable them to develop social and economic awareness.
54. From a young age, pupils connect with society through volunteer work such as litter picking and looking after the environment. Senior pupils participate in many charitable activities, including regular telephone calls to support the elderly and vulnerable. The school has strong links with a school in Africa. Pupils organise fundraising activities to support the school and visit it to experience life there for themselves. Sixth-form pupils mentor younger pupils and help them with their reading. They take a lead in promoting charity work.

55. The school's various councils provide leadership opportunities for pupils of different ages. These offer an effective forum for discussion and a vehicle for service to others. Leaders listen to pupils and make changes where appropriate. Leaders provide many different opportunities for pupils to develop leadership skills, including through The Duke of Edinburgh's Award Scheme (DofE), the Combined Cadet Force (CCF) and the junior school 'endeavour award', with its focus on teamwork and resilience.
56. Pupils receive economic education as part of the PSHE programme. They explore finance and money management, as well as the negative effects of gambling, poorly managed debt and misinformation from advertising. Junior pupils learn about financial responsibility and how this links in with emotional wellbeing. Senior pupils learn how to budget and work to deadlines. This prepares pupils effectively for their next stages in life.
57. Pupils receive effective careers advice that follows nationally available benchmarks. This helps pupils to identify their aptitudes, strengths and weaknesses, so they can make informed decisions about their future career or educational choices. Pupils benefit from talks by recent school leavers, external speakers and parents. Pupils engage in relevant work experience and leaders promote a wide range of higher education courses, including apprenticeships, that suit pupils' needs and interests. Leaders closely support international boarders in career pathways to cater for their needs, ensuring any additional pressures, such as language barriers or parental expectations, are carefully managed.

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

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

Safeguarding

59. Leaders promote a positive safeguarding culture throughout the school. There is an awareness that safeguarding issues could arise and that everyone working at the school is responsible for identifying, reporting and acting on concerns, including low-level ones. Pupils' wellbeing is central to the school's work. Pupils feel safe and are well looked after.
60. The designated safeguarding lead (DSL) has whole-school responsibilities and is well known by pupils from the early years to the sixth form. The school responds to safeguarding concerns appropriately and provides suitable support for affected pupils. Leaders readily seek advice when safeguarding issues arise and, when required, refer safeguarding concerns to relevant safeguarding partners. They maintain detailed records in line with statutory requirements.
61. Safeguarding training for all staff and governors, including about the 'Prevent' duty, is rigorous and systematic. This is supplemented with regular updates to ensure that all staff and governors remain suitably informed. The safeguarding team receives additional training for their role and governors are trained in safer recruitment. As a result, staff are kept up to date and confident, knowing what to do should they have a concern about a pupil or an adult.
62. Procedures to safeguard the welfare of boarders are effective. Boarding staff are aware of the additional safeguarding responsibilities associated with their roles. Suitable procedures are in place, such as daily record keeping and effective communication between staff.
63. Pupils are clear about how to share a concern if they need to. Staff are readily available, including medical and counselling staff, as well as an independent person for boarders. 'Worry boxes' are available around the school, providing another route for pupils to raise concerns if they do not want to speak directly with staff.
64. Governors closely monitor safeguarding arrangements, including through rigorous scrutiny of safeguarding audits. The safeguarding and boarding governor meets regularly with the DSL, visits the boarding houses and talks with pupils. Leaders and governors work effectively to ensure safeguarding policies and procedures reflect the latest statutory guidelines and are implemented fully.
65. Pupils learn about how to keep themselves safe, including when online, through the curriculum and assemblies. Learning about online safety begins in the early years. Leaders provide information to parents and encourage them to participate in workshops about safety. A suitable filtering and monitoring system is in place and tested regularly. Leaders take appropriate action should any alert occur.
66. Staff recruitment procedures are robust. All necessary pre-appointment checks are carefully completed for all staff. Leaders maintain a meticulous single central record of appointments, which is regularly scrutinised by the safeguarding governor.

