

Trinity Church of England/Methodist School

Inspection report

Unique Reference Number	119406
Local Authority	Lancashire
Inspection number	313284
Inspection dates	27–28 November 2007
Reporting inspector	Yvonne Clare

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	276
Appropriate authority	The governing body
Chair	Canon Gordon Greenwood
Headteacher	Mr Richard Kershaw
Date of previous school inspection	1 June 2003
School address	Kiln Lane Skelmersdale Lancashire WN8 8PW
Telephone number	01695 723878
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Trinity CE/Methodist School is a popular and over-subscribed primary school, which is larger than average. Most pupils have White British heritage and few pupils are from minority ethnic backgrounds or have English as an additional language. There are fewer pupils entitled to free school meals and fewer with special educational needs than are found nationally, but there are almost three times as many pupils with a statement of special educational needs. The school has an active network with other primary schools. It has achieved the National Healthy School status and is involved in the School Sports Partnership.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features in pupils' personal development and in the care, support and guidance provided for pupils. The school provides good value for money. The school is valued highly by the parents, and many parents comment on the care and concern shown by the school and the good progress made by their children. It is a happy and welcoming community.

The environment is safe, exciting and stimulating with excellent, high quality art work to be seen on the walls throughout the school. Pupils enjoy their time at the school and speak enthusiastically about the activities available to them and the support they receive. They take on positions of responsibility around school with enthusiasm, and the work of the school council contributes well to the school's development. Pupils are open, honest and friendly and they are not afraid to share their feelings. This ensures that pupils feel safe and have someone to talk to if they face difficulties. The school has good procedures in place to promote attendance, which is currently broadly average. Overall, the spiritual, moral, social and cultural development of the pupils is good. The pupils are well aware of the importance of healthy lifestyles and willingly take part in a range of physical activities. Pupils have excellent interpersonal skills. These, together with secure learning in literacy and numeracy, prepare them well for future learning. The good teamwork, support and care apparent among the staff, both teaching and non-teaching, has a positive influence on pupils' attitudes and promotes the outstanding behaviour seen throughout the inspection. At breaks and lunchtimes, pupils play happily together. Incidents of bullying are rare, one pupil remarking that it was his job to take complaints about bullying, but no-one had been to him for about two years. Support for the most vulnerable pupils is strong.

Children's skills and capabilities on entry to Nursery are below what is typical for their age. They make good progress and pupils achieve well throughout the school. At age 11 in 2007, standards overall were broadly in line with national averages, though results in science were disappointing, because too few pupils attained the higher level. The school has thorough and detailed tracking and assessment systems in place. These enable pupils' progress to be tracked carefully and potential underachievement attended to by appropriate intervention and well-planned support. Teaching is good in the school. Planning is detailed and staff use a variety of activities to engage the pupils. However, there are few opportunities in lessons where pupils are able to take decisions about their own learning in order to become more independent learners.

The curriculum is good and meets the needs of all pupils well. There is a good range of enrichment and extra-curricular activities to support pupils' academic and personal development. The school's partnerships with other local schools through networks and links with external agencies are good and enhance the provision for pupils very well.

The leadership and management of the school are good. The leadership of the headteacher is outstanding and he receives excellent support from the deputy headteacher. Together they set a clear direction for the development of a school where all pupils are expected to achieve well. They are ably supported by a hardworking and dedicated team of teachers and support staff, who share a strong vision; each plays an important role in improvement. There are effective systems for monitoring, which lead to outstanding self-evaluation. The improvements made since the previous inspection, the strengths in leadership and management, the highly effective

systems of self-evaluation, demonstrate the school's outstanding capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children's attainment on entry to Nursery is below that typical for their age. They make good progress in most areas of learning whilst in the Nursery and Reception class, particularly in their personal development and language and early mathematical skills. They achieve the expected levels at entry to Year 1. They enjoy their work and play, learn to take account of other children's needs and follow routines well. The staff ensure that children are safe and their care is excellent. Parents are fully involved, kept well-informed about their child's progress and consulted about change. The three teachers lead and manage the provision collectively, and they share good understanding of the effectiveness of the two settings, and how they might be improved. For example, they are currently considering how to improve the continuity of children's outdoor learning.

What the school should do to improve further

- Improve standards in science by catering more effectively for pupils of different abilities.
- Provide more opportunities for pupils to make decisions in their own learning in order to become more independent learners.

Achievement and standards

Grade: 2

Standards are satisfactory overall and achievement is good.

Children's skills and capabilities on entry to Nursery are below those typical for their age, although there is a range of abilities. By the time they leave Reception, children have skills that are reaching expected levels, although there is still a wide range. Achievement during the Foundation Stage is good.

Standards at the end of Key Stage 1 have risen. Over the last two years, seven year old pupils have reached standards higher than average and their achievement is good.

The recent rise in standards by age seven has led to improved standards in Year 3 and Year 4. It has not yet worked through to the older classes. Standards by age eleven are broadly in line with national expectations. Achievement by age eleven has been good over the last three years, though there was a dip in 2007 largely due to underperformance by some more able pupils in science. In general, pupils at the school achieve better in English and mathematics than in science. This picture is confirmed by the school's extensive and thorough tracking, and by national and local data.

The school has personalised the individual education plans for pupils with learning difficulties and/or disabilities and these are regularly reviewed to ensure good progress against their targets.

Personal development and well-being

Grade: 1

Personal development in the school is outstanding. Pupils are proud of their school. They enjoy learning and their behaviour is outstanding. The overwhelmingly positive parental questionnaires

show that parents appreciate this. One thought the school 'is an excellent school which meets all the needs of my children'. Pupils' social, moral, spiritual and cultural development is good overall. The close links with the church, assemblies and time for reflection develop the pupils' spirituality well.

