

# Trinity Church of England/Methodist Primary School, Buckshaw Village

Unity Place, Buckshaw Village, Lancashire, PR7 7HZ

**Inspection dates** 30 June–1 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher is relentless in her pursuit to ensure that all pupils achieve their very best. She has successfully led improvements in teaching and achievement, and reduced the number of exclusions for poor behaviour.
- The governing body has a wide range of skills and expertise which helps the school enormously. Governors are fully involved with school activities. They are knowledgeable about the school and ensure that the needs of pupils are met.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well.
- Pupils enjoy coming to school and want to do their very best. Attendance is above average.
- Most pupils' behaviour is good in lessons, around the school and at break times. Pupils are happy, very well-mannered and take a pride in their school.
- Pupils feel safe and have a good understanding of how to stay safe when using the internet and around roads.
- The quality of teaching is outstanding. Teachers have high expectations of what pupils can achieve and they set work that challenges pupils very well.
- Pupils' good attitudes in lessons support their learning well. Most pupils have a thirst for learning in whatever subject is being taught.
- Teachers mark pupils' work thoroughly and give them clear guidance on how to improve.
- The achievement of pupils is outstanding. Pupils make outstanding progress in reading, writing and mathematics.
- Children are given an excellent start in the Reception class. Staff have very high expectations of children. They provide a wide range of exciting and stimulating activities in the classroom and outdoor area. As a result, children thoroughly enjoy their learning and achieve extremely well from their individual starting points.

### It is not yet an outstanding school because:

- Too many parents have concerns about behaviour and pupils' safety.
- Pupils have limited understanding about how to protect themselves from more extreme behaviour.
- There are good systems to follow up safeguarding incidents, but the school's work to prevent derogatory language and poor behaviour has not yet been fully effective.
- The school's analysis of behaviour incidents is not robust enough.

## Information about this inspection

- The inspectors observed teaching and learning in a range of lessons, two of which were observed jointly with the headteacher and deputy headteacher.
- Discussions were held with the headteacher, staff, pupils, parents and governors.
- The inspectors observed break time and talked regularly with pupils as they moved around school. The inspectors scrutinised pupils' work and listened to pupils read.
- A wide range of the school's documentation was scrutinised, including systems for tracking pupils' progress, safeguarding arrangements and the school development plan.
- The inspectors took account of responses to the school's most recent questionnaire for parents alongside 145 responses from Ofsted's online questionnaire (Parent View).
- The inspectors analysed 23 questionnaires completed by staff.
- One of Her Majesty's Inspectors visited the school for one day to gather additional evidence. He spoke with four groups of pupils about behaviour in and around school and considered the Lancashire survey of the views of Year 6 pupils. He also considered the school's systems for monitoring and managing behaviour and safety.

## Inspection team

Sue Sharkey, Lead inspector	Additional Inspector
Gary Raymond Bevin	Additional Inspector
Kevin Ward	Additional Inspector
Allan Torr	Her Majesty's Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- As a result of ongoing local housing development there has been a very high proportion of pupils joining the school part way through their education.
- The proportion of pupils from minority ethnic backgrounds and pupils who speak English as an additional language is below the national average.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority).
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- Seven teachers and seven teaching assistants have joined the school since January 2014.
- The school offers full-time education for Reception aged children.
- The school has been awarded the Behaviour Quality Mark gold award.

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

- Ensure that pupils have more opportunities to solve problems and to use their mathematical skills in different subjects.
- Strengthen the curriculum so that more emphasis is placed on preventing poor behaviour and derogatory language through developing greater respect for others.
- Strengthen systems to log, record and analyse behaviour incidents to make sure that incidents of poor behaviour are reduced, particularly at break and lunch times.