The extent to which the school meets Standards relating to safeguarding

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

The quality of the early years foundation stage in the registered early years provision

Overall effectiveness: the quality and standards of the early years provision

68. The overall effectiveness of the early years provision is outstanding.
69. Leaders ensure that the curriculum is delivered consistently and highly effectively in all age ranges. Staff have a precise understanding of the skills and knowledge that they want children to learn, and they share an equally deep understanding of all children's next steps in learning. Staff adapt their interactions to ensure that they are always purposeful and help children to make rapid progress.
70. Staff help children to learn to recognise their feelings and reflect on the choices that they make. For instance, they help children to identify what they are feeling and support them to self-regulate. They talk to children about the consequences of their behaviour in an age-appropriate way. Staff liaise with parents at the earliest opportunity to develop approaches to support children where needed.
71. The key-person system is highly effective. Staff know their own key children very well and they similarly have a deep understanding of all children in their rooms. This helps them to ensure that every interaction is meaningful. Staff use their observations of children's learning and progress particularly successfully to support positive transitions for children from one room to another. For example, key people meet to share information about children's learning and care to help ensure the smoothest transition possible. Key people maintain a positive and frequent dialogue once children have moved to the next room to continue to support each other, and ensure children have the best experience possible.
72. Leaders in the setting recognise how best to build the knowledge and capacity of their team. They cascade their learning to different layers of leadership within their team. This helps to give all staff the knowledge and information that they need to provide the best experience for the children in their care.

Quality of education

73. The quality of education is outstanding.
74. Leaders ensure that their vision for the highly ambitious curriculum is understood by all staff. Leaders and staff know what they want children to understand and be able to do before they move onto their next stage of learning. This helps them to sequence the skills and knowledge that they teach. For example, staff encourage babbling with the youngest babies, and they recognise when to introduce more vocabulary as babbling turns into recognisable words. Communication is well understood as the core of the curriculum.
75. Staff use children's interests extremely well to promote learning for all children. They recognise one child's interests as a learning opportunity for all. Staff have a secure understanding of how children learn, and they know the importance of repetition to help children remember. For instance, they frequently refer to prior learning to help children make connections between what they have learned.

76. Staff reflect on their provision regularly and effectively. For example, they observe children's interactions with different areas, such as construction, and they add variety and challenge to ensure that opportunities continue to be inviting and engaging. This promotes highly positive attitudes to learning.
77. Assessment is used extremely well to inform and review the environment and planning. Staff are highly effective at making adaptations in response to children's achievements and outcomes. Leaders also seek advice from professionals to enhance the quality of teaching, such as the physical education (PE) teacher and support from local authority advisors.

Behaviour and attitudes

78. Behaviour and attitudes are outstanding.
79. Staff demonstrate that they have an excellent understanding of how to support young children's behaviour. Staff who work with the youngest children explain how they use cuddles, reassurance and distraction to promote positive interactions. Staff who work with the oldest children support them by responding swiftly if they encounter difficulties. This is highly successful in helping to develop children's resilience and self-control.
80. Children's attitudes to learning are outstanding. Staff provide high-quality and varied learning opportunities meaning that children of all ages are consistently engaged and demonstrate high levels of curiosity, concentration and enjoyment. For instance, children explore happily in the mud, sand, water and sludge. They are confident learners who explore their environment with ease.
81. Staff share high expectations for children's behaviour and conduct, and these are securely and consistently embedded through each interaction with children. Children benefit fully from the experiences that staff plan for them, which further promotes the positive and respectful culture in the setting.

Personal development

82. The personal development of children is outstanding.
83. Staff provide a wide range of opportunities for children to learn about themselves and each other. This helps to prepare children for life in modern Britain. For instance, children develop their knowledge of other cultures and traditions through visits from family and members of the community. They learn about traditional clothing and experience firsthand what it is like to wear special clothing. Children are gaining a thorough understanding of equality, diversity and different people in the world.
84. Leaders provide a wealth of opportunities for children to celebrate and share their talents. For example, parents are welcomed into the setting to watch performances prepared by the children. These help to boost children's confidence and self-esteem.
85. Staff understand the importance of promoting children's independence from an early age. Children frequently practise completing tasks for themselves, such as self-selecting food at mealtimes and clearing away afterwards. Staff implement high quality care procedures to promote children's wellbeing at the highest level. For example, staff ask babies permission to change their nappies.

