

# Trinity Church of England/Methodist School

## Inspection report

---

<b>Unique Reference Number</b>	119406
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	363902
<b>Inspection dates</b>	16–17 June 2011
<b>Reporting inspector</b>	Stephen Rowland

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	261
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Mick Neal
<b>Headteacher</b>	Mr Richard Kershaw
<b>Date of previous school inspection</b>	27 November 2007
<b>School address</b>	Kiln Lane Skelmersdale Lancashire WN8 8PW
<b>Telephone number</b>	01695 723878
<b>Fax number</b>	01695 559844
<b>Email address</b>	head@trinity.lancs.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	16–17 June 2011
<b>Inspection number</b>	363902

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons and observed the work of nine teachers. They evaluated the school's work, and looked at relevant policies, the school development plan, minutes of meetings of the governing body, the school's monitoring records and analyses of pupils' attainment and progress. Meetings were held with staff, pupils and members of the governing body. The 131 questionnaires returned by parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the school ensures that all pupils, including those with special educational needs and/or disabilities, achieve their full potential.
- The extent to which the school has improved attendance.
- The extent to which challenging and stimulating teaching helps children to learn.
- Whether pupils understand the targets set for them and how to improve their work.
- Whether leaders and managers at all levels, including governors, contribute to the school's self-evaluation and planning for improvement.
- How well staff in the Early Years Foundation Stage ensure that children develop their language and social skills.

## Information about the school

This is a larger than average primary school which offers full time nursery provision. The proportion of pupils currently known to be eligible for free school meals is close to the national average. Almost all pupils are of White British heritage. A very small number are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is slightly lower than that normally seen.

The school manages its own before-school club. An external provider offers after-school care on the school site. This is subject to separate inspection arrangements.

The school has the Lancashire and National Healthy Schools Status, the Activemark and Green Flag status.

Since the last inspection a new deputy headteacher has been appointed.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Achievement is excellent. Attainment is high and this has been the case over recent years. Leadership is outstanding. The headteacher, along with the staff and governing body, set very high expectations for themselves and for pupils. Staff work closely together to ensure that all pupils reach their full potential. The school has a calm and civilised ethos of care and mutual respect. Behaviour is excellent and the school contributes significantly to the local community. Self-evaluation is honest and accurate. Any concerns over the quality of teaching and learning are tackled rigorously. Good practice is shared effectively and there is a consistent focus on continual improvements. The school has successfully resolved issues raised at the last inspection and this, along with the school's outstanding outcomes, demonstrates that it has an outstanding capacity for sustained improvement.

Children make good progress in the Early Years Foundation Stage because teaching is effective. The indoor and outdoor areas are stimulating and engaging so that children enjoy learning. However, access to the outdoor area is restricted so that the full benefits of this learning environment are not fully realised. In Key Stages 1 and 2 first-rate teaching is consistently stimulating and engaging so that pupils make excellent progress. In one very effective science lesson, for example, Year 6 pupils spent a full day collecting evidence from a mock 'crime scene' and working together to use this evidence to arrive at theories about the person who might be responsible. Pupils are very loyal to their school and many positive comments were made by them during the inspection reflecting the broad and innovative curriculum and the outstanding way that they are cared for and protected. One typical comment was, 'All teachers are really kind and will listen to all your problems.' As a result they feel extremely safe and show very good knowledge of how to keep themselves healthy.

Many parents and carers also expressed very positive views about the school. One wrote, 'All teaching is of a consistently high standard. The Christian ethos of the school is upheld and is genuine. Behaviour and attitude are excellent.' Another wrote, 'My child loves coming to school. I have never seen him so excited.'

## What does the school need to do to improve further?

- Further improve provision in the Early Years Foundation Stage by ensuring that children have flexible access to the outdoor area.

**Outcomes for individuals and groups of pupils**

**1**

**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

Pupils appreciate the many stimulating and engaging activities they are offered by their teachers. They enjoy learning and, as a result, all pupils, including those with special educational needs and/or disabilities, make outstanding progress. In one very successful numeracy and science lesson, for example, Year 1 pupils enjoyed measuring the growth of plants in the school's garden. They were able to work together carrying out their investigations and could then present this information in various ways.

