

Inspection of an outstanding school: Trinity and St Michael's VA CofE/Methodist Primary School

Out Lane, Croston, Leyland, Lancashire PR26 9HJ

Inspection dates:

22 and 23 May 2024

Outcome

Trinity and St Michael's VA CofE/Methodist Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils, and children in the early years, come to school happy and ready to learn. They are excited by their learning. They look forward to what each day will bring. Pupils know that staff care for them and this helps them to feel safe.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Children in the early years through to pupils in Year 6 achieve very well. They are more than ready for the next stage of their education.

Across the school, pupils' behaviour is excellent. From the start of the early years, children learn, and abide by, the school rules. Classrooms are calm and purposeful. Pupils can learn without distraction. They enjoy earning rewards such as 'value balls' and certificates that celebrate their many successes.

Pupils enjoy attending a broad range of clubs that develop their talents and interests. For example, they learn to fence or participate in curling competitions. Pupils also have the chance to join the local brass band.

Pupils take real pleasure in taking on leadership responsibilities. Members of the school council take their roles seriously. These pupils are very proud of the changes that they have made to improve the school lunch menu. Pupils raise funds to support charities that are close to their heart. They are kind and empathetic towards others who find themselves in challenging circumstances.

What does the school do well and what does it need to do better?

The school has developed a well-thought-out curriculum. This ensures that pupils receive a broad, balanced and ambitious education. From the early years through to Year 6, the

school has carefully identified the knowledge that children and pupils need to learn. Curriculum guidance ensures that teachers know what should be taught and emphasised. This enables pupils to build their knowledge in a logical order.

Teachers have strong subject knowledge. They use this very well to deliver the curriculum expertly. Teachers routinely check that pupils have a secure understanding of what they have been taught before new learning is introduced. Teachers also provide many opportunities for pupils to revisit their prior learning. This helps pupils to remember their learning over time. As a result, pupils build a deep body of knowledge. They achieve exceptionally well.

The school has prioritised the teaching of reading. In the Reception class, staff put their training to good use to make sure that children quickly learn to link sounds and letters. Pupils build on this strong start very well in key stage 1. Most pupils are fluent and confident readers by the end of Year 2. Those pupils who struggle to keep up with the phonics programme receive the support that they need to catch up. Older pupils enjoy reading. Alongside visits from authors, staff ensure that pupils are exposed to a wide range of literature. This enables pupils to learn about the world in which they live. It also enhances pupils' learning across the curriculum.

Pupils with SEND are given every opportunity to succeed. The school uses external agencies appropriately to ensure that pupils' needs are identified early. Teachers carefully adapt their teaching approaches to help ensure that pupils with SEND access the same curriculum as their peers. The school's work to support pupils with SEND, and their families, is highly effective. As a result, these pupils achieve very well.

Pupils have a thirst for learning. They do their best in lessons because they want to succeed. Pupils demonstrate superb manners. They are polite and respectful to each other and to adults. Children in the early years learn the importance of taking turns and listening to the ideas of others. This continues across key stages 1 and 2. Pupils are confident to share their views because they know that they are valued as individuals. This contributes to the warm and welcoming atmosphere within the school.

Pupils have ample opportunities to learn beyond the academic curriculum. The school ensures that pupils learn how to keep themselves safe when working or playing online. Pupils know the importance of fundamental British values. The 'rainbow day' is just one example of how the school enables pupils to gain a deep understanding of how people in the school and in modern society should be valued and treated.

Staff feel appreciated. They are immensely proud to work at the school. They receive suitable support and guidance to carry out their roles effectively. This helps them to manage their workload. Governors work in close partnership with the school to ensure that their vision for excellence is realised. The school's work is highly effective. It has ensured that pupils have an excellent start to their education, along with many fond memories of their time in primary school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	131309
Local authority	Lancashire
Inspection number	10211933
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Victoria Tayler
Headteacher	Claire Procter
Website	www.trinitystmichaelscroston.co.uk
Dates of previous inspection	8 and 9 March 2016, under section 5 of the Education Act 2005

Information about this school

- A new headteacher and deputy headteacher have been appointed since the previous inspection.
- The school does not make use of alternative provision.
- This Church of England and Methodist school is part of the Diocese of Blackburn. The last section 48 inspection took place in June 2023. The next section 48 inspection is due to take place in 2028.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector held meetings with the headteacher, senior leaders and other members of staff.

- The inspector met with governors, representatives of the diocese, representatives of the Methodist academies and schools trust, and the school improvement partner. She held a telephone conversation with a representative of the local authority.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils read to a trusted adult.
- The inspector observed pupils' behaviour during playtimes and in lessons.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to Ofsted Parent View. She considered the responses to Ofsted's staff and pupil surveys. The inspector met with parents and carers to gather their views and opinions about the school.

Inspection team

Sarah Barraclough, lead inspector

His Majesty's Inspector

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