Attendance is broadly in line with that in all schools nationally. Relationships are excellent throughout the school. Pupils take a lead from the ways the school includes and welcomes everyone. For example, all pupils enjoy the Celebration Assembly, with teaching assistants sitting on the floor beside the pupils they support. Pupils say that there is no bullying and they are confident that help is always near if they have a problem. Pupils have an outstanding understanding of what is needed to live healthy lives. They feel safe and happy in school. The school offers fruit and toast to pupils at break-times and has adopted a three-part morning to allow two hours during the week to be spent on physical education. The school provides a wide range of opportunities for physical activity that reflects its Healthy Schools Award and involvement in the Schools Sports programme.

Pupils' contribution to the community is outstanding. They respond positively when asked to take charge, or contribute to school life. This can be seen in the quiet and efficient way they carry out responsibilities and 'buddy' younger children, helping them read. Outstanding personal development, together with the effective learning throughout the school in literacy and numeracy, prepare pupils well for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good; it is securely based in teachers' good subject knowledge. It leads to good progress in learning for the pupils. The key to this success is the high quality relationships between all members of the school at every level. This gives pupils a real trust and confidence in the staff so that they are able to approach their work in security and with great enjoyment. Most lessons flow smoothly because pupils behave outstandingly well in response to the very high expectations of the staff. Pupils with learning difficulties and/or disabilities are well supported to make good progress towards the targets in their well-presented learning plans. Staff are deployed flexibly, especially in the Nursery and Reception class, and this helps them to focus work closely to meet pupils' needs. Higher attaining pupils are identified and generally challenged to extend their skills and knowledge effectively, although there is sometimes insufficient opportunity for them to decide how to advance their own learning. Marking and assessment are good and keep pupils informed about how to improve. In some classes, pupils assess their own and other's work, but this practice is not consistent across the school.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. It meets pupils' personal learning needs outstandingly and promotes their academic achievement well. There is a strong focus on English and mathematics, and science has become a priority for development following disappointing Year 6 test results in 2007. The curriculum is rich and varied and well reinforced by out-of-school activities, visitors and educational visits. There is a good concentration on healthy lifestyles, evidenced by the school's Healthy School award, and a developing interest in ecology, including an Eco Club. Physical education is strong, as is provision in art, information and communication

technology (ICT) and music. Separate planning, to meet individual pupils' needs, shows that the staff are prepared to be flexible in interpreting the curriculum. The Celebration Assembly for the whole school is an excellent addition to the pupils' spiritual, musical and personal development, whilst recognising their academic achievement.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils is outstanding overall. High quality care is based on a commitment to meet the individual needs of all children, excellent relationships between staff and children and the school's Christian values. It promotes the children's personal well-being and achievement very effectively. Children said that they felt safe and happy at school. A school council member said he 'hadn't seen any bullying for over two years.'

Academic guidance is effective. The school's tracking system enables it to set challenging targets for pupils' progress. All pupils, including those with learning difficulties and/or disabilities or who are gifted and talented, know how well they are doing. Children with learning difficulties are supported very well in lessons. They have their own individual plans, work is tailored to their needs and their progress is carefully monitored by the teachers.

The school takes the safety of its pupils very seriously and child protection and safeguarding procedures are rigorous. Risk assessments and other safety procedures meet with statutory requirements and are reviewed on a regular basis. Health and safety procedures are also in place.

The school works well with parents. A typical view of parents is that the school is 'fantastic' and they feel that the school keeps them well informed regarding their children's education.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides outstanding leadership which inspires pupils and staff. The support he receives from his deputy is excellent and they are ably supported by a well informed and enthusiastic team of senior staff and subject leaders. The headteacher's care and support for the staff and pupils is coupled with high expectations of performance. This results in a hard working and effective team who do not spare themselves in striving towards the best possible education and care for the pupils. This is the main reason for pupils' good achievement and outstanding personal development. Governors carry out their responsibilities well. They are involved in all aspects of school life and have a good understanding of the school's achievements. This enables them to offer

valuable support but also to challenge decisions when necessary. Self-evaluation is outstandingly thorough and accurate, so the school understands clearly what it needs to improve. For example, the school is aware that more needs to be done to raise standards in science, especially for more able pupils. Good systems are in place to check the quality of teaching. Staff receive clear advice and support to help them improve their practice. Standards are monitored carefully and leaders track pupil's progress meticulously so that any extra support required is quickly identified. Three recent additions to the senior leadership team bring a new dimension to this already effective team as they settle to their new role.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 November 2007

Dear Children

Inspection of Trinity Church of England/Methodist School, Lancashire, WN8 8PN

Thank you for making the inspection team so welcome in your school and for your help during the recent inspection. We loved seeing all your beautiful art work and thought how hard you had worked on them. We thought you were really well behaved, polite and treated each other well. We enjoyed talking to you and listening to what you had to say about your school.

We think your school is a good school. All the staff work very hard to help you do your best and all of you work as a team to make your school the good school that it is. You told us that you liked your school and enjoy your lessons as well as the clubs, visits and visitors.

You are rightly very proud of your Healthy School award. You amazed us with how much you know about staying safe and being healthy. You also care for each other very well and enjoy all the jobs and responsibilities your teachers ask you to do.

We thought your 'Trinity Talent' assembly was great, hearing about all the really good things you've done, and what super singers you are!!!

Your school knows just what to do to get even better. We have asked the staff to help you to do better in your science and find lots of ways to help you make choices in your lessons, so it will make you think very hard about what you are learning.

We shall think about you all, particularly before the Christmas holiday, performing your plays with that wonderful singing.

It was a pleasure to visit your school. Keep working hard so that you continue to do well!

Best wishes

Yvonne Clare, Eric Jackson and Barbara Martin

Inspectors