Children enter the Early Years Foundation Stage with skills which are generally below those expected for their age. Attainment at the end of Key Stage 2 has been consistently well above average over recent years. The school's thorough tracking system shows that this pattern of outstanding attainment and progress is being maintained. There are no gaps in performance between different groups of pupils and almost all reach the ambitious targets set for them. The school has acted effectively to ensure that the more-able pupils achieve their full potential and the proportion of pupils achieving the highest levels is very high. This pattern of outstanding achievement is due to the calm and civilised environment in which children learn and the school's drive to ensure the highest quality of teaching and assessment. Individual support for pupils with special educational needs and/or disabilities is closely tailored to their needs and, as a result, they enjoy learning and acquire the confidence to make outstanding progress.

The behaviour of pupils is outstanding. They are polite and considerate and often go out of their way to support others. They actively support the high expectations the school has of them. There is an active school council and ECO group and many pupils successfully fulfil roles of responsibility such as ECO monitors, office and worship organisers and play leaders. The ARK (Acts of Random Kindness) project allows pupils to support the local community. One class, for example, made biscuits which were delivered to elderly local residents. Pupils say they feel very safe in school and many say they have never felt anxious or afraid either in school or on the way to school. Attendance has improved steadily over recent years and is now near to the national average for primary schools. This is because the school is increasingly working with parents and carers to ensure that attendance improves. Pupils' spiritual, moral, social and cultural development is outstanding. Worship and prayer provide excellent opportunities for pupils to develop spiritual awareness. This is supported by aspects of the curriculum which promote the diversity and richness of the world around them. Pupils are enthusiastic about the many ways the school helps them to understand the importance of healthy lifestyles. They enjoy growing and eating their own vegetables. The level of participation in after school games and sports is very high and there is a very broad variety of activities on offer.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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?

Teaching is outstanding. Lessons are planned meticulously and have a brisk pace, which keeps pupils engaged and active. Questioning is skilful and challenging so that pupils have to think hard to extend their learning and to explain their ideas. Teachers and teaching assistants work very hard to plan for progress and to support individuals. In a very effective Year 4 mathematics lesson, for example, teaching assistants provided timely support for pupils so that they were able to benefit fully from the lesson. Relationships are calm and purposeful.

Assessment is used most effectively, resulting in pupils having a very clear understanding of the targets which are set for them. They know what they have to do to improve. Marking is clear and consistent and invariably provides useful pointers to improve performance. Pupils say how much they value this. Teachers use their knowledge of their pupils' ability to plan lessons which ensure that all can make progress. Where groups or individuals appear to be making less progress than would be expected then interventions are put promptly into place to tackle this. Pupils often assess their own work and that of their peers so that they have developed a very good understanding of how to support each other.

The school has a stimulating and varied curriculum which meets the needs of all groups of pupils extremely well. The clear focus on the development of basic language and numeracy skills is reflected in the school's excellent outcomes. Many activities cross the

**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

boundaries between subject areas so pupils learn to see the links between different subjects. This encourages creativity and adds purpose to learning. Activities are often active and this develops independence and team working. Information and communication technology is used to great effect to support learning. Pupils benefit from an impressive range of sporting, musical and artistic activities.

Care, guidance and support of pupils are outstanding. Support for those who are vulnerable due to their circumstances is based on a thorough assessment of their needs and a detailed programme of support which is closely monitored. Parents and carers are involved with this process so that all the key partners involved know what is needed and when targets have been achieved. The school has achieved some impressive results to support children who might otherwise fail in school. The work of the school's learning support assistant has been pivotal to this work. The school's strategies to improve attendance are rigorous and include working closely with parents and carers. Daily checks are made when pupils are absent and it is made clear to all the impact of absence on pupils' progress.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher provides clear and determined leadership for the school. He has the full support of the recently appointed deputy headteacher and a team of experienced senior leaders. Staff work together closely to ensure the best possible outcomes and provision for pupils. There is a strong sense that everyone shares responsibility for evaluating the school's effectiveness and planning for improvement. This gives rise to an atmosphere of mutual respect and support and a shared drive to sustain the school's high reputation. Teaching is monitored systematically and thoroughly so that good practice is shared. Training is provided and examples of best practice are employed at Trinity. Rigorous monitoring of performance leads to the setting of high targets which are achieved and often exceeded.

The very effective governing body take a full and active role in the leadership of the school. They know the school extremely well. Each class has a governor attached to it so that awareness about what is working well and what could be better is based squarely on first-hand experiences and is properly shared. Governors provide excellent support but do not avoid asking challenging questions when needed.

