

Trinity St Peter's CofE Primary School

Inspection report

Unique Reference Number	134988
Local Authority	Sefton
Inspection number	341590
Inspection dates	11–12 January 2010
Reporting inspector	Colin Smith

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Mr Malcolm Parry
Headteacher	Mr Michael Dutton
Date of previous school inspection	8 September 2006
School address	Paradise Lane Formby Liverpool L37 7EJ
Telephone number	01704 876391
Fax number	01704 831746
Email address	head.trinitystpeters@schools.sefton.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at school plans, assessments, records and pupils' work, and parents', pupils' and staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the learning and progress of different groups of pupils, particularly in literacy and numeracy
- teachers use of assessment in providing challenging targets and matching activities to pupils' different learning needs
- children's skills on entry and their achievements in the Early Years Foundation Stage
- the links between monitoring the work of the school, self-evaluation and strategic planning.

Information about the school

The school is average in size. The proportions of pupils eligible for free school meals and with special educational needs and/or disabilities are below average. The vast majority of pupils are of White British heritage. Only a very small number speak English as an additional language. Early Years Foundation Stage provision is made for Nursery and Reception children in a combined unit. The privately run breakfast, after-school and holiday clubs are subject to a separate inspection. Since the school was formed through amalgamation of two separate schools in 2005, a large proportion of Year 5 and 6 pupils did not begin their education in this school. The school has gained the Healthy Schools, Active Mark and International School awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Trinity St Peters is a good school. A number of aspects of the school's work are outstanding. The headteacher has steered the school successfully through amalgamation and built a strong leadership team committed to improvement. At the heart of the school's work is the outstanding care, guidance and support provided, which along with the school's good curriculum, largely accounts for pupils' exemplary behaviour, excellent spiritual, moral, social and cultural development and extremely good understanding of safe and healthy lifestyles. Pupils make an outstanding contribution to the community, greatly enjoy school and are extremely well prepared for the future. The very large majority of parents are highly appreciative of what the school provides. Comments such as, 'The school always puts children first', typify parents' views.

Children's skills on entry are above those expected for their age when they begin Nursery. This is built upon particularly well through good provision in the Early Years Foundation Stage, and extended effectively as pupils move through school. Most of the teaching is good. This ensures that pupils learn successfully, make good progress and reach standards that are well above average in English, mathematics and science by the end of Year 6. Average-ability pupils and those with special educational needs and/or disabilities make good progress because tasks are precisely matched to their needs. Some of the more-able pupils do not make as much progress as they could; this is because they are given tasks which are not always sufficiently challenging because the assessments of their learning are not always used sufficiently to inform planning. The school has begun to provide targets to move pupils forward, but pupils are still unsure of the levels they have achieved or the steps needed to reach the next level. Occasionally, pupils do not have sufficient time in the lesson to practise and improve skills.

All aspects of leadership and management are good, including safeguarding, not least because of the school's excellent partnership with outside agencies. School monitoring and evaluation are successful in identifying areas for improvement. Consequently, issues arising from the previous inspection have been remedied. The school's self-evaluation, although over-generous in parts, provides an accurate picture of the work of the school. Standards have risen and former strengths have been developed further, illustrating the school's good capacity for improvement.

What does the school need to do to improve further?

- Improve pupils' progress by:

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- ensuring a high level of challenge for more-able pupils in all lessons
- strengthening links between the use of assessment and lesson planning
- ensuring sufficient time in lessons for pupils to practise and improve skills.
- Improve teaching and learning by:
 - ensuring that pupils understand the levels they have achieved in key areas
 - setting individual targets to guide pupils towards the next level
 - developing self-assessment to involve pupils in their own learning.

Outcomes for individuals and groups of pupils**1**

In lessons, pupils listen carefully, work with good application and concentrate well. Their interest in learning is evident in their eagerness to answer questions and explain ideas. Pupils show a high degree of independence in the way they persevere, even when not directly supervised by a teacher. Their pride in their work is evident in its good presentation. Pupils respond enthusiastically to solving problems, such as using inference in Year 6, calculating areas of compound shapes in Year 5 and using keywords to help their search for information in Year 4. Tracking pupils' progress towards challenging school targets and intervening to ensure they are met, have been important factors in raising achievement. In the past, girls have outperformed boys particularly in writing, but the gap is closing. Pupils with special educational needs and/or disabilities make good progress, often reaching the standards expected nationally, because their learning is divided into small steps to aid understanding.