## Inspection judgements

### The leadership and management are good

- The headteacher and the deputy headteacher work relentlessly to ensure that all pupils are given every possible opportunity to succeed. They work extremely well together and have established a strong, effective staff team since the school opened.
- Procedures are exceptionally well organised and fully focused on raising achievement, improving teaching and enhancing staff accountability for pupils' performance. Senior leaders analyse information about pupils' progress rigorously and know pupils well. This means that they identify any underachievement immediately and intervene quickly to make sure that any issues are tackled at an early stage to ensure that all pupils have an equal opportunity to succeed.
- Middle leaders manage their areas of responsibility very effectively. Middle leaders have clear systems for checking on the progress of pupils regularly and ensure that appropriate challenge is in place for all groups of pupils. The quality of teaching is monitored regularly through a rigorous and wide-ranging programme of activities which includes discussions with pupils, lesson observations and checking work in pupils' books.
- The school uses the pupil premium funding very effectively to ensure that disadvantaged pupils are able to take part in all relevant school events and activities and to improve their progress through one-to-one or additional group support.
- The leadership of teaching is excellent. The school has a well-structured system for the management of staff which is linked to training, pupils' performance and teachers' pay. Staff morale is high and all who completed the questionnaire were positive about the leadership and management of the school.
- A significant minority of parents who responded to Ofsted's online survey did not feel their children are safe and did not feel the school deals well with behaviour. A much larger proportion of parents was very supportive of the school and valued all the school does. Senior leaders work closely with parents, keeping them well-informed and notified of school developments and events through newsletters, the website and text messaging, but there are some parents who feel that the school does not keep them well informed.
- Senior leaders promote equality and try to tackle discrimination. Evidence indicates however that this work is not always entirely successful in eliminating discriminatory behaviour amongst pupils.
- The school has strong links with the local authority, which is supporting the school extremely well as the school develops and the number of pupils on roll continues to increase. The local authority has been effective in helping the school to manage issues with pupils' behaviour and with complaints from parents.
- The school promotes pupils' spiritual, moral, social and cultural development well through a balanced and rich curriculum. The curriculum is good, but has not been as effective as it could be in helping pupils to respect other people, particularly in relation to how they look. Pupils take part in and enjoy a wide range of sports as well as many after school clubs, for example scrabble, storytelling, gardening or sewing. Pupils enjoy high quality music provision and can learn to play the flute, guitar or the keyboard, as well as join the school choir.
- The school actively promotes British values. Pupils value the school council and what it does to help improve the school. Each class nominates and votes for their pupil representative on the council. Members of the council are proud of their role and the part they play in helping to improve the school. The curriculum is less effective in helping pupils to respect and get on well with people of different abilities, genders, races and sexualities.
- The school has used its primary school sport funding successfully to engage pupils from the early years to Year 6 in a wide range of sports and team activities. Pupils can also take part in learning to ride their bicycle or scooter safely, road safety, early morning 'wake and shake'. All of this contributes well to pupils' health and well-being.
- Safeguarding arrangements are effective and meet statutory requirements. The school follows procedures efficiently and thoroughly when there has been an incident and involves different agencies quickly to ensure that pupils are kept safe. The school checks on the background of adults who work at the school thoroughly, including carefully checking their references.
- Governors, leaders and all staff work closely together to ensure that pupils have a safe environment in which to learn; however, more could be done to prevent occasional poor behaviour happening at lunch and break times. Senior leaders no longer analyse behaviour incidents, for example to check whether it is the same children who are victims of derogatory language. Similarly, because there is no strategic analysis, the curriculum has not been adapted to tackle patterns in weaker behaviour. There is a large gap between the number of logged incidents and the number of incidents reported to inspectors; this, in part, is because there are some weaknesses in reporting incidents. There have been no recorded racist

incidents in the last four years, but a small number of pupils said there was some racism in the school in the form of not playing with, sharing equipment with or speaking with pupils who have a different coloured skin.