From the outset, young children are taught how to manage their own hygiene needs, such as washing hands, so that by the time they go to school they can manage this independently as part of toileting routines.

Leadership and management

86. Leadership and management are outstanding.
87. Leaders demonstrate that they have the skills and knowledge to fulfil their roles effectively. They successfully assess risks to pupils and share information with the staff team swiftly and clearly to ensure that all staff support individual children's needs well. This is particularly successful in promoting a consistent approach to support children who have special educational needs and/or disabilities (SEND).
88. Leaders identify training that will enhance staff practice and the quality of teaching. Staff have recently completed training relating to mathematics because leaders recognised that this could enhance their knowledge, skills and confidence. This has had an immediately positive impact on the consistency of practice across the setting and the progress that children make in this aspect.
89. Staff benefit from well-structured supervision sessions with leaders. They report that they look forward to these as an opportunity to plan for their own professional development. Supervisions are used extremely well to provide support and coaching and identify and plan further training. This supports the culture of continuous improvement across the setting.
90. Leaders regularly review and reflect on their practice as part of their continual improvement cycle. Following feedback from parents, leaders have reviewed communications to ensure that parents receive information regularly to inform them about the progress their child is making, whilst also having regular opportunities to talk to their child's key person. This helps to promote a positive joined-up approach to children's learning and development.

Safeguarding

91. Safeguarding is effective.
92. Staff have a secure understanding of their responsibility to protect children's welfare. Leaders ensure that all staff receive training as part of induction and then regularly throughout the year to keep their knowledge current. For example, staff have completed training on recognising the signs of abuse in non-mobile babies. Staff know what to do should they have a potential concern about children or about staff practice.
93. Leaders ensure that a range of effective procedures are in place to help to provide a secure environment for learning. For instance, staff complete daily checks of the indoor and outdoor environment and regular emergency evacuation practices are completed.

The extent to which the school meets the requirements of the early years foundation stage

94. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

College	Trent College
Department for Education number	830/6000
Registered early years number	EY 4344603
Registered charity number	527180
Address	Trent College Derby Road Long Eaton Nottingham NG12 4AD
Phone number	0115 849 4949
Email address	enquiries@trentcollege.net
Website	www.trentschools.net
Proprietor	Trent College Limited
Chair	Mrs Deborah Evans
Headteacher	Mr William Penty
Age range	Birth to 18
Number of pupils	1,114
Number of boarding pupils	90
Number of children in the early years registered setting	99
Date of previous inspection	2 to 5 November 2021

Information about the school

95. Trent College is an independent co-educational day and boarding school in Long Eaton, Nottinghamshire. It was originally founded in 1866 as a boarding school for male pupils. The school has a junior school, known as The Elms, and a senior school. The schools share a campus and some facilities and are governed by a board of trustees.
96. Boarders aged 11 to 18 years are accommodated in one of four boarding houses: two for females and two for males. Two boarding houses are located within the main school building and two are nearby on the school site.
97. There is a separately registered early years setting, including a nursery and pre-school, which provides education for children from birth to four years old.
98. The school has identified 83 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
99. The school has identified 49 pupils as speaking English as an additional language.
100. The school states its aims are to celebrate pupils realising their full academic potential, whilst encouraging them to get involved in activities that build a sense of purpose, confidence, resilience, emotional wellbeing and healthy lifestyles.

Inspection details

Inspection dates

25 to 27 March 2025

101. A team of ten inspectors visited the school for two and a half days.
102. Inspection activities included:
 - observation of lessons, some in conjunction with school leaders
 - observation of registration periods, assemblies and chapel
 - observation of a sample of extra-curricular activities that occurred during the inspection
 - discussions with the chair and other governors, including the safeguarding governor
 - discussions with the headteacher, school leaders, managers and other members of staff
 - discussions with pupils, including boarders
 - visits to the learning support area and facilities for physical education
 - visits to boarding houses accompanied by pupils and staff
 - scrutiny of samples of pupils' work
 - scrutiny of a range of policies, documentation and records provided by the school.
103. 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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For more information, please visit isi.net