Pupils' exemplary behaviour and excellent contribution to the school and to the wider community ensure that staff and pupils are treated with respect, younger pupils are supported by older ones and pupils are very actively engaged in making school decisions. Above average attendance, despite holidays taken in term time, reflects pupils' widespread enjoyment of school. Pupils' heightened understanding of staying safe and keeping healthy is evident in the way they make informed choices regarding exercise, diet and how to avoid dangers such as drugs, smoking and alcohol. Pupils regard bullying and racism as unacceptable. They develop a strong moral code and have an excellent understanding of cultural diversity. These factors, along with their very good literacy, and numeracy and information and communication technology (ICT) skills, provide an excellent platform for the next stage of their education.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Almost all of the teaching is good. In all lessons, pupils are well managed and motivated to learn. This is because teachers make lessons interesting, use imaginative approaches, provide practical experiences and explain new ideas clearly. Particularly good use is made of classroom computers to sharpen basic skills, such as multiplication tables in Year 3. Teachers' use of assessment is good overall. Shrewd questioning and constructive marking of pupils' work helps teachers to probe and extend pupils' learning. In most instances, teachers use assessment information purposefully to provide tasks that closely match pupils' different learning needs. However, there are occasions when more-able pupils are not sufficiently challenged, for example, by having to complete easier examples, instead of tackling more demanding tasks from the outset, which slows down their learning. Conversely, pupils who find learning difficult are always well catered for and benefit greatly from individual support. Teaching is occasionally outstanding and inspires pupils, for example, to investigate electric circuits in Year 2. Very occasionally, lessons are rushed, leaving insufficient time for pupils to practise and improve their skills. Some teachers provide helpful guidance on what pupils are aiming to achieve over the year, but in most classes the benefits of setting individual targets for pupils and involving them in assessing their own work are not realised.

The curriculum is broad, rich and well organised to ensure that pupils build securely on earlier learning. An excellent programme of personal, social and health education underpins pupils' deep understanding of safe and healthy lifestyles. A wide range of additional activities, including sport, performing arts, learning Italian, themed days, and a myriad of visits and visitors offering new and engaging experiences, make a vital

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contribution to pupils' lifelong learning and enjoyment of school. The curriculum is sensitively adjusted to cater for pupils' special educational needs and/or disabilities. Provision for gifted and talented pupils is adequate, though not as well established. Pastoral care is exemplary and the guidance and support provided are highly effective and promote good attendance and excellent behaviour. The needs of vulnerable pupils are paramount and the school's work in the area of removing barriers to learning is highly regarded by outside agencies. The school is highly successful in welcoming new children, nurturing their development and ensuring that everything possible is done to make for a smooth transfer to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Teamwork and shared leadership are well-established. Consequently, managers, teachers and support staff share the headteacher's vision and high expectations for the school. The quality of the checks made on the work of the school is good overall. Lessons are observed and assessment data are analysed in depth, although the way in which pupils' work is monitored is adequate rather than rigorous. The information gathered is used effectively to improve teaching and to ensure that pupils' progress does not falter. However, the outcomes of monitoring and evaluation are not made crystal clear in the school improvement plan, which makes it harder for governors to check on developments. Otherwise, governors make a good contribution to supporting the school and holding it to account.

Good safeguarding procedures help to ensure that pupils are safely protected. Parental involvement is well established, through meetings, forums and voluntary club activities, which benefits pupils and the school as a whole. The school's excellent links with health professionals and educational partners add significant value to what is provided, such as performing arts events with the secondary school. Equality is well promoted, discrimination resisted and stereotyping challenged. Tracking pupils' progress helps the school to identify gaps in performance, for example, between boys and girls, and to take action to close them. The school makes a good contribution to community cohesion by reaching out and involving the wider community in its work. Positive links have been made with other schools in which pupils have very different backgrounds. These factors strongly influence pupils' social and cultural development.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Through excellent induction and links with parents, children are extremely well prepared for school. On entering Nursery they benefit from high levels of care provided by teachers and key workers. Safety checks and child protection procedures are rigorous and staff are very effective in raising children's awareness of staying safe and keeping healthy, for example, by stressing the need for good hygiene. Children's above typically expected starting points are built on systematically. Their social skills develop rapidly and behaviour is excellent. Effective provision helps them to make good progress in Nursery and Reception, enabling almost all children to achieve all the learning goals expected for their age and many exceed them, with the exception of writing, which is more average. An excellent range of stimulating activities are provided, indoors and outside. Meticulous observations are made of children's development and the next steps in learning are increasingly being used to inform future planning. A good balance of activities led by adults and those chosen by children encourages independence and purposeful play. Learning is significantly enhanced through timely adult intervention to extend children's thought processes and use of language. Intensive sessions to improve children's basic letter, word and number skills are largely successful, though groups are sometimes too large for children to make an individual contribution.

