

Trinity Church of England/Methodist Primary School, Buckshaw Village

Inspection report

Unique Reference Number	135860
Local authority	Lancashire
Inspection number	381937
Inspection dates	6–7 March 2012
Lead inspector	Naomi Taylor

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	David Gibb
Headteacher	Jill R Wright
Date of previous school inspection	N/A
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Introduction

Inspection team

Naomi Taylor
Lenford White

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed seven teachers and visited 14 lessons. Discussions were held with school staff, groups of pupils, a representative of the local authority and the Chair and vice-chair of the Governing Body. The inspectors observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's self-evaluation and development plans, local authority evaluations, records of pupils' attainment and progress, and pupils' work. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The responses in 72 questionnaires from parents and carers, 51 pupils and 11 staff were analysed.

Information about the school

Trinity School opened with 90 pupils in September 2010 at temporary accommodation in Leyland before moving into the brand new school in Buckshaw Village in January, 2011. Since opening, the number of pupils on roll has more than doubled, but the school remains smaller than an average-sized primary school. There has been an increase in the number of staff appointed to accommodate this increase in pupils joining the school. To cover the headteacher's maternity leave, the deputy headteacher has been acting headteacher and there has been an acting deputy headteacher since January 2012.

The vast majority of pupils are White British. The proportion of disabled pupils and those who have special educational needs is well-above average and the proportion of pupils who are known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic backgrounds is much lower than the national average. The school meets the current floor standard.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Since it opened, good leadership and management have brought about improvements in provision which have led to good achievement. Pupils attain above-average standards by the end of Year 6. This is not yet an outstanding school because the quality of teaching is no better than good, leading to too few Year 2 pupils attaining the higher Level 3 in English and mathematics. Pupils, parents and carers are very positive about the school
- The quality of teaching is good. Lessons are well-planned, have good pace and teachers and teaching assistants use a range of well-planned activities which usually meet the needs of individual pupils both in the classroom and outdoors. These activities ensure pupils are highly engaged in their learning. Sometimes, pupils are not always clear about the next steps to improve their work. Occasionally, opportunities are missed for pupils to engage in tasks without direct supervision and the pace of learning in lessons does not always stretch and challenge the more able in Key Stage 1.
- Pupils behave well. They confirm they feel very safe in the school. They show a high level of respect for each other and for adults. Those who join the school other than at the usual times are quickly made to feel part of an extremely strong school community. Pupils' academic and personal development receive equal importance and this gives them confidence for the next stage in their education.
- The senior leadership team and staff have an accurate and precise view of the school's strengths and areas for development. Performance management is used well to lead and improve the quality of teaching. The governing body has played a significant role in setting up this new school in both supporting and challenging.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to increase pupils' attainment at the higher levels in English and mathematics by the end of Year 2 by:
 - extending the opportunities for independent learning in Key Stage 1
 - ensuring the pace of learning in lessons consistently meets the needs of all pupils, particularly the more able
 - informing pupils' of how they can improve their work by including detailed next steps in lessons and in workbooks.

Main Report

Achievement of pupils

Lesson observations demonstrated that all pupils are fully engaged in learning and are making good progress. At whatever stage pupils join the school, they are assessed individually to ensure that teaching and interventions match their individual needs. The school's well-targeted support for disabled pupils and those who have special educational needs leads to their good progress. Pupils show excitement and interest in lessons. In a Year 5 design technology lesson, pupils were very keen to extend their understanding of different types of shelters through descriptive writing and exploration outdoors, where they extended their speaking and listening skills. Their positive attitudes and good behaviour made a significant contribution to accelerating their progress.

Currently, too few pupils achieve Level 3 in English and mathematics, but those who start school at the Early Years Foundation Stage are on track to meet and, in some cases, exceed national average by the end of Year 2. There is evidence of good improvement for those who join the school at times other than the usual during Key Stage 2. Attainment by the end of Year 6 is above average overall. The school's actions to meet the needs of all pupils are having a positive impact in raising the achievement of all. Most parents and carers believe that their children make good progress and the inspection confirmed this.

Key Stage 1 pupils who read to the inspectors were able to use their reading skills to break down and sound out difficult or unfamiliar words. Also, they demonstrated an understanding of what they had read. Books are matched correctly to the needs of the pupils and the library is used well. Attainment in reading is average by the end of Key Stage 1 and improving. In Key Stage 2, pupils make good progress in reading, due to the introduction of whole-school teaching of phonics (the recognition of the sounds letters make) and opportunities across the curriculum to develop literacy skills. They have a good understanding of the importance of reading both for their schoolwork and for their futures. Attainment in reading is above average by the time pupils leave school in Year 6.

Quality of teaching

The quality of teaching is good, reflecting the positive views of parents and carers. There has been a significant increase in staffing since the school opened and the senior leadership team is focused on improving the quality of teaching. Staff have worked together to develop a good curriculum which pupils find exciting. Teachers' planning and teaching have contributed considerably to the pupils' good spiritual, moral, social, and cultural development, demonstrated by the displays of pupils' work throughout the school.

Some lessons seen were outstanding; exceptionally well-planned, with rapid pace and with teachers and assistants using a variety of activities drawn from the planned curriculum. These activities engaged pupils fully. In a Year 4 mathematics lesson, pupils were highly motivated and worked with exceptional independence as they explored measuring a range of rectangular objects and busily recorded their findings. The teacher and teaching assistant used highly skilled questioning techniques to assess their mathematical understanding accurately. There was effective use of the sharing and valuing of pupils' work and the pupils made excellent progress. All ability ranges were given well-matched challenges to maximise their learning.