#### ■ The governance of the school:

- Governance is effective. The governing body has high expectations for the school. It challenges the school about its performance and is fully involved in checking how the school is doing. Governors make regular visits to observe the work of the school at first hand. They monitor the school's finances well and are pleased that the pupil premium funding and the primary school sport funding are having a positive impact on pupils. They have a clear picture of the quality of teaching and are confident that they could tackle weak teaching. Governors are involved in overseeing targets for teachers. They ensure that there are clear links between the quality of teaching and salary progression. Members of the governing body check that procedures to keep pupils safe are followed and the school meets the requirements for safeguarding, but they do not receive frequent information about types of accident or types of behaviour incidents that happen in school.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Most pupils and a majority of parents agree. Adults show respect for pupils and in general, this is mirrored in the way pupils treat and care about each other. The number of pupils excluded from school because of poor behaviour has fallen significantly over the last three years and is now very low. The school has worked effectively with individual pupils and has successfully reduced incidents of poor behaviour and increased their attendance and readiness for school.
- Pupils of all ages are polite and courteous in lessons and on the playground. A few pupils talked to inspectors about some low-level poor behaviour at break and lunchtimes, including pushing and shoving in lines and messing about behind the outdoor classroom. Some pupils feel frustration that when they tell adults of incidents, they are called names by their accusers after adults have dealt with the incident.
- Pupils display a positive attitude to school. In lessons most pupils are attentive and keen to learn. Pupils who spoke with inspectors said that lessons, particularly in the afternoon, are occasionally disrupted by silly behaviour or by pupils calling out, preventing others from answering the questions. Most pupils demonstrate respect, courtesy to adults and each other, and respond extremely well to the high expectations that teachers have of them.
- Pupils' attendance is above average.

#### Safety

- The school's work to keep pupils safe and secure is good. Pupils say that the adults in school protect and help to keep them safe. They appreciate the safety systems in place, such as keeping the site secure.
- Most pupils know how to stay safe when using the internet, for example in protecting their passwords, and understanding information they should never share with others online. They also have a good understanding about how to ride their bikes safely and about road safety. A few pupils, however, were teased and called 'a baby' by others for following correct safety procedures, such as wearing a helmet.
- Pupils know what bullying is and the different forms it takes including, physical, verbal and cyber-bullying. Most pupils said that bullying is rare, but there are occasional incidents of derogatory name-calling relating to someone's appearance or someone's intelligence. Some older pupils use the terms 'lesbian' and 'gay' in a derogatory way, yet there are very few records of this language recorded in behaviour logs.
- Pupils have a more limited understanding of more extreme behaviour, such as being involved in crime, gangs, or extremist beliefs. The school has a good system to be alert to and respond to extreme behaviour.
- There has been one serious incident and a small number of other incidents about which parents have complained to Ofsted. The school's procedures for following up incidents are thorough, supportive and detailed. They involve outside agencies appropriately and take each complaint very seriously. More could be done by the school to prevent incidents from happening, such as thorough and detailed analysis of accidents and behaviour incidents, improving communication between teachers and lunchtime staff.
- Members of the school council talk enthusiastically about the work it does in raising funds to help the school continue to improve. Funds are raised for charity and pupils were eager to talk about the plans to initiate a walking bus to ensure that pupils are safe on their way to school.

**The quality of teaching****is outstanding**

- The quality of teaching in school is outstanding. As a result, pupils make outstanding progress. The vast majority of parents who responded to the school's most recent questionnaire agree.
- Teachers use their detailed knowledge of the pupils to plan learning activities that are well matched to what they need to learn. Pupils show high levels of engagement and productivity because they are enthused about their learning.
- The school ensures that pupils are highly skilled in working together. Teachers encourage pupils to learn from each other and to think continually about different ways to tackle their work. Pupils enjoy working in pairs or groups, for example in evaluating and improving their work. This method was seen during the inspection when pupils in a Year 6 lesson were learning the spelling of challenging words. They collaborated extremely well when checking the meanings of the words in dictionaries and using the words in sentences. Pupils rose to the teacher's high expectations of them with enthusiasm in this challenging task.
- The high quality teaching of English and mathematics and strong emphasis on developing reading and writing skills has successfully raised standards throughout the school.
- Teachers' marking is regular and of a high quality. Pupils are given constructive feedback about what they have done well and what they need to do to improve. They are given the time to respond to advice and this ensures that pupils' achievement accelerates.
- Teachers know their pupils very well and constantly check that pupils understand the work they are given in lessons, so that pupils make the progress intended.
- Relationships between teachers, teaching assistants and pupils are good and this greatly encourages pupils' positive learning attitudes. Teaching is helped enormously by the contributions of very competent teaching assistants, who work closely with teachers to support and guide pupils in their work.
- Topics and homework activities provide many interesting opportunities for pupils to apply their learning and to practise computing, reading, writing and mathematical skills across different subjects. However, pupils do not get enough opportunities to use the wide range of skills they learn in mathematics in other subjects and there are missed opportunities to develop pupils' problem-solving skills.

