

# Inspection of Trull Church of England VA Primary School

Church Road, Trull, Taunton, Somerset TA3 7JZ

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Inspection dates: 22 and 23 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

'A nurturing environment for children to thrive [in]' is a view shared by many parents and shows what it is like to be a pupil at Trull. Pupils love all the school has to offer and are happy to come every day. Leaders have high expectations, and as a result, pupils achieve well.

Pupils' behaviour is good in lessons and during social times. They fully understand the school values and follow school rules. Bullying is rare. Pupils say if it does happen, adults deal with it quickly.

Pupils lead on a wide range of aspects within school. For example, well-being champions promote mental health. There are extensive clubs which foster pupils' interests and talents, particularly in sports and the arts. Pupils relish competitive sports. Pupils love to perform and enter competitions where they do extremely well. Staff are aware that there are many talented pupils who have hobbies and interests outside of school. Pupils' personal achievements are widely celebrated and recorded. Parents and pupils value this.

The school offers excellent pastoral support and goes 'above and beyond' for pupils and their families. This ensures that pupils feel happy and safe in school and are ready to learn.

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

Leaders are ambitious and work hard to provide the very best education and care for pupils at Trull. Leaders have designed an inclusive and ambitious curriculum which has pupils' needs at its heart.

Pupils have a wide range of learning experiences from the moment they start school in Reception. Pupils with special educational needs and/or disabilities learn the same curriculum content as their peers. Teachers adapt the work carefully to allow pupils to experience success and achieve well. However, in some subjects, leaders are not clear enough about the knowledge and skills they want all pupils to know. As a result, pupils do not build a deep understanding of these subjects.

The quality of pupils' work is high across most subjects. For example, in mathematics, pupils' responses display a secure level of knowledge. They talk confidently about the work they have undertaken.

Leaders know how vital it is that pupils learn to read as soon as possible. They expect every pupil to become a fluent reader. Younger children learn phonics from the start. They use this knowledge well when they read. Staff receive training that gives them the knowledge and skills to teach early reading confidently. Reading books match the sounds that pupils know. Staff quickly spot pupils who may be at risk of falling behind. They intervene with additional support, which means pupils

catch up quickly with their peers. Pupils enjoy story time. They talk with joy about their favourite books. Pupils describe how they use their imagination and 'get lost in the story'.

Leaders are aware that pupils' writing is not well developed across the curriculum. As a result, pupils do not demonstrate what they have learned in their written work. Considerable work is happening by leaders to put this right, but there is still more to be done.

Pupils are very respectful of both adults and each other. During the inspection, they opened doors, helped inspectors locate places and demonstrated impeccable manners. Pupils have positive attitudes to learning and show commitment to their education.

The school's Christian foundation underpins its approach to pupils' spiritual development and to the development of pupils' character. Pupils show in the way they behave and discuss important issues that their personal development is exceptional. They are very kind and, where necessary, forgiving of each other. Pupils understand the importance of respect when discussing religions, life choices, and family models different from their own. Pupils are adamant and comment, 'Any discrimination would be stopped.' This gives pupils great confidence in the school leaders and staff. Parents appreciate this aspect of their child's development. 'A lovely school that provides so much more than education' is typical of the comments made. Pupils appreciate the focus staff have on their mental health. For example, they enjoy being able to go in the 'Zen Den' when they want peace and quiet.

Adults love working at Trull. They appreciate the training, which develops their own knowledge and skills. They welcome the focus leaders place on their mental health and well-being. Leaders are conscious of staff workload and consider ways to help them manage this.

Governors know what is working well and what needs to improve. They hold leaders to account for the quality of education and care.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff are well trained to notice and report any signs of concern. Leaders respond swiftly to support pupils and families in need of help and do not hesitate to escalate concerns when required. Staff carry out the required checks on the suitability of staff to work with pupils. Leaders provide a curriculum that teaches pupils to understand risk, including internet safety and healthy relationships. Pupils know that adults will listen to them if they have any worries.

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

### (Information for the school and appropriate authority)

- In some subjects, leaders are not clear enough about the knowledge and skills they want pupils to know. As a result, pupils do not build a deep understanding of these subjects. Leaders must ensure that all subjects identify the knowledge and skills pupils need to learn as they progress through the school.
- Writing is not well developed across the curriculum. As a result, pupils do not demonstrate what they have learned in their written work. Leaders should ensure that pupils develop their writing across all areas of the curriculum.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123850
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10211807
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	255
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tanya Hughes
<b>Headteacher</b>	Karen Wedlake
<b>Website</b>	<a href="http://www.trullprimary.com">www.trullprimary.com</a>
<b>Date of previous inspection</b>	24 May 2007, under section 5 of the Education Act 2005

## Information about this school

- The school is a Church of England school within the Diocese of Bath and Wells. The most recent section 48 inspection of the school's religious character took place in November 2017.
- The school operates provision for pupils before and after school.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, the inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors listened to pupils in Years 1, 2, and 3 read to an adult.
- Inspectors reviewed the school's safeguarding documentation, including the safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding leaders act on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and governors, about how the school keeps everyone safe.
- Inspectors considered key documentation, including school self-evaluation and school development plans.
- Inspectors observed pupils' behaviour in lessons and around the school site. Inspectors met with leaders to discuss how they respond to behaviour incidents and pupils' attendance.
- Inspectors met with the headteacher, deputy headteacher, other school staff and five members of the governing body.
- Telephone calls were held with an education adviser from Somerset local authority and a representative from Bath and Wells diocese.
- Inspectors visited choir and a class brass band.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including free-text replies. They spoke to parents at the start of the school day. Consideration was given to written correspondence received from parents.
- Inspectors took into consideration the responses to the survey for staff.

### **Inspection team**

Jen Southall, lead inspector	His Majesty's Inspector
Wendy Marriott	Ofsted Inspector
Richard Light	Ofsted Inspector

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