The school benefits greatly from a wide range of partnerships. It works very closely with the local churches, other local schools in Skelmersdale and with sporting clubs including Preston North End FC and Everton FC. These links provide opportunities for pupils which

**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

otherwise might not be available. Partnerships with parents and carers are strong with many saying they feel welcome in school and that staff are readily available to discuss any concerns. The school's website, however, is out-of-date and does not provide an effective medium of communication. The school has firm plans in place to launch a new website. There is no place for discrimination at Trinity and the school ensures that all groups of pupils have an equal opportunity to succeed. The school's safeguarding systems are extremely robust and are monitored and evaluated regularly and thoroughly. This includes the security of the site as well as an appropriate focus on the suitability of staff and on the appointment of new staff. The school has active links with a school in Uganda and another with a more diverse ethnic and religious mix in the Burnley area. This, along with the school's active engagement with many local groups, means that community cohesion is very effectively promoted.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children generally enter the Early Years Foundation Stage with skills which are below those expected for their age. All make good progress particularly in acquiring language and social skills so that they are ready to start Key Stage 1 as confident and independent pupils. Children are happy and secure and develop positive attitudes to learning. They develop good social skills and learn to share and play with others. They have a good understanding of how to remain healthy and talk knowledgeably about what to eat and about the importance of regular exercise. They make choices and talk confidently about what they are doing.

The school has developed a lively and stimulating indoor and outdoor environment although currently children do not have free access to the outdoors throughout the school day and this limits the impact it has on the children's experiences. Teaching is good and



**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

staff skilfully use observations to plan for the next steps of learning. There is an appropriate balance of child-initiated and adult-led activities and staff engage children in helpful and supportive conversation to enhance their learning. Links with parents and carers are effective and include regular formal and informal contacts.

The Early Years Foundation Stage team works well together and has a shared sense of purpose and direction. Self-evaluation is thorough and honest and priorities for development are agreed. Action plans to secure improvements are realistic and helpful. Safeguarding procedures are continually reviewed so that they remain effective. A broad range of partnerships with external agencies such as the Lancashire Children's Integrated Services help to ensure that support for the specific needs of individual children is provided.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

About half of parents and carers responded to the questionnaire. This is well above the average for primary schools. A very large majority of responses were positive with many supportive comments. A very small minority of parents and carers felt that the school did not deal effectively with unacceptable behaviour. Inspectors considered the way the school dealt with unacceptable behaviour through discussions, including with pupils, observations in and around the school and by examining records of incidents. During the inspection, no evidence was found to suggest that the school did not deal effectively with such behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity Church of England/Methodist 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 131 completed questionnaires by the end of the on-site inspection. In total, there are 261 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	51	60	46	2	2	2	2
The school keeps my child safe	100	76	28	21	0	0	2	2
My school informs me about my child's progress	62	47	59	45	3	2	4	3
My child is making enough progress at this school	68	52	54	41	4	3	2	2
The teaching is good at this school	77	59	50	38	0	0	3	2
The school helps me to support my child's learning	59	45	62	47	2	2	2	2
The school helps my child to have a healthy lifestyle	55	42	70	53	2	2	2	2
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)	70	53	54	41	0	0	2	2
The school meets my child's particular needs	63	48	64	49	1	1	2	2
The school deals effectively with unacceptable behaviour	56	43	63	48	6	5	4	3
The school takes account of my suggestions and concerns	50	38	69	53	6	5	2	2
The school is led and managed effectively	69	53	58	44	0	0	2	2
Overall, I am happy with my child's experience at this school	86	66	41	31	1	1	3	2

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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



20 June 2011

Dear Pupils

**Inspection of Trinity Church of England/Methodist School, Skelmersdale, WN8 8PW**

Thank you for making us so welcome during our recent inspection of Trinity. We were particularly grateful to those of you who agreed to meet us during your lunch break. Thank you also to those of you who completed the questionnaire. All your responses were very useful.

Trinity is an outstanding school. We were very impressed by your excellent behaviour and how considerate you are towards visitors and towards each other. You work very hard and make outstanding progress. Your attainment is high and has been for a few years. We were also delighted to see how you make such an excellent contribution to your local community. The ARK (Acts of Random Kindness) project is greatly appreciated by the people of Skelmersdale.

Your teachers are outstanding and make sure you have interesting lessons and know how to improve your work. The areas you have for the Nursery and Reception classes are very stimulating and interesting. However, we think the younger children would gain even more from the outdoor area if they could use it more freely.

Yours is a very safe school and the staff have made sure that your safety and well-being are very well managed. We were pleased to hear you feel extremely safe and know how to keep healthy.

You are rightly proud of your school. Please try to help your teachers by always behaving as well as you did during the inspection, by always trying your best and by helping each other. Once again, thank you for your kindness and help.

Yours sincerely

Stephen Rowland

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).