



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Trinity St Peter's CofE Voluntary Aided Primary School

Paradise Lane
Formby
Merseyside
L37 7EJ

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Liverpool

Local authority: Sefton

Dates of inspection: 25 June 2015

Date of last inspection: March 2010

School's unique reference number: 134988

Headteacher: Deborah Pringle

Inspector's name and number: Gail Fullbrook 530

School context

Trinity St Peter's is an average-sized primary school serving the community of Formby. The proportion of pupils eligible for the pupil premium is below average as is the proportion of children with special educational needs. The majority of pupils are of white British heritage. The school has been awarded the Basic Skills Early Years Quality Mark, the Liverpool Diocese Church Schools' Award and has been shortlisted for the Liverpool Echo Community Award 2015. When inspected by OFSTED in June 2013 the school was judged to be good.

The distinctiveness and effectiveness of Trinity St Peter's as a Church of England school are outstanding

- The clarity with which the Christian vision and values of the school are expressed by the headteacher and senior leaders, and are understood by all members of the school community is highly effective.
- Teaching and learning in Religious Education (RE) is outstanding and leads to children making excellent progress.
- The innovative involvement of children in the planning and leading of worship strengthens the impact of worship on the school community.

Areas to improve

- Establish a policy outlining the process and procedures to be used in self-evaluation to ensure that current excellence is maintained.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school's distinctive vision, Christian values and mission statement are deeply embedded within all aspects of school life and are known and understood by all members of the school community. The Christian character of the school contributes significantly to very good academic achievement and outstanding personal development and wellbeing. Children readily refer to the elements of 'SHINE', their summary value, and from Year 2 upwards can link each value to its biblical roots and outward expression. The colourful symbol of a star, through which coloured ribbons representing the core values of serve, hope, imagine, nurture and enjoy are threaded, is displayed throughout the schools' excellent learning environment and is referred to regularly to reinforce the school's Christian vision. Children enjoy coming to school and consequently attendance is high. A range of highly creative opportunities is offered through worship and across the curriculum for children to reflect on matters of faith and scripture. As a result children express well thought out views and pose interesting questions with confidence and enjoyment. The impact of the school's distinctive Christian vision is identifiable in the Spiritual, Moral, Social and Cultural development (SMSC) of all children. They take the question 'What would Jesus do?' seriously when reflecting on their own behaviour and enjoy sharing that they are following in Jesus' footsteps. Awareness of Christianity as a world faith is strengthened through links with Christians in Spain and the USA. Children recognise the personal impact of their core Christian values and respect the values and beliefs of those of other faiths and cultures. Relationships amongst all members of the school community are strong and purposeful. The impact of highly effective religious education extends far beyond subject boundaries. Children are able to apply an exemplary knowledge of biblical story and Christian teaching to a wide range of everyday occurrences.

The impact of collective worship on the school community is outstanding

Outstanding worship is central to the life of the school and children and adults refer to it with enthusiasm. An innovative approach to class worship, where themes are introduced by staff each Monday and developed by children each Thursday, ensures that worship is focused and relevant. Whole school worship is joy filled and a much appreciated opportunity for the school to 'think about important things together'. Children readily recall particular acts of worship that have great impact upon them. For example, children are keen to share times when, through their care for and of each other, they are the 'hands and feet of Jesus'. Elements of Anglican tradition are used effectively in Collective Worship (CW). Children know that when the candle is lit it is a sign of 'Jesus, light of the world', being with them. They respect the authority of the Bible and enjoy pondering big questions. One child spoke of a time when he realised how important justice is, while another wondered what Jesus would think about the issues of today. The importance of major Christian festivals is understood and children talk with enthusiasm about learning new things each year when festivals are revisited. The value of service, to each other and to the wider world, has particular resonance within the school community and children enjoy planning 'wonderful things to do for our school'. The wonderful things include a Fairtrade Week, support for the local foodbank and hospice and taking part in community events such as the 'beach clean'. Prayer is integral to the life of the school and the school worship group have developed several prayer spaces, including one within an external gazebo. Children speak with enthusiasm of the 'pause button' pressed by the teacher when something thought provoking is said or is happening. They are then encouraged to take time out to pause and reflect. The personal prayers of children are regularly used within worship and children acknowledge prayer as a time when they can have a 'one to one with God'. Children talk freely of the Trinity and have well developed images upon which they can draw. They plan and lead class worship each week with drama, activity, dance and art being expressions that are regularly used. Evaluation of worship is purposeful and relevant and involves the worship group, local clergy, teachers and governors. This information is then collated and informs future planning.

