

National Society Statutory Inspection of Anglican Schools Report

Trinity St Peter's Church of England Voluntary Aided Primary School

Paradise Lane
Formby
L37 7EJ

Diocese: Liverpool

Local authority: Sefton
Date of inspection: 28 November 2006
School's unique reference number: 134988
Headteacher: Mr M Dutton
Inspector's name : Mrs J O'Rourke

School context

Trinity St Peter's was formed in 2005 from the amalgamation with Holy Trinity Church of England school on the St Peter's site. All children are white British. The proportion of children with learning difficulties and / or disabilities is below average. Nursery provision opened in January 2006.

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

The school has quickly established a sense of identity and a distinctive character.

A strong Christian ethos permeates the school and this is reflected clearly in the Mission Statement. High expectations have been set for all in the school community to share in this vision through the promotion of Christian values and attitudes.

Established strengths

- Worship makes an outstanding contribution to supporting both the children and adults in their spiritual development
- The Headteacher, governors and senior management team have worked hard to establish a community that has a strong sense of togetherness and mutual support.
- Children feel valued, have great pride in their school and show high levels of care for others.

Focus for development

- To establish clear assessment procedures in Religious Education.
- To engage with other faith communities to enrich the programme of study in religious education.

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

Children thrive in the very positive and inclusive climate of the school and benefit from a real sense of community. The provision for moral, social and cultural development is good. The children have a mature understanding of the importance of rule keeping coupled with the need for reconciliation – one very young child spoke of the 'need for forgiveness'. The School Council has been active in monitoring the ideas and needs of other pupils, for example in regard to the improvements in the outdoor space. Positive relationships exist between staff and children. The highly responsible behaviour displayed and the care they show towards others reflects the impact of the Emotional Intelligence project being undertaken. The school environment makes an outstanding contribution to the children's spiritual development. Reflection areas in all classrooms contain contributions made by the children and pose thoughtful questions, such as 'How could you make life brighter for someone today?' The 'success tree' in the hall celebrates the outward display of Christian values by the children in their everyday lives by highlighting, for example, acts of kindness. The sense of caring for others is reinforced by the school's support for numerous charities, such as Water Aid and the Christmas shoe box appeal.

The impact of collective worship on the school community is outstanding

Collective worship is seen as a valuable time for coming together to share, reflect and affirm as a Christian family. Children value the opportunity to be involved at every level - planning, participation and evaluation. They speak of the 'interactive' nature of their worship through the questionnaires sent to them by the worship co-ordinator, and their very positive views are echoed in the responses via the website forum. The themes are exceptionally and sensitively planned and are delivered in creative and inspiring ways by all staff members and two members of the local clergy. Every effort is made by the school to worship regularly in both parish churches. As a result, the children have an impressive knowledge and understanding of the Anglican tradition, reflected in the natural and confident way they respond to prayers, reflection opportunities, hymns and greetings. They speak of 'spiritual gifts' such as truth, loyalty, and forgiveness and how these contribute to 'living a better life'. All members of the school community value the high level of spiritual support they receive through worship.

The effectiveness of the religious education is good

Children make good progress in RE and are achieving in line, and often above, the standards required by the Diocesan syllabus. The process of assessment has been started but does not yet include the levelling of work or involving the children in self-assessment so they can identify the next steps needed to make further progress.

Teachers are successful in creating a classroom ethos in which the children are not afraid to share their ideas and beliefs and are encouraged to ask 'bigger questions' such as 'what does it mean to have faith?' or 'what is your wish for the world?' Religious Education is characterised by effectively planned, creative and challenging lessons that are enjoyed by all learners. A variety of approaches, such as drama, art and ICT have engaged the children in their lessons and members of the clergy have supported the curriculum well. For example, in one lesson, the vicar was being interviewed by the children about the significance of the Bible to Christians.

The children are able to reflect on issues important to them and can talk about how values such as 'showing respect' are important when learning about other faith traditions. Links with other faith communities and visits to a wider range of worship centres would extend learning opportunities.

Imaginative and vibrant displays reflect the range and quality of experiences gained by the children through RE.

The subject is effectively monitored by the RE co-ordinator and appropriate priorities for the development of the subject across the school have been identified.

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

The involving of all concerned in the new school when writing the Mission Statement enabled the school's distinctive character to be a shared vision immediately. It is based on mutual respect and support and the Headteacher, Governors and Staff are fully committed to its realisation.

The school has been highly effective in seeking the views of all stakeholders. Children feel happy and secure and enjoy coming to school. Parents feel their views are valued and are very supportive of the church/school links and the "many strengths" the school possesses as a Church of England school.

The leaders and governors of the school have effective procedures in place for self-evaluation and clear strategies for improvement linked to the school development plan.

Staff feel well supported and value the affirmation, praise and thanks they receive from the school community and feel confident in their role in promoting and supporting the school's Christian vision.