

# Trinity CE/Methodist Primary School

Kiln Lane, Skelmersdale, Lancashire WN8 8PW

**Inspection dates** 20–21 October 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The warm, family feel at Trinity is due to the ethos of mutual respect and honesty created by the headteacher. Pupils' conduct around the school is excellent and has improved recently due to changes made to break- and lunchtimes.
- Provision in the Nursery and Reception classes are now outstanding. Children settle quickly, gain in confidence, concentration and creativity and make rapid progress to be ready for Year 1.
- Younger children and pupils in Years 3 to 6 make good sustained progress across a range of subjects, including English, mathematics, art and design and physical education (PE). Standards by the end of Year 6 are above average.
- Teaching, learning and assessment are effective in making sure disadvantaged and more-able pupils make the same and sometimes better progress than other pupils, particularly in Years 3 to 6.
- The school's promotion of pupils' personal development and welfare is outstanding. Pupils feel safe, nurtured, valued and looked after.
- Through the headteacher's effective leadership, the school has tackled the issues for improvement identified at the previous inspection. Pupils' behaviour has improved, as has the standards they attain and the progress they make, particularly in Years 3 to 6. Trinity is an improving school.
- Senior leaders and governors have an accurate view of the quality of the school. They are tackling the right areas that need improvement and continually check to see whether changes have been successful. As a result, teaching, particularly in reading, has improved.
- The governing body is skilled, knowledgeable and an asset to the school, providing supportive advice and challenge.

### It is not yet an outstanding school because

- The gap between the standards attained by disadvantaged pupils and those attained by other pupils nationally has widened in the last three years. The way in which the school has used the pupil premium has been unsuccessful in narrowing this gap.
- In mathematics, there are limited opportunities for pupils to solve problems or explain, justify or prove their ideas mathematically.

## Full report

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

- Make more effective use of the pupil premium to narrow the gap between the standards attained by disadvantaged pupils and those attained by other pupils nationally by:
  - targeting teaching to meet the needs and extend the skills of the average and more-able disadvantaged pupils
  - sharpening leaders' monitoring to focus more on the learning, skills and progress of disadvantaged pupils.
  
- In mathematics, increase pupils' ability to solve problems and explain, justify or prove their ideas mathematically by:
  - increasing the opportunities for pupils to solve problems, explain their ideas and thinking, justify ideas, explore general mathematical statements and prove or disprove their answers to problems
  - creating a plan to improve pupils' progression through the different stages of problem solving and reasoning.

## Inspection judgements

### Effectiveness of leadership and management is good

- The positive ethos in the school has been set and followed through by the headteacher who acts as a role model in his relationships with pupils and with other adults. The warm, family feel at Trinity is due to the ethos of mutual respect and honesty created by the headteacher. He has high expectations of pupil and staff behaviour.
- Equality is at the heart of Trinity, which means that there is no discrimination. There is a high-quality equality plan which is effectively implemented by staff. Consequently, pupils mix and work happily, regardless of age, gender or ability. There is also no discrimination or derogatory language in school because of a person's disability, sexuality, faith or belief or ethnic background.
- Since the previous inspection, senior leaders have successfully led improvements to the Nursery and Reception classes, to pupils' behaviour, to the quality of teaching in Key Stage 2 and to outcomes for more-able pupils. The senior leaders have an accurate evaluation about the quality of the school's work, and have identified the right areas in the school's action to tackle weaknesses identified through the school's assessment systems. Consequently, the school has good capacity to improve further.
- Senior leaders and governors check on the school's work by observing teaching, looking through pupils' work, consulting parents and pupils and by listening honestly to advice from outside of the school. Some of the checks are not as precise as they could be, or focused enough on the impact of teaching on the learning and gains in knowledge and skills by groups of pupils, such as disadvantaged pupils.
- External support from the local authority has helped to sharpen the improvement plan to enable governors to more easily assess whether actions have been successful. Its support has also been effective in helping the school to deal with past staffing issues.
- Middle leaders (teachers who lead subjects or lead aspects of the school's work) are effective. The teacher, for example, who leads provision for pupils who have special educational needs, has enabled teachers to have a thorough understanding of each pupil's personal circumstances, pastoral and academic needs. Pulling together this information in one place has allowed her to devise and check on useful teaching programmes. As a result, this group of pupils make good progress, particularly in the early years and in Years 3 to 6.
- The curriculum is well balanced and is supported by a wide range of after-school activities and trips. These are highly popular with and valued by pupils. Each half term there is a useful moral focus to the curriculum, for example, 'justice', which is used well to develop pupils' excellent social skills and increase pupils' spiritual and moral development.
- The curriculum has been adapted recently to have a greater focus on British values. Pupils have an increasing understanding of what it is like to be a citizen in Britain, what is right and wrong under the law and how to respect people of different backgrounds. Pupils' cultural understanding is mixed. Some pupils have a limited understanding of other faiths and beliefs and other countries.
- Leaders make good use of the sport premium to increase staff's skills in teaching PE and increase pupils' participation in competitive sport and extend the range of sporting activities.
- The pupil premium funding has been used effectively to make sure pupils make good progress across Key Stage 2, but it has not been effective in closing the attainment gap between disadvantaged pupils and other pupils nationally, or extending the skills of the more-able disadvantaged pupils. Once the gap has opened up earlier in the school, despite the fact that all pupils make progress, it is maintained rather than narrowed.
- **The governance of the school**
  - Governors have a good understanding of the school's assessment information and the quality of teaching. They challenge the school to improve, and question, in a positive way, senior leaders' decisions, such as the value and impact of creating a nurture class. Many of the school's statutory policies are high quality and the website meets statutory requirements. Governors are fully involved in the life of the school. They help to set the school's ethos and vision, and make strategic decisions that help to improve the school's work.
  - The governors are involved in the life of the school, attend frequently and have a good understanding of strengths, of data, of the quality of teaching and of pupils' behaviour from the headteacher's detailed, honest and useful reports.
- The arrangements for safeguarding and protecting pupils are effective. Staff are frequently trained and their skills updated. There are good systems in place to refer and to follow up child protection concerns. The very few incidents of behaviour and bullying do not have this same level of documented follow-up.