The effectiveness of the religious education is outstanding

As a result of excellent, highly creative teaching, attainment and progress in RE are outstanding. By the end of Year 6 children have a secure understanding of many dimensions of Christianity and are familiar with the teaching and practices of a number of other faith groups. Children enjoy RE and are keen to talk about lessons that have inspired them. They are able to draw on a range of enquiry based skills and make links between what they learn and the impact of that knowledge on the lives of believers. Children ask deep and important questions and are confident when expressing personal views and opinions on difficult issues. Lessons observed made an excellent contribution to the children's learning and to the progress made. The children's work books and class scrapbooks reinforce the judgement that teaching in RE is a strength of the school. Children in the reception class make their own Bibles and include the Bible stories they like most and by the end of Year 6 children use skills of enquiry and interpretation to reflect on the question, who is God. Assessment is thorough and accurate. A school portfolio of assessed work supports teacher judgements and demonstrates year on year progress. Each class has an RE journey noticeboard where themes studied during the year are evidenced and which serves as a reminder to the children of what they have learned and thought about both in RE and CW. As a consequence children often return to previous learning and re-evaluate their thinking. A well-structured and rich curriculum underpins teaching and learning and results in children being confident of their knowledge and understanding in RE. They recognise the links between Christian values and the values of other faiths studied. SMSC is strengthened within RE and teachers recognise the importance of giving children time and space to reflect on what is being learned. RE is monitored with same degree of rigour as other core subjects.

The effectiveness of the leadership and management of the school as a church school is outstanding

The distinctive vision of this outstanding school is lived out with confidence by all members of the school community. The headteacher, supported by senior leaders, is relentless in her commitment to the core values of the school and parents comment that their clarity ensures that 'there is no drift' away from them. Adults and children are appreciative of the support and encouragement given to personal and spiritual development. Self-evaluation of the school is effective and the viewpoints of a range of stakeholders are sought when the new ideas are suggested or are to be introduced. Governors are well informed about the Christian distinctiveness of the school and attend regular training to ensure that they are well informed and able to give good support. However current self-evaluation procedures, although effective, do not always involve governors at an early stage. Parents are strong in their support of the school. They talk appreciatively of the 'family feel' the school gives. Parents find staff approachable and recognise the school's commitment to supporting the particular needs of individual children. The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It is underpinned by commitment to being 'guided by faith in everything we do'. Children know that they are considered to be 'stars who shine as lights in the world' and as such are fully aware of the distinctiveness of their very special school. This knowledge informs behaviour, attitudes and a commitment to living out the vision and values of their school. Links with the churches of Holy Trinity and St Peter's are strong and a high level of mutual support is given. A particularly close link, whereby children in the reception class join preschool children and their parents for worship in church each week, is much appreciated. The school has links with schools in central Liverpool and in Southport which enable children to learn from their peers whose situation is different to their own. Parents feel well informed about school life and give support to the school through 'Team TSP'. The school's model of leadership is one of empowerment and all members of staff are encouraged to see themselves as leaders. Attendance at courses relevant to the school's Christian foundation is encouraged and regular 'in house' training takes place.

SIAMS report June 2015 Trinity St Peter's CE Primary School, Formby L37 7EJ