

Inspection of a good school: Trinity Church of England/Methodist School

Kiln Lane, Skelmersdale, Lancashire WN8 8PW

Inspection dates:

9–10 January 2020

Outcome

Trinity Church of England/Methodist School continues to be a good school.

What is it like to attend this school?

Trinity is a happy, friendly and welcoming place to learn. Pupils feel safe and enjoy attending. All staff have high expectations of pupils and look after them well.

Pupils follow a broad and interesting curriculum which helps them to achieve well. They develop into increasingly resilient learners. Pupils' experiences are enriched by lots of additional opportunities available after school. These include football and dance clubs. Pupils also enjoy trips, such as to music concerts and places of interest. They are keen to contribute to school life. Pupils learn leadership skills. They enjoy being monitors and play leaders for younger children. Pupils with special educational needs and/or disabilities (SEND) are included in all activities.

Pupils, including children in Reception, are polite and well-mannered. Pupils who spoke to inspectors said that bullying is rare and, if it does happen, staff deal with it quickly.

Parents and carers are overwhelmingly positive about the school. They particularly praise the nurturing and caring environment in the school.

What does the school do well and what does it need to do better?

The recently appointed headteacher, along with staff and governors, has created a welcoming community where everyone feels valued. Leaders have planned a broad and creative curriculum which helps pupils to learn topics in a logical way. Leaders carefully check the curriculum and change it when necessary, so that it meets the needs and interests of pupils. Pupils learn more and remember more. They are well prepared for the next stage of their education.

Leaders promote pupils' reading well. Pupils develop a love of reading. They read regularly and access a wide range of well-chosen texts across the curriculum. By the time they leave school, most pupils develop into confident, fluent readers.

Staff have strong subject knowledge of phonics. In 2019, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check was not high enough. Leaders recognise that pupils need to improve their phonics knowledge. They have strengthened the phonics curriculum and introduced better systems to identify pupils who need support more quickly.

The mathematics curriculum is organised effectively. Teachers have benefited from effective training. They have good knowledge of this subject. Pupils develop accurate problem-solving and reasoning skills and are confident in their number work. In 2019, pupils achieved well in mathematics, especially at the end of key stage 2.

Most subjects in the wider curriculum are well planned. Teachers know what to teach and when. Pupils revisit topics that they have learned in the past in subjects such as music and physical education. This helps them to build on what they already know. In science, pupils used their previous learning about animals to explain how animals adapt to different habitats. The planning in some subjects, such as modern foreign languages and design and technology, has been developed more recently and has not had time to be fully delivered. Leaders have identified that further work is required to embed these changes.

Pupils with SEND are fully involved in learning across all curriculum areas. Teachers understand the individual needs of these pupils and plan their learning well. All staff support pupils with SEND effectively. This helps them to achieve well.

Pupils treat each other with respect. They learn about other faiths, such as Islam and Sikhism. This helps them to appreciate those who are different to themselves. Pupils said their voice is heard, for example through the ethos committee. They value the rewards that they receive for their achievements. Leaders have worked closely with families to improve pupils' attendance over time.

The early years setting is a bright, happy and safe environment. Staff know the children and families exceptionally well and work closely with them. Staff ensure that the needs of all children are met. There are a range of well-matched opportunities which build on what children already know and can do. This helps children to settle in quickly and increasingly make strong progress from their starting points in all areas of their learning.

Staff are unanimously positive about the support that they receive from leaders. All say that they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that safeguarding is a key priority at Trinity. Staff place a high importance on pupils' mental health and well-being. They know pupils and their families well and take their well-being seriously. Staff and governors are well trained. They know what to do if they have concerns about pupils' safety or welfare. Leaders also

work skilfully with a range of outside agencies to protect vulnerable pupils. Pupils know how to keep themselves safe, including when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check was below average in 2019. Leaders have recently improved the phonics curriculum. Leaders must ensure that it is now embedded so that more pupils gain the phonics knowledge that they need to become successful readers.
- The changes leaders have made to the curriculum in some subjects, such as design and technology and modern foreign languages, are very recent and are not yet fully embedded. Leaders need to embed the changes they have made in these subjects, so that they are delivered to the same high standards as English and mathematics are. This will ensure that pupils learn more and remember more.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Trinity Church of England/Methodist School to be good on 20–21 October 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119406
Local authority	Lancashire
Inspection number	10110997
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Rev. Christopher Spittle
Headteacher	Mr Tony Currie
Website	www.trinity.lancs.sch.uk/
Date of previous inspection	20–21 October 2015

Information about this school

- The most recent statutory inspection of Anglican and Methodist schools was completed in May 2016.

Information about this inspection

- I met with three governors, including the chair of the governing body. I also met with a representative from the local authority.
- I met with several school leaders, including the headteacher, the deputy headteacher, the early years leaders and the leader for SEND.
- I took account of the 15 responses to the staff questionnaire.
- I considered the following subjects in depth as part of the inspection: early reading and phonics, mathematics and science. Inspection activity in these included: evaluation of curriculum planning, visits to lessons, scrutiny of pupils' work, listening to pupils read, and discussions with subject leaders, teachers and teaching assistants. I also held discussions with pupils about their learning in these subjects.

- I looked at safeguarding procedures and scrutinised records for safeguarding and pupils' behaviour. I checked pupils' attendance and teachers' training records. I spoke to staff and pupils to evaluate their understanding of safeguarding procedures.
- In addition to the subject-focused activity, I checked the quality of provision in the early years. I also looked at how the wider curriculum was organised across the whole school. I looked at improvement planning and several of the school's policies.
- I observed pupils' behaviour in lessons and around the school. I also spoke to pupils about school life and their views on personal development and behaviour.
- I took account of the 32 responses to Parent View, Ofsted's online questionnaire.

Inspection team

Gary Bevin, lead inspector

Ofsted Inspector

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