

# Trent Young's Endowed Church of England Voluntary Aided Primary School

Trent, Sherborne, Dorset, DT9 4SW

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well in writing and mathematics. Their attainment is above average. Attainment in reading is high and achievement in this subject is excellent.
- Throughout the school teaching is consistently at least good. The proportion of outstanding teaching is increasing.
- The school benefits considerably from the highly effective leadership of its headteacher. She receives good support from the staff and the governing body. Together they have driven forward improvement rapidly over the past two years.
- Monitoring of teaching has been very thorough and rigorous this year. It has provided leaders and governors with a clear picture of how well teaching is helping pupils to learn. The action taken as a result of this is very effective.
- The governing body fulfils its duties well. There is an excellent working relationship with staff. This enables governors to hold them to account for their performance effectively.
- Pupils' behaviour is excellent. Relationships throughout the school community are very positive.
- There is a caring ethos and excellent promotion of pupils' spiritual, moral, social and cultural development. This means the school is an especially safe and happy place to be. Pupils' excellent attitudes support their learning exceptionally well.
- The school has an excellent partnership with parents and carers which benefits pupils considerably.

### It is not yet an outstanding school because:

- Achievement in writing and mathematics is not as good as in reading.
- Teaching is not yet consistently outstanding.

## Information about this inspection

- The inspector observed seven lessons, all of which were joint observations with the headteacher. In addition the inspector made a number of other short visits to lessons, group activities and the after-school club, heard a sample of pupils read and scrutinised a sample of pupils' written work.
- Meetings were held with pupils, members of the governing body, staff including senior and middle managers, and a representative of the local authority.
- The inspector took account of the 29 responses to the online questionnaire, Parent View, and a small number of parents and carers bringing their children to school were also spoken to.
- Responses to the school's own Ofsted style staff questionnaire were analysed. This was completed only two weeks prior to this inspection.
- The inspector observed the school's work and scrutinised a number of documents, including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

## Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a small village school in which most pupils are taught in mixed-age classes. The number on roll has risen since the previous inspection and an increasing proportion of pupils travel to the school from outside the immediate area.
- The proportion of pupils with special educational needs supported by school action is below the national average. The proportion supported by school action plus or a statement of special educational needs is close to the national average.
- The proportion of pupils from minority ethnic groups is well below average and virtually none speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in local authority care, pupils known to be eligible for free school meals and pupils from military families, is below average.
- A greater proportion of pupils than is seen nationally join or leave the school after Reception.
- Senior staff and other leaders work closely with schools in the local area on monitoring and development work.
- The school runs an after-school club for pupils, which was also inspected.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Build on the strategies in place to raise pupils' achievement through:
  - extending the opportunities in mathematics lessons for pupils to use their skills in solving problems and carrying out investigations
  - planning more activities in subjects such as science or geography where pupils need to use their mathematical skills
  - fully embedding the strategies for improving the quality of pupils' writing
  - sharing the best practice to enable more teaching to become outstanding.

## Inspection judgements

### The achievement of pupils is good

- On entry to Reception children's skills are usually at the levels expected for this age. Children make good progress, especially in their personal and social development. More children than are seen nationally reach a good level of development by Year 1.
- The school's accurate assessment data show that, from their starting points, pupils make good progress in writing and mathematics and exceptionally good progress in reading. This is because teaching of phonics is especially good. Results in the Year 1 phonics screening checks over the last two years have been above the national average. Disabled pupils and those with special educational needs and those in receipt of the pupil premium do exceptionally well in reading because of the support they receive.
- Virtually all pupils reach the expected level in reading by Year 2 and about half exceed this. Attainment is above average and rising rapidly. By Year 6 achievement in reading is outstanding and attainment high. Pupils read widely both for enjoyment and to access information from a range of different texts.
- Historically, achievement in writing and mathematics has not been as good as in reading. It improved rapidly in writing in the last academic year due to the school's very effective actions taken. As a result, more pupils are now exceeding the levels expected for their age, especially in Years 1 and 2.
- While the progress of pupils in Years 3 to 6 also improved well, older pupils were having to make up for slower progress made in both writing and mathematics in the past. Achievement in writing is good and attainment above average. Pupils write effectively in a wide range of different formats and subjects, using different sentence features and interesting vocabulary to enliven their work.
- This year the stronger focus on mathematics is raising achievement well across all year groups. Calculation and mental mathematics skills have improved especially well and pupils use these effectively when working with measures or data. They achieve well and attainment is above average. The improvement is not as rapid as in writing because, until recently, pupils have had too few opportunities to develop their investigative and problem-solving skills.
- The school is very committed to equality of opportunity and strives to meet the needs and talents of all its pupils.
- Disabled pupils and those with special educational needs consistently achieve as well as their classmates because of the effective targeted support they receive. By the time they leave most reach the levels expected.
- Pupils in receipt of pupil premium funding, the majority of whom come from service families, achieve exceptionally well because of the high-quality support for their academic and emotional needs. They attain at least as well as their peers in both English and mathematics.
- The very small proportion of pupils from minority ethnic groups achieve as well as their classmates.
- Due to raised expectations, higher-attaining pupils now consistently achieve well, with more pupils achieving the higher levels in national tests.

