

Trinity and St Michael's VA CofE/Methodist Primary School

Inspection report

Unique Reference Number	131309
Local Authority	Lancashire
Inspection number	364023
Inspection dates	12–13 May 2011
Reporting inspector	Lynne Read

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Mrs Susan Taylor
Headteacher	Mrs Kay Beatty
Date of previous school inspection	26 June 2008
School address	Out Lane Croston, Leyland Lancashire PR26 9HJ
Telephone number	01772 600379
Fax number	01772 600133
Email address	bursar@croston-pri.lancs.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed eight teachers. They held meetings with members of the governing body, managers, staff, the School Improvement Partner and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies and school development plans. In total 74 parental questionnaires were received, analysed and considered, alongside 77 questionnaires completed by the pupils and 33 by school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Whether the gap in progress and attainment between boys and girls is closing and whether all groups of pupils are making the best possible progress
- Whether teaching challenges the more-able and provides support to meet individual needs
- The effectiveness of leaders and managers in raising attainment and driving the school forward.

Information about the school

This school is of average size for a primary school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are of White British heritage with around 5% having Caribbean, Asian or mixed backgrounds. The proportion of pupils with special educational needs and/or disabilities is lower than that seen nationally.

The school holds the Healthy Schools status, the Basic Skills Quality Mark, as well as the National Schools Sports Partnership Award. A private provider offers before- and after-school care sessions on the premises. This facility is subject to a separate inspection and report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The outstanding quality of care, guidance and support provided for pupils leads to outstanding personal development and behaviour. The experienced and determined headteacher leads the successful drive for improvement and generates strong ambition. Senior and middle managers regularly complete thorough reviews of performance, and the school sets itself challenging targets. This system of self-evaluation and development planning is successful in providing an accurate view of the school's strengths and weaknesses and has led to many improvements. For example, learning in the Early Years Foundation Stage, and progress in writing throughout the school, have improved. The capacity for sustained improvement is therefore good.

Attainment is above average by the end of Year 6. This represents good progress from pupils' starting points. Children in the Early Years Foundation Stage make good progress overall, with a large majority now making rapid progress in early reading and writing skills. This work is exceptionally well consolidated in Year 1. Pupils continue to make good progress as they move through school, and learning is often rapid in Years 5 and 6. There are however, some inconsistencies in the rate of progress between classes and in mathematics.

Teaching is good overall and some is outstanding. Most lessons include a variety of teaching strategies and resources such as computers, to engage and motivate pupils and cater for different learning styles. In some lessons, however, fewer strategies are used and pupils listen passively to the teacher for too long. Generally, work is provided at different levels of difficulty so pupils have the support or challenge to meet their needs. However, in some mathematics lessons, the more-able are not fully stretched. The curriculum includes some imaginative links between subjects. These generally result in good opportunities for pupils to practise their literacy skills, research, and learn independently. Nevertheless, in a few lessons, there are insufficient opportunities to write. Pupils say they enjoy school, are happy and feel very safe. They take on board the excellent health and fitness initiatives in school with great enthusiasm.

The school has a highly-positive relationship with parents and carers who are exceptionally well informed about their children's achievements and actively involved in supporting learning at home. Outstanding partnerships with local churches, and other schools and agencies, bring excellent benefits for pupils' learning and well-being.

What does the school need to do to improve further?

- Improve progress, teaching and the curriculum further by:
 - ensuring all lessons include a sufficiently wide range of strategies and resources to cater for pupils' different learning styles and engage them fully

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- ensuring that all mathematics lessons provide good challenge for the more-able pupils
- providing consistently good opportunities for writing across the curriculum.

Outcomes for individuals and groups of pupils

2

Pupils relish the challenges that their teachers set for them and clearly enjoy their learning. In one Year 6 lesson, pupils organised their own production teams to create animation films of a high standard. As part of their rainforest topic, Year 5 pupils produced some imaginative writing, searching out powerful adjectives to create 'atmosphere'. Those in Year 1 talked about characters and hidden meanings in the story they were reading. All age groups have positive attitudes to learning and work hard.

