



Diocese of Salisbury

Academy Trust

'Beyond expectations for all of God's children'



Trent Young's
CE School



Academy Improvement Plan 2025-2026

Our School Vision

Our Biblical Foundation

Let your light shine *Matthew 5:14-16*

*“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 its 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.”*



Being the best we can be, for ourselves and others

At Trent Young's CE School, we believe that every child and adult 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. We want to see everyone being inspired and growing in wisdom, knowledge and dignity. We want to see children flourishing and excelling in everything that they do through providing rich experiences which give everyone the opportunity to achieve more than they ever thought possible. We do not want the brilliant things that we do and learn to be hidden. We want to encourage our children to aspire to great things and for the light of their lives to shine and make a difference in their classrooms, throughout the school and when they return home and into their community. As we all demonstrate our Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control, in a supportive atmosphere of mutual respect and trust, our hope is that light will shine from Trent Young's in many ways, every day - for the benefit of all and for the glory of God.

Valuing ourselves

We also believe that developing a sense of self-worth is of paramount importance. When he was on earth, Jesus once said: 'I am the light of the world' (John 8:12). However, as he spoke to those around him during the Sermon on the Mount, he also used these words: 'You are the light of the world'. In addition to letting their light shine on others, we want our children to recognise the value of their own light: to be proud of their personal achievements; to value and respect themselves; and to know how loved they are both by God and by others. We aim to develop a Growth Mindset so that the members of our school are able to face the future with hope and aspiration and embrace all that life has to offer.

The words of the Sermon on the Mount remind us that a light should not be put under a bowl – it should give light to everyone, including oneself. In possession of God's light and His love, it is possible for us all to show something of his light in our families, in our school, in our community and throughout the world.

Our Values

Our school values are taken from Galatians 5:22-23:

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.”

Daniel England, pastor from the local charity Vine Youth Ministry, helped us remember these values with his own visual interpretation of the fruits of the spirit. In 2014, our Ethos Group chose to adopt these because in the words of our pupils, “They are easy to remember.”

We reviewed our values with our vision during the Summer Term 2018, and overwhelmingly chose to keep them, as not only are they key to living out our vision, but an integral part of life at Trent Young's.

Strategy 2030

Our Trust has set out its [Strategy 2030](#), identifying the direction of travel between now and then, based on the needs of our children, families and staff. Our school leaders have worked with our Academy Standards and Ethos Committee (ASEC – governors) and others to identify on one page, what this might look like for our school.

← Long-term Strategic Priorities →

Children flourishing

- Children are well prepared for life in modern Britain; they know how to keep themselves healthy and safe.
- Children are equipped to manage their mental health and well-being.
- Children are able to understand and manage the risks of the ever-changing digital world.
- Our children live out our vision and values both in school and in the community as courageous advocates.
- Children leave our school with a strong moral compass; they respect diversity and difference and take responsibility for their actions.

Thriving academically

- Every child accesses an inspirational, high-quality and relevant curriculum.
- Standards of teaching and learning are excellent.
- Adults use their knowledge of each child effectively so that strengths are built upon, and gaps in learning are addressed in a timely manner so that every child makes at least expected progress. Children working towards the expected standard are given additional support to enable them to catch up.
- SEND provision ensures that children's needs are met.
- Children leave our school with a good understanding of how to be effective learners.

Strong, supportive parent partnerships

- The school works with parents to ensure that all have a good understanding of current issues which may affect their child's well-being or education.
- Feedback from parents informs decisions taken by the school.
- Parents have an excellent understanding of the school's aims and processes and support these with their child.
- Parents' expertise is effectively utilised by the school to enhance children's well-being and learning, both within the curriculum and beyond.
- Parents feel valued by the school and vice versa.

Adults flourishing

- Leaders support teachers in managing workload and staff well-being is always a key part of strategic planning.
- The impact of continuous professional learning is evident in pedagogy, practice and outcomes for children.
- Coaching is developed and used as a model for developing our staff.
- The strength of leadership and practice in the school is classified as Excellent in the Trust Improvement Model.
- Our staff support and add capacity for improvement in other Trust schools.
- There is a clear career pathway for every member of staff; staff are ambitious for their future and are part of a wider succession plan within the Trust.

