

Trinity, Church of England / Methodist Primary School; Buckshaw Village

Unity Place
Buckshaw Village
Chorley
PR7 7HZ

Diocese: Blackburn; Methodist District: Lancashire

Local authority: Lancashire

Date of inspection: 6th March, 2012

Date of last inspection: none

School's unique reference number: 135860

Headteacher: Jill Wright

Inspector's name and number: Neville Norcross NS403

School context

Trinity is a new school, designed to meet the needs of the emerging community of Buckshaw Village. The school opened with a small cohort of pupils in September 2010 in temporary accommodation. Since January 2011 the school has been housed in a new purpose-built facility and the numbers on role have risen rapidly to 195. The school has a joint foundation and is supported by the Anglican and Methodist churches both locally and nationally.

The distinctiveness and effectiveness of Trinity Primary School as a Church of England / Methodist school are good

Trinity Primary School has quickly established a distinctive Christian character which is having a significant impact on the personal and academic development of all pupils. Effective strategic planning and the commitment of the leadership team put the school in a strong position to build on these successes.

Established strengths

- The clear Christian vision of school leaders and the way in which this is communicated to all members of the school community
- The effective and developing links with the local church and the wider community
- The way in which relationships at all levels are built upon Christian values

Focus for development

- Involve all members of the school community in the evaluation of the school's distinctiveness and effectiveness as a church school, ensuring that any issues which arise form part of the school's strategic planning
- Provide greater pupil involvement in planning and leading worship
- Develop a portfolio of assessed work in religious education (RE) in order that all members of staff will have a sound understanding of the standards which are being achieved.

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

In a short period of time the school has developed a distinctive character which is based on Christian values. The governing body and senior leadership team have been very effective in setting out a distinctive vision which is now having a marked impact on all aspects of school life. The pupils are well aware of the school's Christian character and can articulate the difference which this makes to the daily life of the school. One pupil commented on the way in which the Christian character enables the school to be a happy and peaceful place whilst others said that it helped them to know how to live their lives. Most pupils are also able to make a link between the school's values and the life and teaching of Jesus. The commitment of the leadership team has enabled the school to have the feel of a well-established community even at this early stage in its development. The pupils already have a sense of pride in the school. This is also recognised by parents, one of whom said, "From day one this school had a different feel about it." Great efforts have been made to establish the school at

the heart of the local community and, indeed, it has done much to bring a sense of purpose to this emerging village. The pupils have a good understanding of local and national cultures although their understanding of global communities is limited. The quality of teaching in religious education makes a significant contribution to the spiritual development of pupils as they reflect on issues of meaning and purpose. Classroom reflection areas provide further opportunities for spiritual development, although they are not used to their full advantage and there are few displays around school which challenge children's thinking and encourage reflection. Relationships between all members of the school community are outstanding. Parents, in particular, recognise the close link between the school's Christian character and the way in which positive behaviour and relationships have been developed. Parents from a range of faith positions were united in their recognition of the school as a positive influence in the lives of their children and in the local community.

The impact of collective worship on the school community is satisfactory

Collective worship is recognised as an important factor in establishing the school's identity. Even at this early stage in the life of the school, much has been done to establish an effective framework and this is beginning to make an impact on the day to day thinking of the school. Pupils respond respectfully to all that takes place, readily answer questions and join in enthusiastically with the singing. The attendance and involvement of members of staff enable pupils to appreciate the importance of daily worship in the life of the school. Pupils recognise the importance of prayer although there are limited opportunities for informal prayer and reflection during the school day. Most children express an enthusiasm for worship and some say that they enjoy it most when they are given opportunities to take an active part. The planning covers a broad and balanced range of themes and the worship is led by a variety of adults, including representatives of the two churches. There are no opportunities for the pupils to plan and lead worship themselves. Parents express very positive views of the impact which worship has on their children's thinking.

The effectiveness of the religious education is good

At this stage in the school's development there is insufficient evidence to compare standards and progress in religious education (RE) with national expectations. However, there is strong evidence to indicate that standards and progress are good. The subject leader has established a robust system for the tracking of pupils' progress and this demonstrates that standards are good. Evidence both from the children's books and also from discussions support this view. Pupils are provided with a wide range of challenging activities which cover both aspects of RE – learning about and learning from religion. The quality of teaching is good and there are some outstanding features such as the quality of teachers' questions and the setting of challenging and differentiated tasks. Pupils are given comments on their work which help them to know how they can improve. The school's procedures for Assessment for Learning are applied to RE as well as other core subjects. Most children have positive views of RE and say that the lessons they most enjoy are those where their thinking is challenged. RE is already making a significant contribution to the Christian character of the school and to pupils' understanding of difference and diversity. RE is enabling pupils to have an understanding of the place of religion in local and national communities. It does not yet make a contribution to their understanding of the global aspects of the Christian faith. The subject leader has, in a very short period of time, established an effective framework for RE and clear expectations for all staff. At this early stage there has not been sufficient time to develop a portfolio of pupils' work which has been assessed.

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

The school has very quickly and effectively established a distinctive Christian character which is making a significant impact on pupils and the whole school community. This is because leaders have developed a very clear vision for the school as a church school. This vision enables the school's distinctive character to be central to the personal and academic development of all pupils. The school's vision also places Trinity at the heart of the local community and central to village development. The school's Christian values flow naturally from this vision and they are beginning to have a transformative effect. Much has been done to ensure that all members of the school community understand the school's Christian

character, which is readily acknowledged by parents as being the major factor in its success. Parents are full of praise for the way in which the school has handled the ever-changing situation during a period of rapid development. Whilst leaders can be justifiably proud of the policies and procedures which are already in place they acknowledge that the systems for the evaluation of the school's distinctive character now need to be introduced. The subject leaders for RE and worship bring enthusiasm and expertise to their roles. They are clear about the next steps in terms of the development of these important aspects of school life. School governors, together with senior leaders, have demonstrated excellent strategic leadership. They are clear and resolute with regard to the purpose of the school and the part played by the two churches, whose partnership is a strength. They further acknowledge that at this early stage in the school's development, there is still work to be done. However, all members of the school community can be rightly proud of the achievements at this stage and the prospects for the future.

SIAS report March, 2012 Trinity C of E / Methodist school, Buckshaw Village.