

# Inspection of Trinity St Peter's CofE Primary School

Paradise Lane, Formby, Liverpool, Merseyside L37 7EJ

---

Inspection dates: 24 and 25 April 2024

## **Overall effectiveness**

**Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

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

Pupils at Trinity St Peter's are very proud of their school. They feel cared for by staff who know them well. Their behaviour is exceptional. Pupils are considerate and listen to one another's thoughts and ideas. The school is calm and purposeful because of the school's well-established rules and routines. This enables pupils to manage their own behaviour very well. Playtimes are harmonious, and pupils love to play with their friends. Pupils enjoy school, and attendance is high.

Pupils, including those with special educational needs and/or disabilities (SEND), rise to the high expectations that the school has of them. They try their best in lessons and enjoy learning new knowledge. Pupils achieve very well and leave extremely well-prepared for the next stage of their education.

Pupils take advantage of the clubs that the school offers. This includes science, coding, tennis and football. Every pupil is given the opportunity to represent the school in competitions and performances before they leave at the end of Year 6. Pupils make a difference through a range of leadership roles. For example, the 'Think Tank' meets regularly to suggest ideas to improve the school, and the 'Kindness Committee' spreads joy by encouraging pupils to nominate one another for acts of kindness.

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

Leaders at all levels have successfully harnessed the shared drive and ambition of staff to ensure that pupils enjoy an exceptional experience at this school. The school engages very well with staff. This contributes to the tangible team spirit that is evident across the entire building. The school consults with staff about the decisions that are taken, and it considers carefully the impact that changes may have on workload and well-being. Staff are very proud to be part of this school community. Members of the governing body are well informed and committed to their roles.

The school has prioritised the teaching of early reading. This begins in the Nursery class, where children enjoy sharing books with staff in the cosy reading corner. Children are encouraged to talk about stories, and they join in eagerly with these discussions. The delivery of the phonics programme is highly effective across the early years and key stage 1. Pupils receive close support when they struggle to learn new sounds. This helps them to catch up with the programme quickly. Pupils develop into confident, fluent readers. They talked with great joy about reading.

The ambitious curriculum fires pupils' enthusiasm for learning. Subject curriculums are organised clearly so that teachers know exactly what pupils should learn and when this should happen. The school ensures that staff's teaching skills and subject knowledge are continually updated and refreshed. This means that the curriculums across all subjects, and in the early years, are delivered exceptionally well. Staff make sure that they spot and address pupils' misconceptions as soon as they arise.

Pupils progress well through the curriculums. They gain a deep body of knowledge that they remember over time.

Pupils with SEND are identified swiftly. They receive the support that they need from expert staff and outside agencies. This ensures that they achieve very well.

Children in the early years learn the classroom rules quickly. Pupils across key stages 1 and 2 demonstrate mature attitudes towards their work and to each other. They work with independence and enthusiasm. They are willing to keep going even when they find their work challenging. Their positive approach to learning contributes to their exceptional achievement.

Pupils grow into well-rounded youngsters due to the exemplary provision that is on offer to support their personal development. They learn how to stay safe, and they appreciate the differences that exist between other faiths and cultures. Pupils understand the importance of fairness, for example when voting for pupil parliament representatives. Pupils know how to keep their bodies and minds healthy. The school's practice of gratitude is a reminder for pupils to be kind to themselves as well as one another.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	134988
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10294350
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Thomas Allan Jones
<b>Headteacher</b>	Deborah Pringle
<b>Website</b>	<a href="http://www.trinitystpeters.org">www.trinitystpeters.org</a>
<b>Dates of previous inspection</b>	9 and 10 February 2023, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Liverpool. Its last section 48 inspection, for schools of religious character, took place in October 2019. The next inspection is scheduled to take place in the 2025/26 academic year.
- The school offers a breakfast club and after-school provision each day.
- The school does not make use of alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, looked at a sample of pupils' work, spoke with teachers and talked with pupils about their learning.
- An inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors also considered the curriculum in other areas. This included talking with pupils and scrutinising curriculum documentation.
- Inspectors met with the headteacher, the deputy headteacher and other leaders. An inspector also met with members of the governing body, including the chair of governors.
- An inspector met with representatives of the local authority and the diocese.
- Inspectors observed pupils' behaviour as they arrived at school and during lessons and breaktimes. They also spoke with pupils about their views of school life.
- Inspectors considered the views of parents. They looked at the responses to Ofsted Parent View, including the free-text comments. An inspector also spoke to a number of parents at the start of the school day.
- Inspectors considered the views of staff who responded to Ofsted's staff survey and pupil survey.

### **Inspection team**

Frith Murphy, lead inspector

His Majesty's Inspector

Valmai Roberts

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024