## Quality of teaching, learning and assessment is good

- Pupils enjoy school, work, homework and their lessons. Those who spoke with inspectors said they particularly enjoy PE and art and design. The headteacher's ethos of respect is also demonstrated in lessons. Adults listen to pupils' views and responses, speak to them politely and encourage pupils to participate fully, try hard, make mistakes and try to refine their work.
- In most classes, teachers make good use of resources to help them demonstrate what they want pupils to learn. They use their good knowledge of the subjects they teach to make their explanations clear, precise and helpful. In too many lessons, adults use incorrect standard spoken English, such as, 'You are sat beautifully' and 'You are stood', which is then reflected in pupils' language and writing.
- Teachers have appropriately high expectations of what they would like pupils to achieve. In English lessons, there were some very good examples of teachers not accepting simple answers to questions or not accepting simple sentences. Instead, they posed well-wordsed questions to make pupils think more deeply or to provide better answers. In one Year 6 lesson, for example, the teachers' shrewd questioning challenged pupils to infer and use higher-level reading skills to comprehend the meaning behind the text. The most-able pupils are challenged to include ever-more complex sentences. This method worked in 2015, where some pupils attained exceptionally high standards in writing, at a level more associated with students in Year 9.
- In mathematics, teachers enable pupils to make good progress in their calculation skills, particularly addition, place value and data handling. They do not always teach pupils to explain or reason their ideas or methods orally or in writing. Similarly, pupils' work shows little in the way of solving problems and puzzles, nor does it show many opportunities to prove or disprove mathematical statements.
- Teachers increasingly make good use of feedback and time for pupils to reflect. In a majority of classes, pupils think about and correct their work from the previous lesson. Most teachers base their teaching on what pupils could or could not do in the previous lesson. They monitor the learning of all pupils in the class and give instant helpful tips and advice for improvement. At Trinity, this method is having an impact on accelerating pupils' progress, particularly in reading and writing.
- Teaching of phonics (the letters that sounds represent in words) is thorough and increasingly effective. Pupils are able to decode words and use their knowledge of phonics to make accurate attempts at spelling more complex words.
- Teaching in PE enables pupils to develop problem solving and tactical awareness, while at the same time increasing their skill levels. In art and design, pupils make good progress in their drawing and artistic skills. In other subjects such as science, history and geography, some pupils' work shows that their writing skills are not extended as fully as they could be. In a few cases, for example, pupils who could write well in sentences were constricted by worksheets that only require an odd word or to colour in something. This method of teaching in these subjects works in developing historical, geographic and scientific skills but is not helping pupils to maximise their writing skills.
- The teaching of pupils with special educational needs is mixed. In Years 3 to 6 it has been successful in enabling almost every pupil to make the expected progress from their starting points. This is because of carefully designed teaching targeted at what pupils need to work on next. It is less successful in Key Stage 1.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The ethos set by the headteacher and senior leaders, followed up consistently by all adults, is one of openness and fairness. They put the needs and aspirations of pupils and their families at the heart of all decisions.
- There is a lovely atmosphere in and around the school, and the pupils are a delight. Those that spoke with inspectors talked about a sense of belonging, and they are proud that Trinity is their school. Year 6 pupils are used well to support, define and contribute to the school ethos. They spoke proudly of being buddies to younger pupils, taking up many jobs around the school and having the chance to contribute through, for example, the school council, eco council and ethos groups. Pupils enthusiastically take on projects through fundraising, performances and being involved as good citizens in the local community.

