

Inspection of a good school: Trinity St Peter's CofE Primary School

Paradise Lane, Formby, Liverpool, Merseyside L37 7EJ

Inspection dates:

9 and 10 February 2023

Outcome

Trinity St Peter's CofE Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

At Trinity St Peter's CofE Primary School, pupils, and children in the early years, are encouraged to 'shine' and to 'choose wisely'. Pupils show much kindness towards each other and are excited about their learning. They enjoy coming to school, and this is reflected in their high attendance. Pupils relish taking on challenges and show great resilience in their approach to learning. Pupils have warm and nurturing relationships with staff.

Parents and carers speak highly of the school. Pupils feel safe and cared for by staff. They know whom to talk to if they have a concern. If bullying should occur, leaders deal with it swiftly and effectively.

Leaders have extremely high ambitions for what each pupil can achieve, including those with special educational needs and/or disabilities (SEND). Pupils achieve highly.

Leaders have established clear expectations for the behaviour of pupils. Pupils are encouraged to reflect on their behaviours and how they impact on others. Pupils' conduct around school and in classrooms is exemplary.

Leaders have provided many opportunities for pupils to take part in clubs and activities, such as football, dodgeball and judo. Pupils readily assume positions of responsibility, for example as 'Think Tank' members or as class members of parliament.

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

Leaders have designed an aspirational curriculum which covers the full range of subjects, from the early years to Year 6. It is organised in a clear and logical way so that pupils can connect new learning to what they already know. Teachers encourage pupils to think both

critically and creatively so that they develop a thorough understanding of the curriculum. This helps pupils to make links between topics and across the subjects that they study. Pupils learn exceptionally well.

Teachers have excellent knowledge of the subjects that they teach. Leaders have ensured that training and resources successfully develop teachers' expertise in delivering the curriculum. Pupils engage deeply with their learning. They persevere when they meet with difficult concepts. Pupils enjoy the challenge of solving difficult puzzles and the sense of achievement that they get from doing this.

Teachers have clearly defined the important knowledge and skills that pupils should learn. Leaders' well-considered assessment strategies enable teachers to identify pupils who have not fully grasped what has been taught. Teachers intervene in a timely fashion to ensure that these pupils do not fall behind their peers. Teachers provide frequent opportunities for pupils to revisit what they have learned before. This helps pupils to connect their learning and to recall important knowledge over time.

Children in the Reception class begin to learn phonics from the first week in school. Pupils practise their reading with books that match the sounds that they know. This helps them to build confidence in reading. Staff support pupils who find reading more difficult to catch up quickly with their peers. Pupils, including those with SEND, enjoy reading and learn to read well.

Pupils in key stage 2 spoke knowledgeably about the genre of books that they like to read and their favourite authors. Pupils across the school thoroughly enjoy the books that staff read to them. Leaders have carefully chosen texts that extend pupils' learning and help to develop their social awareness. This encourages pupils to understand and appreciate the differences between people.

Leaders identify pupils' additional needs at the earliest opportunity. They work closely with parents and external agencies to ensure that pupils' needs are supported. Staff receive detailed information and training to enable them to provide the help that these pupils need to learn well alongside their peers. Pupils with SEND are fully included in the life of the school.

Pupils behave extremely well. Pupils take responsibility for their behaviour and show mature attitudes towards each other. Learning is rarely disrupted. Older pupils act as buddies for younger pupils. Teachers provide opportunities for pupils to consider moral dilemmas and debate topical issues. They are very well prepared for their lives as responsible citizens in modern Britain.

Staff feel valued and appreciated by leaders. They are proud to work at this school. Staff recognise the efforts of leaders to care for their well-being and reduce their workload. Governors are well informed about the key priorities for further improving the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular and up-to-date safeguarding training. Staff know how to recognise the potential signs of abuse and neglect. They know how to report their concerns about a pupil's welfare. Leaders keep accurate and comprehensive records. They work swiftly and effectively with external agencies to secure the help that vulnerable pupils and their families need.

Pupils learn to keep themselves and their friends safe. They discuss the influence of the internet on their lives and understand the benefits and dangers associated with being online.

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. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

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

Unique reference number	134988
Local authority	Sefton
Inspection number	10256175
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair of governing body	Thomas Allan Jones
Headteacher	Deborah Pringle
Website	www.trinitystpeters.org
Date of previous inspection	16 November 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative education providers.
- This is a Church of England school, which is part of the Diocese of Liverpool. The last section 48 inspection took place in October 2019.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- As part of this inspection, the inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector met with subject leaders to discuss the curriculum, visited a sample of lessons and looked at pupils' work, spoke to teachers and spoke to some pupils about their learning. She also observed some pupils reading to members of staff.
- The inspector also spoke to leaders about the curriculum in some other subjects.
- The inspector met with the headteacher, the deputy headteacher, other senior leaders and the special educational needs coordinator.

- The inspector met with members of the governing body and spoke with representatives of the diocese and the local authority.
- The inspector reviewed a range of documentation about safeguarding. She spoke with the designated safeguarding lead. The inspector also spoke to staff about their understanding of how to keep pupils safe.
- The inspector considered survey responses to Ofsted Parent View, including the free-text responses. The inspector also reviewed the responses to Ofsted's staff and pupil surveys.
- The inspector spoke with pupils about behaviour and bullying.

Inspection team

Niamh Howlett, lead inspector

His Majesty's Inspector

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