

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Trent Young's Church of England Voluntary Aided Primary School

Address	Trent, Sherborne, Dorset, DT9 4SW		
Date of inspection	7 May 2019	Status of school	VA primary
Diocese	Salisbury	URN	142963

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	Good
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Good

School context

Trent Young's is a primary school with 131 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. 12 per cent of pupils come from service families. Since the last inspection a new headteacher and deputy headteacher have been appointed and the school has converted to academy status within the Diocese of Salisbury Academy Trust.

The school's Christian vision

'You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on a stand, and it gives light to everyone in the house. In the same way let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

(Matthew 5:14-16).

At Trent Young's we believe that every adult and child can shine and that this can be for the benefit of all. We recognise that we are all special in God's eyes and have unique talents, which we nurture so that each of us has the opportunity to become the very best person that God intended us to be.

Key findings

- The vision reflects the school's nurturing and compassionate ethos and is used to underpin personalised learning for both pupils and staff.
- The determination of the headteacher to provide staff and governors with regular training opportunities which develop their understanding of church school ethos, worship and the teaching of religious education (RE).
- The contribution high quality worship plays in developing pupils' spirituality, critical thinking skills and understanding of life in a faithful community.
- An improvement in the quality of RE teaching has led to children having an informed appreciation of Christianity.

Areas for development

- Extend pupils' understanding of serving the Common Good and living out the school vision in the wider context by providing opportunities for them to become involved in social action projects locally and nationally.
- Develop wider moderation of standards in RE to enable targeted next steps for every pupil.
- Further develop the impact of collective worship on the whole school community by fostering the independence of pupils in leading worship. This would extend the breadth of the school vision, providing pupils with opportunities to ignite the light in others.

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

Trent Young's offers a safe haven to its pupils and staff, providing them with an opportunity to experience what life is like in a faithful community. The new school vision, created last year, is encapsulated in an increasing number of school policies and procedures. This, along with the strong Christian leadership of the headteacher, creates a nurturing environment that encourages personalised learning for both pupils and staff, celebrating each individual's talents. Pupils confidently articulate how they 'let their lights shine' by trying their best in lessons and caring for each other. They explain how the Fruits of the Spirit guide their behaviour in school and how Bible stories help them understand how to live by Christian values. This is reflected in the caring and respectful behaviour demonstrated by pupils. The vision has been clearly explained to pupils in terms of doing their best and respecting others. This has contributed to pupils' understanding of diversity and difference as, 'everyone has a light, not just Christian people or clever people. Everyone can switch their light on. Inside we are all the same.' Pupils appreciate the Shine Club, where they can correct their mistakes in work or behaviour. This is articulated as 'a second chance to shine' and contributes to pupils' understanding of restorative justice and reconciliation, while retaining their self-esteem when facing challenges. Elected house captains choose the charities that pupils support. Pupils' efforts win them merits that in turn earn a greater percentage of any money raised through fundraising for their chosen charity. This supports pupils' sense of belonging and community action.

Staff value the support of the headteacher who has made a major contribution to the development of school succession planning. A positive attitude to professional development requirements has given staff a growing understanding of church school education and has strengthened teaching and learning. A new curriculum and aspirational targets, in line with the vision to 'be the best that you can be', have resulted in improving pupil progress across the school. Pupils achieve broadly in line with national averages, with those receiving pupil premium funding making the same, and sometimes more, progress than their peers. The amount of staff professional development reflects the school vision to 'be the best that we can be, for ourselves and others'. Diocesan advisers support the training of staff and governors. This is leading to more targeted monitoring and evaluation of the Christian ethos, some of which has led directly to school improvement. Governors increasingly make decisions that reflect the vision to recognise each child as a unique individual. This is reflected in the school's empathetic and individualised approach to absence for service families and data analysis that details the progress of individual pupils.

Parents feel that pupils are flourishing socially, emotionally and academically. They appreciate pupils being given leadership opportunities, such as becoming play leaders or 'peacemakers' in the playground. This allows pupils to demonstrate a high level of empathy and to make a difference to other people's lives. After learning about plastic pollution in worship, pupils asked to be involved in a school recycling scheme and to donate waste food to people in need in the community. Parents say seasonal walks and regular visits to a local farm encourage pupils to appreciate the natural world and the need to care for it. Pupils talk at home about the school's Christian values and the Bible stories that reinforce their understanding of them. This, along with class newsletters, gives parents an understanding of how to help their children's learning. The school employs an emotional literacy support assistant who helps service families. This includes the creation of 'deployment books' in which pupils learn about the countries to which their parent is deployed, and the provision of jars of sweets, corresponding to the number of days until the parent returns. Pupils choose a sweet from these each day as they count down the time. The comfort that this support brings is reflected in the numerous messages of thanks from parents.

Worship is a real strength at Trent Young's and is central to the life of the school. Pupils have a passion for worship and it contributes significantly to pupils' understanding of faith. A collective worship crew has been created and pupils regularly monitor worship sessions, including those led by the headteacher. Pupils are given opportunities to lead impromptu prayer and there is a combination of animated discussion and reflection time. This supports pupils to engage in worship on different levels. One pupil commented that worship 'always gives me a chance to be a better person and really lets me shine.' One governor has evaluated worship across the week. This has enabled governors to learn how worship themes are developed with the pupils over time. Pupils' thoughts and contributions are recorded in beautiful collective worship floor books that remain available for them for further reflections. Pupils describe worship as a time where they 'learn to polish ourselves to be the best that we can be'. The headteacher supports other schools in the diocesan trust and a neighbouring diocese has approached the school to seek help with worship.

The school sought the help of the diocese and other church groups to support pupils during a time of interregnum so pupils continued to benefit from church-led worship. This reflects the commitment of school leaders to the Christian ethos and vision of the school. A new vicar is supporting pupils to understand the Eucharist before inviting older pupils to take communion. Pupils have an understanding of the importance of prayer and have regular times to pray throughout the day. This contributes to the development of spirituality in the school by allowing pupils time to reflect and appreciate their relationship with God. Pupils are encouraged to voice their points of view on faith and moral questions in RE lessons. Pupils learn about a range of religions and world views and make some comparisons between different faiths. This supports their understanding of diversity and difference.

Headteacher

Sherril Atkins

Inspector's name and number

Susan Bowen 916