- Staff and most parents and pupils agree that pupils feel safe at all times. Pupils understand how to keep themselves and others safe in different situations. They know how to avoid dangers of smoking and drug and alcohol abuse. They know how to act safely around roads and water and understand how to avoid and respond to the dangers of fire. They act responsibly and safely with equipment, such as at breaktime and in PE and science lessons. There are few accidents. All staff are alert to pupils' welfare and take quick action to refer and report incidents.
- Pupils trust adults to take action to resolve any concerns they have and to sort out any rare incidents of derogatory language, name-calling or bullying. Pupils and the school's own documentation identified few if any, cases of racism, homophobia or bullying relating to someone's special educational needs. Pupils are well versed in the dangers of using the internet and social media and how to avoid dangers. They also have a growing understanding about how to avoid getting involved in extremism.

### **Behaviour**

- The behaviour of pupils is good. There is a good working atmosphere in most lessons. They listen keenly to the teachers' explanations, are eager to answer and get on with their work. The main reason why this judgement is not outstanding is because, in a few classes, some pupils are slow to start work or quietly become off-task and start fidgeting or messing around with equipment. As a result, particularly in Years 1 and 2, the off-task behaviour slows progress.
- Around the school, pupils' behaviour and conduct are excellent. They are aware of behaviour systems, which are applied consistently. A range of staff told inspectors that pupils are polite, friendly and well-mannered. Part of this is due to teachers' high expectations of good manners and conduct.
- Pupils and staff said there has been an improvement in behaviour since senior leaders made changes to the structure and timing of break- and lunchtime. It has meant there is more space and more equipment for pupils. As a result, squabbles and arguments have decreased.
- Staff deal very well with pupils with specific or more complex behaviours, for example, anger issues, conformity issues, relationship issues. The staff's work has resulted in some significant improvement to individual pupils' behaviour and attitudes. There are very few incidents of serious behaviour and few exclusions.
- The number of pupils who are persistently absent from school has fallen, and is now very small. Attendance of disadvantaged pupils and of pupils with special educational needs is low in the published data about the school. There are, however, significant mitigating factors that impact negatively on the data, including pupils' medical needs. The school's systems to promote and increase attendance are comprehensive and are having a positive impact.

### **Outcomes for pupils**

### **are good**

- Pupils' outcomes in English are strong. In reading they make rapid progress, initially by developing skills in splitting words into different sounds using their understanding of phonics. Pupils then, throughout Key Stage 2, make good progress in developing higher-order reading skills, such as using the text to deduce information, to think about the author's choice of words and sentences and to learn about different types of fiction and non-fiction.
- Reading is high profile, so while at school, pupils read a wide range of books and non-fiction texts. Almost every pupil attained the expected Level 4 by the end of Year 6 in 2015, and over half attained a higher level.
- In writing, children start school being able to make simple representations of words using marks. In Years 1 and 2, pupils move quickly onto writing phrases and sentences with confidence. They continue to make good progress in Key Stage 2, so that by the end of Year 6 almost every pupil attains the expected level and shows an ability to write for different audiences and in different styles using correct punctuation and grammar.
- In 2015, every pupil, including those with special educational needs, those who are disadvantaged and the most able made at least expected progress in writing. Pupils' work shows good development of writing skills, but their writing is sometimes not extended enough in other subjects, particularly in Years 1 and 2, in science, history and geography.
- In mathematics, pupils quickly develop an ability to count forwards and backwards and an ability to calculate accurately using whole numbers and decimals. They develop skills to recall number facts quickly, and to use these in a variety of calculations, so that by the end of Year 6 over half of pupils now attain the higher Level 5.

- Pupils' development and progress in solving problems is slower. They do not always have as many chances as they could to explain their answers orally and in writing. Similarly, they do not have many chances to solve puzzles, problems and apply their number skills in, for example, proving or disproving mathematical statements.
- By the end of Years 2 and 6, the attainment gap in reading, writing and mathematics between disadvantaged pupils and other pupils nationally has widened in each of the last three years. Some of this is because in the past there has been such a wide gap at the end of Reception which has been narrowed across the school a little but not enough. The school's assessment information shows that this gap is closing in some year groups but remains wide in others. The school focuses too little on the more-able disadvantaged pupils, and doesn't make sure they attain the highest possible standards.
- Outcomes in some other subjects are strong. In PE, for example, the school has taken part in and won many trophies and competitions. During the inspection, a team competed with accomplishment in tag rugby. Pupils design and create some good quality art work using inspiration from known artists such as O'Keeffe. They increase their drawing and sketching skills demonstrated in sketch books.
- Pupils who are most able achieve well. They make good progress and attain high standards. In 2015, some of the most-able pupils attained exceptionally high standards in writing.
- The progress of pupils who have special educational needs is mixed. In Years 3 to 6 they make the same progress as their peers, which, given their special educational needs, indicates that the teaching and support has been very effective. Pupils' work in Years 1 and 2 indicates slower progress for this group, sometimes because the work is not targeted well enough at what these pupils need to work on next.
- Other outcomes are also good. The school nurtures, encourages and teaches pupils to be confident, resilient, to persevere, participate and have positive attitudes to work and to others. They show high aspirations and hopes for the future.

