

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trinity St. Peter's Church of England Primary School			
Address	Paradise Lane, Formby L37 7EJ		
Date of inspection	17 October 2019	Status of school	Voluntary aided primary school
Diocese	Liverpool	URN	134988

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Trinity St Peter's is a primary school with 234 pupils on roll (including nursery) who are of predominantly of White British heritage. The proportion of pupils who are considered to be disadvantaged is below the national average as is the proportion of pupils who have special educational needs/disabilities. The school was judged to be good by Ofsted in November 2017.

The school's Christian vision

At Trinity St. Peter's, children 'shine like the stars in the universe' (Philippians 2:15). We want all our children to enjoy their learning journey, to achieve their full potential and to become caring global citizens of the world with the motivation and confidence to be the best they can be.

Key findings

- The school's exceptionally strong Christian vision and values are threaded through every aspect of its work. They are deeply embedded and known by all members of the school community.
- The headteacher, senior leaders and governors demonstrate outstanding Christian leadership. Their highly effective systems for monitoring and evaluating Christian distinctiveness ensure that the school is constantly developing. As a result, all members of the school community are able to flourish.
- Innovative and inspirational collective worship is at the heart of daily life. It provides opportunities for pupils and adults to explore faith and spirituality and unites the school community.
- The school has developed a highly effective approach to courageous advocacy which permeates all aspects of its daily life. As a result, the pupils are able to speak with confidence and compassion about global concerns and the need to challenge injustice and inequality.
- Extremely strong links with the church bring the school, families and the parishes together. This strengthens the church and school partnership and emphasises the importance of the Trinity St. Peter's wider Christian family. On the day of the inspection the school received confirmation of its successful submissions for the Liverpool Diocese Church and School Partnership Award and Church and School Values Award.

Area for development

- Explore opportunities to share the school's acknowledged expertise in wellbeing and social, moral, spiritual and emotional (SMSC) development. This will enable the school to lead innovation and facilitate the development of good practice locally and across the diocese.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The Christian vision of Trinity St. Peter's has evolved over time and is exceptional in its clarity of purpose and deeply rooted links to biblical teaching. The school's core Christian values of service, hope, imagination, nurture and enjoy (SHINE) are embedded in the life of Jesus and understood by all. The headteacher and senior members of staff model Christian leadership of the highest standard and all members of the school community flourish under their guidance and expertise. Members of the governing body demonstrate a high level of commitment and purpose. They are fully involved in the strategic monitoring of the school's work. The distinctiveness governor contributes to the rigorous monitoring of Church school effectiveness and this supports clear actions for development. The well-established partnership with the parishes of Holy Trinity and St. Peter's enhances the learning and spiritual opportunities of the pupils. This ensures that the wider Christian community is aware of, values and is involved in the life of the school. The school sees itself as an active partner with the diocese. As a result, professional development opportunities and the nurturing of future Church school leaders are clearly to the fore.

The Christian vision shapes the way decisions are made regarding the curriculum, extra-curricular opportunities and extended learning. The unique academic and spiritual needs of each pupil are met through a creative and broad curriculum that encourages them to explore new ways of thinking. Pupils' attainment and progress are significantly above the national average. Staff ensure that SMSC development permeates all aspects of the learning environment, providing opportunities for deep and meaningful discussion. The school recently achieved the SMSC Gold Award and this is testament to the exceptional quality of work in this area. It includes the consideration of current affairs and issues related to injustice and discrimination. As a result, pupils express their ideas and opinions with confidence and age-related maturity. They constantly refer to the Christian vision statement and core values, saying that these help them to SHINE and be the very best they can be. Provision for those with additional learning or personal needs and those who are vulnerable is exceptional. It is rooted in Christian love and understanding. Members of staff have the expertise to deliver a range of intervention and support strategies. Parents speak highly of the school's commitment to supporting families and meeting the learning and emotional needs of their children.

The school's Christian vision and holistic approach to child development and learning ensure that pupils are able to flourish, believe in themselves and strive to achieve. The school's Christian ethos provides an extremely safe and supportive environment in which pupils can progress and gain confidence. They have extensive opportunities to grow through leadership roles as members of eight elected pupil groups. They take these responsibilities extremely seriously and as a result, become articulate ambassadors for their peers. The school's Christian vision and values are at the heart of their social interaction with particular reference to service. All members of the school community demonstrate Christian compassion and concern for justice in local, national and global settings. The achievement of the Global Neighbours Gold Award demonstrates the highly developed approach the school has to courageous advocacy and the fact that pupils genuinely understand what this means. A long-standing link with a school in Uganda provides many opportunities for expressing a deeper understanding of social justice. The Christian vision is reflected in the way that the senior leadership team and governors make astute and ethical decisions about resources, always seeking to do the very best for pupils and staff.

The school's Christian vision and values underpin all relationships and are at the heart of policies and practice. Pupils behave extremely well and explain that Christian values encourage everyone to be thoughtful, kind and forgiving. Instances of bullying are rare and pupils say that they feel safe at all times because staff will always help them to resolve difficulties. Staff speak of the many ways they feel supported and valued professionally and personally. They attribute this culture to the school's distinctive Christian vision and sense of family. The positive approach to equality and valuing difference means that everyone in the school community is treated with dignity and respect and their mental health and wellbeing are a priority. The school recently achieved the Wellbeing Award because of its inclusive and caring ethos. Mindfulness, a strong SMSC curriculum and holistic approach to wellbeing enable the school to deliver outstanding provision. A wide range of staff training on mental health topics leads to a confident approach. The school's appointment of a counsellor available for pupils, staff and families is further evidence of the priority given to this area. As yet, the school has not shared this expertise more widely.

Innovative and inclusive worship is at the heart of the school's life. It is planned thoroughly and includes biblical teaching, celebration of major festivals and concern for God's world. The imaginative use of a monthly value theme connects whole school and class worship. As a result, pupils are engaged and develop a strong belief in the importance of prayer and reflection. They are enabled to make the link between the teaching of Jesus and their

own lives and the world around them. When possible, links are made to the prayers and traditions of non-Christian faiths in order to develop pupils' understanding of worship in its broadest sense. The parish clergy are involved in the planning and lead worship every week. Pupils worship in the parish churches for whole school celebrations of major festivals, monthly worship for the early years children and attendance at the Eucharist for Key Stage 2. As a result, pupils feel part of the wider Christian community and meet members of the congregations of both churches. Pupils have a well-developed and age-appropriate understanding of the Trinity. Monitoring and evaluation is carried out on a regular basis involving pupils and adults in order to ensure that worship remains relevant and vibrant for everyone.

Use of the diocesan RE syllabus and *Understanding Christianity* ensures that pupils have rich learning experiences. These develop their knowledge of Christianity and other major world faiths extremely well. Pupils understand the significance of sacred texts and engage with challenging questions about faith and belief. They explain that RE is a time for exciting learning and they were observed entering into respectful, open discussion.



The effectiveness of RE is Excellent

Highly effective teaching challenges and supports pupils' exploration of religious belief and practices. Accurate and informative assessment procedures ensure that all pupils, regardless of ability, make at least good progress. As a result, standards of attainment for all pupils are high and many achieve above age-related expectations. The highly committed and knowledgeable subject leader ensures that RE is carefully monitored and that staff have access to appropriate professional development.

Headteacher	Deborah Pringle
Inspector's name and number	Jean Forward 625