When children start in the school, their skills are broadly in line with those expected for their age. Although children are currently leaving Reception with attainment that is above average, this was not the case in previous years when writing was weaker on entry to Year 1. Progress is good in Key Stages 1 and 2. Standards in writing have improved well and many pupils are avid readers, enjoying a wide range of material. A concerted effort to boost attainment in mathematics has been successful, but the more-able are not always stretched to the full in this subject. Historically, attainment and progress have been lower for the boys compared with that of the girls. Teachers are dealing with the issue by choosing texts and topics to fire boys' imagination and the gap is closing quickly. This was especially evident in some recent work on super-heroes where boys' writing was of an equal standard to that of the girls. By the end of Year 6, attainment is above average and achievement is good, with an improved proportion of pupils now working at the higher level. Pupils who have special educational needs and/or disabilities are well-supported so they make good progress. Pupils from ethnic minority groups progress at an equal rate to that of the majority.

Strong links with the two churches play an important part in supporting pupils' spiritual, social and moral development. Pupils are exceptionally polite and show kindness and care towards each other. They have a sound knowledge of, and good respect for, faiths and cultures that are different from their own. School councillors ensure that pupils' views are represented in the decision-making process and the eco-warriors are instrumental in promoting environmental awareness. Pupils play an active role within the local community and their understanding of everyday life within contrasting cultures is developing through links with other schools. They are keen to succeed, have high levels of attendance and are well-prepared for their future education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is good and there is some excellent practice. Relationships are good and pupils trust their teachers. Lessons have very clear objectives so pupils know exactly what is expected of them. Teachers often include short, focused tasks as well as collaborative and practical exercises in their lessons. They generally make good use of information and communication technology (ICT) to support learning. These factors ensure that pupils are motivated, especially those who enjoy a more interactive style of learning. Sometimes, however, class introductions are too long and tasks are routine so pupils lose interest. Teachers have a detailed view of pupils' progress and plan work to build accurately on their prior learning. Expectations are generally high and pupils enjoy good challenges. Although, occasionally the work set for the more-able individuals in mathematics does not extend their talents fully. Sometimes they are required to complete average-level tasks before moving on to the extension activity. Marking is helpful and good opportunities for pupils to evaluate their own understanding are helping them to develop independent skills of learning.

The good curriculum is well-balanced. It includes a good emphasis on personal education, as well as varied opportunities for creative and practical work. For example, pupils especially enjoy their art lessons and learning to play brass instruments. Some planning makes very effective links between subjects. For example, skills in ICT are extended well through other subject studies and links between history, geography and literacy

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sometimes promote excellent learning, for example in Years 5 and 6. However, this is not consistent across school and some pupils have limited opportunities to consolidate their writing skills. The tailoring of tasks and support to meet specific needs provides a good boost for learning where pupils are not reaching their expected targets. An excellent programme of extra-curricular clubs and competitive sport helps pupils to hone their skills and encourages them to try new interests.

The school provides a warm and welcoming ethos. Pupils who have highly-specific needs, or who are potentially vulnerable due to their circumstances, are exceptionally well supported by trained staff and outside expertise. An established behaviour policy encourages positive behaviour and hard work; rewards and sanctions are understood well and respected. As a result, older juniors show excellent self-discipline and maturity. Outstanding links with the secondary school ensure a very smooth transition to the next phase of education. As one pupil said, 'teachers prepare us so well for the next big challenge'. Although attendance is high and punctuality is very good, there is no complacency in school. Absence and lateness are monitored rigorously and actions taken where required.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are good, financial systems are efficient and the school provides good value for money. The headteacher is inspirational and, in the short time since her appointment, has made important improvements in provision and achievement. She is well supported by senior and middle managers and has a thorough overview of provision and learning. Held in high regard by staff, parents, governors and pupils, she generates a shared vision of excellence. An effective and continuous cycle of monitoring by managers includes observing pupils' learning in class, together with frequent checks on pupil progress and the quality of work in books. Action plans are then written and implemented to address any issues identified.