Ambitious and dedicated leadership drives through improvements, for example, by extending outdoor provision to include wooded areas and raising the profile of children's early writing. Despite the success, there is no complacency and this is clearly evident in the way in which leaders are striving to improve the reliability of baseline assessments.

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Determination to make tomorrow even better than today is driving provision towards excellence.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents are positive about their children's enjoyment of school, the good teaching and the extent to which the school meets their children's needs. The very large majority of parents are positive about school safety, the management of behaviour, the quality of leadership and management, the school's promotion of healthy lifestyles, children's preparation for the future, their progress and being helped to support it at home. Inspectors agree with parents' positive views. Although the large majority of parents feel that their views and ideas are listened to and acted upon, a significant minority of parents feel otherwise. Inspectors met several parents during a forum meeting, where it emerged that some parents would rather the Parent Teachers' Association (PTA) had not been converted into a forum. These parents felt that since the PTA had been changed they had less influence over the spending of any monies raised. Inspectors regard the forum as an improvement since it offers greater parental involvement over a wider range of topics, with the potential for more joint enterprises and decision-making.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity St Peter's CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 79 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	55	32	42	1	1	0	0
The school keeps my child safe	43	57	28	37	0	0	3	4
The school informs me about my child's progress	29	38	40	53	7	9	0	0
My child is making enough progress at this school	29	38	37	49	7	9	2	3
The teaching is good at this school	33	43	39	51	2	3	0	0
The school helps me to support my child's learning	33	43	35	46	7	9	0	0
The school helps my child to have a healthy lifestyle	34	45	37	49	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	37	36	47	6	8	1	1
The school meets my child's particular needs	34	45	38	50	2	3	0	0
The school deals effectively with unacceptable behaviour	29	38	30	39	7	9	8	11
The school takes account of my suggestions and concerns	26	34	31	41	9	12	7	9
The school is led and managed effectively	30	39	33	43	4	5	6	8
Overall, I am happy with my child's experience at this school	42	55	26	34	2	3	4	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2010

Dear Pupils

Inspection of Trinity St Peter's CofE Primary School, Liverpool, L37 7EJ

On behalf of my colleagues, may I thank you for making us so welcome in your school and answering our questions so politely. I would like to share the findings of the inspection with you.

Inspectors agree with you that Trinity St Peter's is a good school. On the whole, you make good progress and reach standards that are well above average in English, mathematics and science by the end of Year 6. Good teaching helps you to learn important skills in literacy, numeracy and ICT. The good curriculum with many excellent opportunities for educational visits, after-school clubs and joint events with secondary schools, ensures that you have a broad, rich and enjoyable education. These things help you to develop interests and talents and partly explain why your understanding of staying safe and keeping healthy is exceptionally good.

Teachers and support staff provide an excellent level of care and support and ensure that you are safe at all times. In return your attendance is good, your behaviour excellent and many of you make an impressive contribution to the school community as buddies and school council members. The school is well led and managed. The headteacher and senior staff are continually looking for ways to improve your education further. This is evident in the particularly good start young children make when they begin school in Nursery and Reception.

To help your school to improve even further I have asked your headteacher, teachers and support assistants to:

- make sure that the work provided for more-able pupils is challenging in every lesson and enough time is allowed for all pupils to practise and improve their skills
- provide individual targets in literacy and numeracy to help you to know exactly which level you are on and what you need to do to reach the next level. You can help by trying to assess your own learning.

Yours sincerely

Mr Colin Smith

Lead inspector

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