

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

Unity Place, Buckshaw Village, Chorley, Lancashire PR7 7HZ

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Inspection dates: 11 and 12 October 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils said that there is a real sense of community at Trinity Church of England/Methodist Primary School. Pupils explained how they live out the school's motto of 'Living life in all its fulness'. They are happy and safe, and they enjoy their learning. Staff greet pupils when they arrive at school with a warm, friendly smile. Pupils said that they look forward to learning each day.

Leaders have high expectations for pupils' achievement, including pupils with special educational needs and/or disabilities (SEND). Teachers also expect exemplary behaviour from pupils. Children in the early years settle well into school life. They learn routines quickly. Pupils' and children's concentration in lessons is impressive. They fully absorb themselves in their learning. Most pupils and children achieve well across a range of subjects.

Pupils said that bullying is extremely rare. They told inspectors that if bullying did happen, they would be confident that staff would sort it out quickly.

Pupils experience an exceptional range of enrichment activities. For example, pupils told inspectors how they like to take part in the 'daily mile' every day. They also benefit from mindfulness sessions. Pupils explained that these activities help them to keep physically and mentally healthy. They also enjoy taking part in a range of clubs, including fencing, netball, badminton and coding.

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

Leaders are ambitious for all pupils. They ensure that pupils receive a broad and balanced curriculum. The curriculum in the early years is well designed. Leaders are determined that pupils should achieve well. Overall, at Trinity Church of England/Methodist Primary School, children in the early years and pupils are well prepared for the next stages of their education.

Across most subjects, and in the early years, leaders have set out the necessary knowledge that pupils and children should learn. Most recently, leaders have successfully overhauled the mathematics curriculum. As a result, in mathematics pupils are now deepening their subject knowledge.

Despite the overall strengths in the curriculum, in a minority of subjects, leaders have not finalised their curriculum thinking. In one or two subjects, leaders have not identified all the essential knowledge that pupils must learn. Occasionally, in these subjects, some pupils find it more difficult to remember or apply their learning in different contexts. Sometimes, this means that a few pupils do not achieve all that they could.

Teachers present information clearly to pupils and children in the early years. They use assessment information to identify who might require additional support in

lessons, including pupils and children with SEND. They skilfully make any changes to the delivery of the curriculum to ensure that pupils achieve well.

Leaders put reading at the heart of the school's curriculum. They teach pupils that secure reading knowledge is the window which opens the curriculum. Leaders make sure that pupils begin to learn to read at the earliest opportunity. They make sure that all staff receive high-quality training to deliver the phonics curriculum. Staff assess pupils' learning and development often. They quickly spot any pupil who needs extra help. Pupils receive appropriate support to make sure that they catch up in a timely manner.

Pupils develop a love of reading. Children in the early years benefit from learning rhymes and songs. Pupils enjoy visiting the school's well-stocked library where they can select from a wealth of books. They were keen to tell inspectors about their recent 'Poetry in a Pocket Day'. They said that they enjoy the texts that they study, including books which celebrate diversity and other cultures.

Staff identify pupils with SEND quickly. Staff receive high-quality training to make sure that they can adapt the delivery of the curriculum so that pupils with SEND achieve all that they should. Leaders work well with specialist teachers when required.

Pupils' behaviour is exemplary. They have positive attitudes to their studies. Disruptions to learning are extremely rare. Pupils, and children in the early years, are polite to each other, and to staff and visitors. Their conduct is praiseworthy. Pupils' rates of attendance are exceedingly high.

Pupils' wider personal development weaves throughout the curriculum and beyond. They benefit from a wealth of opportunities to develop their character. For example, pupils successfully contribute to the different councils that they can join, including the school, eco and worship councils. Pupils are also immersed in learning about different relationships. This deepens their understanding of tolerance and respect.

The clubs that pupils attend foster their talents and interests. All pupils, including pupils with SEND, benefit from these opportunities. This is because leaders ensure that they remove any barriers that might prevent pupils from attending enrichment activities.

Governors and the headteacher articulate with confidence the strengths relating to the quality of education. Staff spoke highly of the support they receive for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is at the forefront of staff's minds. Leaders make sure that staff receive constant safeguarding training. Adults are vigilant to spot any concerns or

worries that they have about pupils. Staff know their families well. They know to report their concerns to leaders in a timely manner. Leaders skilfully work with other agencies to ensure that pupils stay safe. When necessary, they challenge decisions made by other agencies.

Pupils learn throughout the curriculum how to keep themselves safe, including when online. They understand what they need to do if they see something they do not like online. All pupils learn about first aid. Pupils also learn about road safety and safer cycling.

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

### **(Information for the school and appropriate authority)**

- In a minority of subjects, leaders have not identified in sufficient depth the most important knowledge that they want pupils to learn. This prevents some pupils from learning all that they should. Leaders must identify the essential topics and concepts that they want pupils to learn across all subjects. This is so that pupils know more and remember more of the curriculum.

## **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 information from Ofsted Parent View 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.

## **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

<b>Unique reference number</b>	135860
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10226196
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	626
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Vicki Miller
<b>Headteacher</b>	Jill R Wright
<b>Website</b>	<a href="http://www.trinitybuckshaw.lancs.sch.uk">www.trinitybuckshaw.lancs.sch.uk</a>
<b>Date of previous inspection</b>	2 May 2019, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make any use of alternative provision.
- The school operates a before- and after-school club.
- The school has increased the number of pupils on roll since it originally opened.
- The school operates on two sites, approximately one mile apart.
- The school is part of the Diocese of Blackburn. The last section 48 inspection took place on 20 October 2016.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and senior leaders. They also met with subject leaders.
- Inspectors met with a range of leaders who are responsible for the school's attendance and the school's personal development programmes.
- The lead inspector met with a group of governors, a representative of the local authority and the school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, history, computing and art and design. For each deep dive, inspectors met with subject leaders, visited lessons, talked to pupils and looked at pupils' work.
- The lead inspector observed adults reading with some pupils in Years 1 to 3.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

Stuart Perkins, lead inspector	His Majesty's Inspector
Rebecca Jewitt	His Majesty's Inspector
Philip Barlow	Ofsted Inspector
Timothy Gartside	Ofsted Inspector

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