

Inspection of a school judged good for overall effectiveness before September 2024: Trent Young's C of E Primary School

Trent, Sherborne, Dorset DT9 4SW

Inspection date: 26 November 2024

Outcome

Trent Young's C of E Primary School has taken effective action to maintain the standards identified at the previous inspection.

The co-headteachers of this school are Sherril Atkins and Ros Baker. This school is part of the Diocese of Salisbury Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Lacey, and overseen by a board of trustees, chaired by Sian Thornton.

What is it like to attend this school?

Trent Young's Church of England Primary sits at the heart of its rural community. Staff have created a welcoming and caring environment in which pupils can flourish. Pupils feel happy, safe and well looked after. The school supports all pupils effectively, so they can achieve well. As a result, pupils leave the school at the end of Year 6 well prepared for the next stage of their education.

The school sets high expectations for pupils' behaviour. Pupils work hard in class and are determined to do their best. They behave with compassion and sensitivity to others and value the warm relationships that they have with staff.

Pupils gain from extensive opportunities to develop their wider interests and talents. They can choose from a range of sporting clubs as well as other activities, such as sign language, board games and gardening. The school encourages pupils to take on extra responsibilities. These include leadership roles as 'peace makers' and 'school buddies'. Pupils relish these opportunities. They support them to become responsible and active citizens. Pupils have a strong respect for and appreciation of different religions and faiths.

Parents and carers are overwhelmingly positive about the school.

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

Promoting pupils' love of reading is a strength. Reading is a top priority from the moment children start in the Reception Year. Pupils receive the early help that they need to become confident and fluent readers. The school's approach to teaching phonics is effective. Books pupils read closely match the letters and sounds they have been taught. Staff are quickly alerted to any pupils at risk of falling behind. High-quality support helps pupils to catch up quickly. Consequently, pupils' achievement in reading is strong. Pupils practise writing the sounds that they are taught. They use this knowledge successfully to write simple words and sentences accurately.

Pupils learn from a broad, balanced and well-sequenced curriculum. The school has mapped out the most important knowledge that pupils should learn across all subjects. The activities that pupils complete help them to embed their learning securely. However, in a small number of subjects the skills that pupils need to learn are not as challenging as they could be.

The school ensures that staff have strong subject knowledge. Staff explain new ideas clearly and skilfully. They question pupils to check understanding. In mathematics, for example, teachers use physical apparatus and visual images to help pupils grasp new concepts. They develop pupils' understanding of number and mathematical language through well-thought-out activities.

Children in the early years get off to a good start. Staff promote independence. Children learn to work effectively on their own. Routines are well established. Children settle into school quickly. They are confident and content and enjoy their time in school.

The school has high expectations for pupils with special educational needs and/or disabilities (SEND). Staff ensure that these pupils get the right support. As a result, pupils with SEND successfully access the same curriculum as their peers. They achieve well over time.

The school provides a strong provision for pupils' broader development. Pupils learn everything that they need to be well prepared for life in modern Britain. For example, pupils know how to keep themselves safe and how to stay physically and mentally healthy.

Classrooms are well-ordered and productive spaces. Pupils live up to the high expectations set by the school. They work with focus and purpose. Pupils, including those who are disadvantaged, value their education. Pupils' overall attendance is high. The school carefully tracks and analyses pupils' absence. It takes swift and decisive action if a pupil's attendance begins to decline.

Leaders, including those responsible for governance, know the school well. They focus on the most important priorities and are ambitious for the school to develop further. Staff are proud to work at the school. They appreciate the support they receive for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and the appropriate authority)

- A small number of subjects are not as challenging as they could be. Consequently, pupils do not develop a deep body of subject-specific skills in these subjects over time. The school must ensure that all subject curriculums are equally ambitious, enabling pupils to gain deep skills across the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the predecessor school, Trent Young's Endowed Church of England Voluntary Aided Primary School, to be good for overall effectiveness in May 2014.

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	142963
Local authority	Dorset
Inspection number	10344731
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	Board of trustees
Chair of trust	Sian Thornton
CEO of the trust	Mark Lacey
Headteacher	Sherril Atkins and Ros Baker (co-headteachers)
Website	www.trentyoungs.dsat.org.uk
Date of previous inspection	10 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any providers of alternative provision.
- The school offers before- and after-school provision.
- The school is part of the Diocese of Salisbury Academy Trust.
- The trust has appointed a co-headteacher since the last inspection.
- The school received its last section 48 inspection of the school's religious character in May 2019. Its next inspection under section 48 is due within five years of this date.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils read.
- The inspector held a meeting with those responsible for governance, including the chair and vice-chair of governors and a representative from the board of trustees. He also met with the CEO and the deputy CEO.
- To evaluate the effectiveness of safeguarding, inspectors: 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 lead inspector considered the responses made by parents to Ofsted's online survey, Ofsted Parent View, including the free-text response. Responses to the staff and pupil surveys were also considered.
- Inspectors spent time with pupils at lunchtimes and breaktimes to observe their behaviour and speak to them about school life.

Inspection team

Neil Swait, lead inspector

Ofsted Inspector

Jo Randall

Ofsted Inspector

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