There is a great sense of pride and belonging in the school; accommodation and resources are of high quality and there is a calm, industrious atmosphere. The attention to safeguarding is good. Staff have regular updates in their child protection training and are well equipped to deal with concerns. Rigorous monitoring of the equalities policy has resulted in actions to support boys' learning that is now closer to that of the girls. The governing body includes a wide range of expertise to support management. Members are robust in discharging their statutory responsibilities, ensuring that the views of stakeholders are fully considered. They currently have plans to extend community

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cohesion by establishing national and global links. The excellent partnership with parents and carers ensures active involvement in their children's education. Excellent links with the two churches, schools, colleges and other agencies provide memorable experiences for pupils, for example, in personal development, music, modern foreign languages and physical education.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding a ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

On entry to school, children's skills are in line with those typically expected. Good induction procedures and links with pre-school providers ensure that children settle quickly. Teaching is good and there is some outstanding practice, especially in developing early reading and writing skills. For example, in one session, children used their knowledge of letters and sounds to write and spell accurately. Children's progress is regularly assessed and planning takes careful account of their learning and interests in order to keep them challenged well. Tasks include varied opportunities for children to choose activities, explore their world and develop independence.

The recently improved outdoor area and greater range of resources have heightened children's enjoyment in learning and the rate of their progress, on that of previous years. This marks good improvement in this stage of children's education. Children behave exceptionally well, sharing resources fairly. For example, in the garden area, they take turns to plant tomato and strawberry plants, remember to water them and tidy up after themselves.

Management is good and strong teamwork among staff ensures that routines, policies and procedures are consistently followed. Staff are currently developing a better system for checking that children are experiencing breadth and balance from the range of free-choice

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activities on offer. Well-attended workshops for parents and carers ensure that they are able to offer good support for their children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was around the national average for primary schools. Those who responded have exceptionally positive views and all agree that their children enjoy school. Some typical quotes include: 'this is a professional, approachable and friendly school', 'new, fresh ideas are benefiting the school', and 'I am particularly impressed with home-school communication'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity and St Michael's VA CofE/Methodist Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	71	22	29	0	0	0	0
The school keeps my child safe	64	83	13	17	0	0	0	0
My school informs me about my child's progress	52	68	23	30	1	1	0	0
My child is making enough progress at this school	44	57	29	38	2	3	0	0
The teaching is good at this school	53	69	22	29	2	3	0	0
The school helps me to support my child's learning	53	69	23	30	1	1	0	0
The school helps my child to have a healthy lifestyle	51	66	25	32	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	60	27	35	0	0	0	0
The school meets my child's particular needs	45	58	30	39	2	3	0	0
The school deals effectively with unacceptable behaviour	48	62	26	34	0	0	0	0
The school takes account of my suggestions and concerns	44	57	31	40	0	0	0	0
The school is led and managed effectively	57	74	19	25	0	0	0	0
Overall, I am happy with my child's experience at this school	59	77	16	21	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 May 2011

Dear Pupils

Inspection of Trinity and St Michael's VA C of E/Methodist Primary School, Leyland, PR26 9HJ

Thank you for the very warm welcome you gave the inspectors when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us.

Trinity and St Michael's is a good school. You get on extremely well together and take excellent care of each other. You are a credit to your families and your teachers. Thank you to the pupils who filled in their questionnaire and those who chatted with us. It was good to hear your comments such as 'it's a great environment for learning'.

You are keen to learn, work hard and are making good progress. The children in the Reception class enjoy their work and play and are doing really well with their reading and writing. In Years 1 to 6, your writing and mathematics have improved. However, we think there are some lessons where you could do even better. In order to help the school improve further, we have asked your teachers to:

- make sure that lessons are always interesting and provide opportunities for you to learn actively
- make sure that there is always lots of challenge in mathematics lessons, especially for those who learn quickly
- provide plenty of opportunities for you to write, for example in your history or geography lessons.

You can help by continuing to work hard and completing your homework. Thank you once again for the interesting conversations we had and we hope you continue to enjoy your vibrant, happy school.

Please accept my best wishes for the future.

Yours sincerely

Lynne Read

Lead inspector

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