## Early years provision

## is outstanding

- Outcomes for children in Nursery and Reception have improved in each of the last three years. A much higher proportion, in line with the national average, now leave Reception with the skills, knowledge and development that they need to be ready for Year 1. Attainment is improving quickly and reflects the rapid progress children make from their different starting points, particularly in physical, personal, social and emotional development, and in children's knowledge and understanding of the world.
- Children leave Reception confident, able to concentrate, and with improved reading and writing skills. In 2015, for the first time, there were no gaps in attainment between children born in the summer and those born in the autumn, or between disadvantaged and other children. The school's assessment information indicates this trend is likely to continue.
- The use of assessment is outstanding. Teachers' planning is dynamic and changes very quickly to meet the needs and interests of children. Plans often change mid-session, based on the information teachers gather from monitoring the class so effectively. Teachers identify each child's next step and devise activities that will develop ever-more complex skills.
- Teaching is highly effective. The staff at Trinity use a range of teaching methods, including small group, whole-class and individual teaching. Teachers use effective open-ended questions to develop children's language and number skills. They develop children's increasing independence and set activities that are exciting and enable children to explore, imagine and create. In one class, the teacher gave an animated explanation linked to yesterday's learning, when the evil frozen peas came to school and tied up the superhero vegetables. The adults acted as a team and inspired children to find and develop ways to rescue the superhero vegetables. Some children worked together to work out the number combinations to unlock the padlock, while some weighed and measured vegetables and others went away to devise questions to ask the police.
- Children learn in a safe environment and are very well cared for and supported by adults. They are taught to be independent but conscious of safety. Two girls, for example, at snack time, made toast themselves in an electric toaster and counted accurately to 30 before extracting the toast with plastic tongs. They took safety precautions and understood fully how to avoid dangers.
- Links with parents are very effective. Parents with whom inspectors spoke commented that transition from home into the Nursery is smooth and efficient. The staff are caring and understanding. After only a few weeks, children settle into routines and start to develop independence, perseverance and concentration. No time is wasted.

- The leadership of the early years is highly effective. It has delivered improvement in outcomes and teaching since the previous inspection, has improved access to, and the quality of, learning outdoors. Leaders have invested in training staff. The local authority has supported the development of adults' subject knowledge and this has shown an impact in improving the quality of interactions with children.

## School details

<b>Unique reference number</b>	119406
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10002584

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Christopher Spittle
<b>Headteacher</b>	Mr Richard Kershaw
<b>Telephone number</b>	01695723878
<b>Website</b>	<a href="http://www.trinity.lancs.sch.uk">www.trinity.lancs.sch.uk</a>
<b>Email address</b>	head@trinity.lancs.sch.uk
<b>Date of previous inspection</b>	16 June 2011

## Information about this school

- This is an average-sized primary school in which most pupils are White British. A higher proportion than average stay at Trinity throughout their primary education.
- The proportion of pupils known to be disadvantaged, because they are looked after by the local authority or are known to be eligible to receive free school meals, is similar to the national average.
- The proportion of pupils identified as having special educational needs or a disability is slightly lower than the national average. There are currently no pupils known to have a disability.
- In 2014 and 2015, the school met the government's current floor targets (these are the minimum expectations of pupils' attainment and progress by the end of Year 6).



## Information about this inspection

- Inspectors observed teaching in each class and looked through pupils' work. They looked at the school's assessment information for pupils currently at the school as well as the results of the national assessments at the end of Year 6 in 2015.
- To gather pupils' views, they met and talked with pupils around the school, including at lunchtime and breaktimes and met more formally with three groups of pupils.
- Inspectors met parents at the start of the school day and looked through the answers given by 46 respondents to Ofsted's online survey, Parent View.
- Inspectors looked through a wide range of documentation and evidence, including the school's self-evaluation, improvement plan and information to show how they safeguard and protect pupils. They held discussions with a wide range of staff, four members of the governing body and a representative of the local authority.

## Inspection team

Allan Torr, lead inspector

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Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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