There was a sense of excitement in a Year 6 English lesson, when the teacher used a rap as a vehicle for extending language and using alliteration, metaphors and onomatopoeia. Pupils engaged well in writing their own choral performance. The lesson was well planned and the teacher's skilled questioning techniques extended pupils' learning and ensured good progress.

When learning in Key Stage 1 was satisfactory rather than good, it was because activities did not meet the needs of different pupils precisely, especially the more able, and the pace of learning was too slow. Too much time was spent listening to the introduction to lessons, rather than moving on quickly to independent work.

The marking policy ensures pupils' work is marked frequently and regularly, but pupils are not always clear about the next steps to improve their work because some comments in lessons and workbooks lack the necessary detail. All pupils are assessed within two weeks of joining school. Teachers make constant use of the highly effective tracking system to set realistic and challenging targets, which most pupils know and understand. There is effective peer and self-assessment by the older pupils, which gives them the opportunity to reflect on their own work, as demonstrated in lessons and workbooks.

Behaviour and safety of pupils

Pupils' positive attitudes, full engagement in learning and good behaviour in lessons contribute well to their good progress. Pupils, overwhelmingly, say they feel safe in school and are confident that they can turn to any adults if they have any concerns. They have a good understanding of the risks to which they may be exposed and generally they act safely. This was evident during the inspection from discussions with pupils about how well the rare occasions of unacceptable behaviour are dealt with and also from the way that pupils talked about regulating their own behaviour. Comments from parents and carers and staff reinforced how effectively behaviour is

managed in school. Attendance is above the national average and improving and pupils arrive punctually to school. There is good support for pupils and their families and the school works effectively with a range of external agencies.

Pupils, typically, behave well in and around school and incident logs indicate that there is very little evidence of bullying. The planned curriculum, successfully, raises pupils' awareness of different types of bullying and what to do should it occur. The code of conduct, devised with the pupils, is understood by all members of the school community and good behaviour is celebrated and rewarded. Groups of pupils in Key Stage 2 enjoy the responsibility of supporting the younger children. Pupils come together for collective worship, where they demonstrate clearly their ability to organise themselves in an orderly manner. The effective behaviour policy has ensured that pupils are securely aware of boundaries and consequences.

Leadership and management

All leaders and managers have worked successfully to raise attainment at the end of Year 6 to above average in a relatively short time. The senior leadership team, staff, local authority, and the governing body have focused effectively on identifying the school's strengths and areas for development. Consequently, there have been improvements in pupils' progress. Tracking of progress is very secure and the impact of new initiatives closely monitored to raise achievement. All staff and pupils have been engaged in developing an exciting curriculum. There is an improving picture in the quality of teaching and learning in lessons and the impact of this is seen in the tracking of pupils' progress and the quality of their work. The senior staff work continually to support the professional development of the teachers to maximise the opportunities for every pupil to reach their full potential, no matter when they start at the school. These improvements, combined with an improving trend in attendance and the pupils' good behaviour, demonstrate good capacity to improve.

The new curriculum is having a good impact on pupils' progress. The stimulating environment is enhanced by a range of opportunities, such as developing pupils' information and communication technology skills across the curriculum. This, together with topic work, is developing the pupils' team work and contributing to raising their expectations.

The school promotes equality of opportunity and tackles discrimination effectively. Appropriate interventions accelerate the progress of many pupils who join the school other than at the usual times and those identified as potentially falling behind. Higher-ability pupils receive the opportunity to extend their learning at a local secondary school. There is a strong emphasis on respecting each other and knowing right from wrong. Pupils talk very thoughtfully about their responsibility to support those less fortunate than themselves. They are engaged with their local community. These activities impact well also on the pupils' spiritual, moral, social, and cultural development.

There are opportunities for the school to extend their sharing of good practice across the school and work with external partners to raise further the quality of teaching and learning. Staff organise a range of opportunities in lessons and through trips and visitors to extend pupils' experiences.

The governing body has embraced the challenge of opening a new school, the appointment of new staff as the school has rapidly grown and continues to support and challenge the school to drive whole-school improvement. Safeguarding procedures are rigorous and meet all current requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



8 March 2012

Dear Pupils

**Inspection of Trinity Church of England/Methodist Primary School,
Buckshaw Village, Buckshaw Village – PR7 7HZ**

Thank you for the warm welcome to the inspection team when we came to inspect your new school recently. A particular thank you to those of you who gave your time to talk to inspectors about how much you enjoy your work and the activities you take part in outside of lessons. Some of you who read to inspectors demonstrated how you work out unfamiliar words and told us why reading skills are so important.

You attend a good school where the staff do all they can to encourage and support you. The teaching you receive is good and improving. Your behaviour is good in lessons and around the school and the school ensures that you have a very safe environment. You are good at looking after each other and this helps the younger children in the Early Years Foundation Stage to settle quickly into school. School leaders are successful in helping all these things to happen.

I have asked that the school improve the quality of teaching and learning to raise your attainment in English and mathematics by the end of Year 2 by:

- giving you chances to work and learn independently in Key Stage 1
- ensuring that you learn at a good pace in all your lessons and that lessons always meet your different needs, particularly those of you who are capable of reaching the higher levels
- informing you how you can improve your work

You can help by attending school regularly and continuing to work hard in all your lessons

Yours sincerely

Naomi Taylor
Lead Inspector (on behalf of the inspection team)

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