### The quality of teaching is good

- Teaching has improved significantly over the past two years. Changes to the monitoring and support of teaching have seen the quality rise well. This year the improvement has been especially rapid. Currently it is never less than good, although not yet consistently outstanding.
- Staff knowledge of individual pupils' abilities is very good. Staff use this effectively, with recently improved marking and assessment systems, to adapt lesson activities. As a result all groups of

pupils are challenged well. Effective support is provided for the less able. More-able pupils are given activities that help them to do their best.

- All teachers are good at checking how well pupils are doing throughout lessons so that pupils rarely have to wait for extra support or take on an extra challenge if they are learning quickly. The best teachers intuitively know when a pupil needs some kind of help, including in class discussions. Their response to pupils during these times is impressive. As a result in some lessons learning is outstanding, but this is not yet consistently established throughout the school.
- Teaching assistants effectively support learning both in lessons and group work targeted to pupils' needs. The special groups to support pupils who are in danger of falling behind are very effective and a major reason why most pupils now reach the levels expected for their age.
- The management of behaviour is exemplary due to the highly effective systems in place and the way skilled staff deal with any problems. This ensures lessons are not interrupted by poor behaviour.
- The quality of marking has improved exceptionally well this year, with pupils being fully involved in the process, evaluating their own work or that of their peers. This has resulted in pupils having a good understanding of what they have achieved and what they need to do to improve although this has yet to have a full impact on their achievement.

### **The behaviour and safety of pupils** are outstanding

- The school is exceptionally good at promoting pupils' moral and social development. Consequently the behaviour of pupils is outstanding.
- Pupils' excellent awareness of the difference between right and wrong strongly guides their behaviour in and around school. The very effective support for pupils who find consistently good behaviour difficult ensures their behaviour improves especially well over time. This is particularly valued by parents and carers.
- Pupils' attitudes to learning have been exceptional for a number of years. More recently pupils' involvement in assessing and monitoring their own work has seen an even stronger commitment to doing their best. Attendance is above average and there are very few poor attenders.
- Relationships with staff and between pupils are excellent. Pupils exhibit considerable empathy for each other and are exceptionally good at sorting out their own disagreements or supporting less-able pupils in class.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe and fully support the school's commitment to ensuring that discrimination in any form will not be tolerated. They are adamant that bullying of any type is not seen in this school, and their parents and carers agree.
- The respect pupils show to one another extends to those who arrive in school from overseas and the small proportion from different ethnic, cultural or religious backgrounds. Pupils are exceptionally well prepared for life in a diverse and global society.
- Pupils benefit considerably from the wide range of activities that help them learn how to keep safe in different situations; for example, when cycling, swimming or using the internet.

### **The leadership and management** are good

- A key to the school's success is the relentless drive of its headteacher to provide the very best education possible for each pupil who attends. In this she is ably supported by leaders and managers at all levels, governors and the whole-school community.
- Pupils' progress has been rigorously checked for a number of years. However, this year greatly enhanced monitoring systems for teaching have been introduced. These link teaching very effectively to the rate of pupils' progress and the quality of the work they produce and are

validated by external sources. As a result, leaders and governors have a much clearer understanding of how well teaching is supporting learning. They quickly take effective action where improvement is needed. Teaching quality and pupils' achievement have improved rapidly and the school is exceptionally well placed to improve further.

- The good curriculum encourages pupils' interests and promotes their learning well. Programmes for pupils' personal, social and health education and their spiritual, moral, social and cultural development are excellent. The quality of pupils' spiritual reflection and knowledge of local culture and customs are especially good. Pupils have many opportunities to learn about different cultures and religions.
- The school's partnership with parents and carers is excellent. Together with the school they have developed outstanding support mechanisms for pupils from service families, particularly those who may have a parent or carer overseas. This is a major reason why these pupils thrive and do so well.
- The partnership with local schools, particularly those in the Sherborne pyramid, supports pupils' learning and staff effectiveness especially well.
- A 'light touch school' for the local authority, it nevertheless benefits from the strong monitoring and challenge, and support for areas that still need development.
- Safeguarding fully meets requirements. Important checks are rigorously and regularly carried out and staff and governors are well trained. The benefits of this are clearly apparent, including in the well-run after-school club.
- **The governance of the school:**
  - The effectiveness of the governing body is improving in line with that of leaders' success in increasing the rate of school improvement. Governors are well informed and knowledgeable. They rigorously hold the school to account through their effective checking of the impact of teaching on pupils' progress. Governors' good understanding of a range of achievement information and teaching quality is enhanced by very regular school visits that widen the evidence obtained. This also contributes well to rigorous performance management procedures, with governors agreeing salary increases only for good performance. Their continuous pursuit of value for money through regular checks on the impact of pupil premium funding, largely allocated to supporting pupils' academic, social and emotional needs, helps ensure these pupils successfully make up the gap on their peers. Extra funding to support pupils' well-being through physical education and sport has been effectively allocated to widen the range on offer and increase the effectiveness of teaching, leading to improvements in these aspects.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113817
<b>Local authority</b>	Dorset
<b>Inspection number</b>	439549

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anna Stiles
<b>Headteacher</b>	Sarah Patterson
<b>Date of previous school inspection</b>	1 July 2009
<b>Telephone number</b>	01935 850496
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