**The achievement of pupils****is outstanding**

- Pupils build on the excellent start made in the early years. All groups of pupils in Key Stage 1 and 2 make outstanding progress. The vast majority of parents who responded to the school's most recent questionnaire agree. During the inspection, parents told inspectors they were pleased with the progress their children have made.
- Since the previous inspection, pupils have made faster progress through Key Stage 1 and standards have risen to significantly above average.
- Reading is promoted well and pupils of all ages and abilities are avid readers. From a young age, pupils recognise the importance of the author's name on the front of a book and know that if they look at the back they will be able to find out what the book is about. Phonics (matching letters to the sounds they make) is taught regularly and continues to help pupils improve their reading and writing skills. In the 2014 phonics screening check, 95% of Year 1 pupils met the expected standard. Recent teacher assessment shows a high proportion of pupils in Year 2 are exceeding the progress that is expected of them in reading.
- Many more pupils than the national average join the school part way through each year group in Key Stage 2. This has had a negative impact on the overall attainment figures for pupils at the end of Year 6. Pupils have reached average standards, but work in pupils' books as well as in lessons indicates that pupils are making outstanding progress. They are currently working at standards that are above the national average.
- Disabled pupils and those who have special educational needs are very well supported and make outstanding progress. Pupils who speak English as an additional language or are from ethnic minorities also achieve extremely well. Excellent team leaders, teachers and teaching assistants contribute to this success. Rigorous and regular assessment is made for all groups of pupils and this information is used to identify any support or additional intervention needed. The most able pupils are challenged well and so they achieve highly. In the 2014 national tests, a much higher than average proportion of pupils achieved Level 5 in reading and English grammar, punctuation and spelling. An above average proportion of pupils achieved the same level in mathematics. The rigorous and meticulously checked records of pupils' progress show that a higher proportion of pupils are currently working at the highest level, Level 6, in

mathematics.

- The pupil premium funding is used well to ensure that disadvantaged pupils make excellent progress. The funding is used successfully to support these pupils and enrich their time in school. The number of pupils eligible for funding is small and makes any comparisons with other pupils in school or pupils nationally unreliable.

### The early years provision

is outstanding

- All groups of children, including disabled children and those who have special educational needs, make rapid and sustained progress. Children are extremely well prepared when they enter Year 1. Their progress is outstanding due to highly focused learning and staff who are very good at moving children on in their learning.
- The quality of teaching in the early years is outstanding. Teachers and teaching assistants show an excellent understanding of how children learn. Teaching is creative, imaginative and inspirational. As a result, children of all abilities are inspired and highly motivated to learn. Inspectors saw that children thoroughly enjoyed counting to music. They doubled numbers very quickly, using their fingers to show accurate answers. This excited the children and successfully motivated them to learn.
- There is a highly effective blend of adult-led activities and activities chosen by children. Children have many opportunities to explore, be imaginative and enjoy learning on their own. Adults carefully check on how well children are progressing and provide useful guidance and prompts when needed.
- The stimulating indoor and outdoor activities are challenging and set at the right level for children's different abilities and learning needs. Outdoor learning reflects the learning opportunities in the classroom and is one of the many strengths of the early years. Excellent use is made of this well-equipped area. Children quickly become absorbed in their learning because activities motivate them to want to learn.
- Children behave extremely well and get on happily with each other. For example, inspectors saw two boys thoroughly enjoying playing cymbals, while a few children took a journey on their train and others enjoyed sensibly watering plants in their garden.
- Excellent leadership of the early years has ensured that children are safe and adults work closely with parents. Robust systems for recording children's progress are in place and as a result, learning activities are well matched to children's needs.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135860
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	461709

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 aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	339
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicki Miller
<b>Headteacher</b>	Jill Wright
<b>Date of previous school inspection</b>	6 March 2012
<b>Telephone number</b>	01772 624416
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