← Long-term Strategic Goals →

2025-2026

<p>Priority 1: Leadership and Management <i>Through an excellent understanding of their school, leaders ensure that all staff receive focused and highly effective professional development so that standards of teaching and learning are high and all children make at least expected progress. Do less better.</i></p>	<p>Priority 2: Quality of Education <i>Learning opportunities provided by the teachers enable every child to achieve success across the curriculum.</i></p>
<p>Success Criteria: 1.1 New HT and DHT have established effective systems for feedback and impact loops (iterative M&E) which inform CPDL so that teaching is at least good across the curriculum and children meet their targets. 1.2 Teachers new to subject leadership (with appropriate support) and existing subject leads have a good understanding of their subject(s) and are beginning to plan and deliver subject improvement effectively. 1.3 All teachers demonstrate a good understanding of inclusion by design through their planning; teaching; and through the children’s learning and progress. 1.4 Through collaboration across the hub, the maths lead has further refined his ability in leading and implementing maths mastery design for all levels of teachers across the school; see also QoE 2.4</p>	<p>Success criteria: 2.1 Early and novice writers in KS2 are supported effectively [e.g. through using writing deficit pathway and carefully matched scaffolding] so that children at risk of falling behind are closing accurately-identified gaps and meet their targets. 2.2 DSAT reading curriculum has been embedded: in EY and KS1 it supplements the already high-quality teaching and learning, and in KS2 has improved fluency and prosody (evidenced in M&E, percentage of children meeting their targets and observations). 2.3 Number fluency in EYFS and KS1 continues to build on the success of 2024-25 so that all children meet their targets; in KS2 the gaps have been identified and addressed and all children apply their knowledge effectively and meet their targets. 2.4 The ‘Ready to Progress’ document is being used to identify children who are at risk of not meeting expected standards, and informs teaching, including interventions were necessary, resulting in all targeted children achieving 100+ SS in summer NTS across the school in maths. 2.5 Teaching and learning in science across the school is consistently of a high quality (judged by monitoring and evaluation / AIMS / other external observations). 2.6 Teaching and learning in RE and world views across the school is consistently of a high quality (judged by monitoring and evaluation / AIMS / other external observations).</p>
<p>Priority 3: Behaviour and Attitudes <i>Children consistently have highly positive attitudes and commitment to their learning and make a tangible contribution to the life of the school, including actively supporting the well-being of their peers.</i></p>	<p>Priority 4: Personal Development <i>Continue to expand and enhance the experiences offered to our children so that their talents and interests are further developed and the cultural capital accumulated during their time in primary school provides them with the skills and knowledge to succeed in the next phase of their education and beyond and ensures their lights shine brightly.</i></p>
<p>Success Criteria: 3.1 All staff consistently implement the social emotional learning curriculum to support ambitious and progressive targets for children on the SEND register. This is detailed effectively in ILPs so all identified children continue to develop strategies which enable them to access learning (evidenced in reduction in the number of dysregulation incidents; ILP reviews; M&E). 3.2 M&E evidences the use of talk to enhance learning in all classrooms. 3.3 Children demonstrate increased self-control, especially during unstructured time (evidence in Arbor logs, staff and pupil voice) 3.4 Attendance and punctuality continues to improve.</p>	<p>Success criteria: 4.1 M&E gives evidence that Spirituality is developed across the curriculum. 4.2 Children are taught how to take responsibility for their own regulation strategies by using strategies from Therapeutic Thinking, Relational Practice and the DSAT SEMH curriculum. Evidence from M&E, pupil voice, etc, shows that children are calmer, ready for learning and are increasingly able to apply strategies to self-regulate. 4.3 The new RE curriculum has been embedded and children’s understanding of World views is secure (M&E; pupil interview). 4.4 The computing curriculum, including e-safety and PSHE, enables children to develop towards being responsible and healthy citizens in a digital world (pupil voice, reduction of incidents involving technology, Hub parent survey)</p>
<p>Priority 5: Early Years <i>Learning opportunities provided by the teachers enable every child to achieve success across the curriculum, and children are KS1 ready.</i></p>	
<p>Success criteria: 5.1 EYFS staff effectively lead guided reading so that each child is challenged and vocabulary is developed. 5.2 The curriculum, including CP, is carefully planned to address and close identified gaps in executive function 5.3 Support staff are given targeted CPDL to further develop their effectiveness to support / lead learning so that children, including those from disadvantaged backgrounds and with SEND, make at least expected progress. 5.4 Parents engage with events / workshops held to develop their understanding about how to support their child. The impact of their support is evident in class learning (shown through class teacher’s assessment / discussions with parents / lesson observations and drop ins / Tapestry records). Gaps identified are closed so that every child meets their end of year target.</p>	