



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

Inspection Report

Unique Reference Number 113817
LEA Dorset
Inspection number 279256
Inspection dates 11 July 2006 to 11 July 2006
Reporting inspector Margaret Hulme AI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Trent
School category	Voluntary aided		Sherborne
Age range of pupils	4 to 11		Dorset DT9 4SW
Gender of pupils	Mixed	Telephone number	01935 850496
Number on roll	105	Fax number	01935 850496
Appropriate authority	The governing body	Chair of governors	Mr Adam Strachan-Stephens
Date of previous inspection	1 May 2006	Headteacher	Mrs Sue Cregg

Age group	Inspection dates	Inspection number
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Introduction

The school was inspected by one Additional Inspector. The inspector met with the headteacher and talked with pupils, staff, governors and parents. The school was observed at work and all classrooms were visited. The inspector and headteacher conducted paired observations of lessons. An informal meeting with parents and the receipt of 48 inspection questionnaires, representing over 63% of families, further assisted the writing of this report.

Description of the school

This small faith school takes pupils from a range of social settings and 40% come from outside the immediate area. Most pupils are of White British heritage and, of the few in other ethnic groups, there are four pupils who are bilingual. No pupils take free school meals. The proportion of pupils with learning difficulties is broadly in line with other schools and just one pupil has a statement of special educational need. Year groups are small, resulting in mixed-age classes. The school works with the constant challenge of many pupils starting and leaving throughout the year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

The overall effectiveness of this school is outstanding. It is an exciting place to be and offers excellent value for money. A parent writing in a questionnaire said, 'I feel very lucky that my child goes to this school. I have only praise for the overall standards and behaviour of the children. Above all my child is happy here.' Its continual success since the last inspection is testimony to its capacity to improve further. It is tremendously flexible and willingly adapts to the changing needs of the pupils.

The quality and standards in the Foundation Stage are excellent and pupils go on to achieve very well over their time in school. Standards are high and many pupils in both Year 2 and Year 6 reach a level higher than that expected for their age. The Year 6 pupils have done even better in the national tests this year and although targets have been challenging they have exceeded them in English and mathematics. Over half the pupils reached higher levels in both subjects and more than three quarters of the pupils did so in science. The quality of work on display is of a high standard and provides firm evidence that success is not restricted to test results. Pupils welcomed the local community to their school during the inspection and, guiding each visitor around the school, they explained which subjects stimulated the work displayed and the techniques used in creating such items as dream catchers or African sunset scenes. The admirable teamwork is reflected in the consistency of approach that results in all pupils achieving success.

Compassion, stimulation and autonomy are at the centre of the outstanding provision. Pupils achieve extremely well from a broadly average starting point because the teaching is excellent. The communication that adults have with pupils is first-rate and increases their learning. The excellent assessment procedures and tracking of progress mean that pupils have a good knowledge of how well they are doing. Pupils of all ages understand their targets very well and shared some comments from teachers, such as, 'good answers but remember to write in sentences' when explaining how the marking system helped them improve their work. The staff use information from assessments exceedingly well and consequently plan lessons that keep pupils interested and foster perseverance.

The superb relationships that adults have with pupils motivate them to work hard, and their splendid attitudes to tasks and excellent behaviour mean that there is no disruption and work is finished. One pupil, explaining her response to the teaching said, 'When I start writing I can't stop because the teachers give you such ideas', and an older pupil speaking about younger ones said, 'Children don't want to go home in Reception because they so love what they are doing there'.

The good curriculum offers pupils an extensive range of learning opportunities and capitalises on additional activities, such as learning Indian music, offered by other organisations such as the secondary school. However, the planning of after school activities, although good for Years 3 to 6, does not yet incorporate those for younger pupils. Efforts have been made to provide parents with more information about the curriculum as many are keen to support their children at home. Of those returning the

inspection questionnaires a few disagreed about how well parents are listened to, and a few comments made to the inspector about communication indicate that this is an aspect where review and new initiatives would be beneficial. Enthusiastic parents are eager to support the school but want to do more than just organise fund raising activities.

The caring and supportive atmosphere provides a firm foundation for pupils' personal development. Excellent relationships between pupils and adults are reflected in the trust they have in all staff. Pupils are secure and happy. They enjoy their learning immensely. Skills and competencies to equip pupils to work together in future include: making decisions, collaborating, negotiating and working together. They have a growing understanding of their rights and responsibilities. They are taught to respect the work of others. The orderly and harmonious community means that bullying is rare. Pupils show care and help one another. A great strength is the relationship older pupils have with younger ones: interviewing them for the pupils' survey; ensuring they have a voice at school council; caring for them at break times; and drawing attention to those isolated at playtimes - these have benefited younger pupils and helped them feel more secure and happy.

The quality of care, guidance and support for each pupil is exemplary because of contributions from teachers and support staff. One parent whose child has a medical condition summed it up in the following words: 'It is a great relief for us to leave our child every day and be totally confident that she will be looked after; the school has been marvellous and phones us when there is a problem.' All adults are extremely effective in their supportive roles. Pupils have trust in the staff and make real efforts to overcome any difficulties.

The outstanding leadership and management stem from a strong and caring headteacher who leads the staff team very successfully. Governors are well informed and with the staff have identified those practices in need of review and further development. The very effective self-evaluation results in a school that continually refines its practice in the light of new initiatives and responses from pupils, staff, governors and parents. The school knows itself well; the staff agree about how effective it is and recognise that its top quality provision results in extremely good outcomes for the pupils.

Governors know the school's strengths and weaknesses and many governors are very experienced and give unstintingly of their time in supporting the school. They try to ensure that challenge is an equally important part of their role. There are effective systems for checking the school's work but governors recognise that their skills in this aspect of the school's work could be sharper and plan to make this a priority.

Achievement and standards

Grade: 1

Children start school with average skills for their age but many have far better speaking and listening skills. They make such significant gains that they are soon tackling early National Curriculum work with confidence. Over time the Year 6 pupils' performance

in national tests has been consistently high and many pupils make exceptional progress in relation to their starting points and capabilities. Parents express their satisfaction with their children's progress – 'they thrive and make exceptionally good progress because of the teaching'.

Personal development and well-being

Grade: 1

Outstanding spiritual, moral, social and cultural development stems from the school's very caring Christian ethos. Pupils quickly dismissed any thought of bullying occurring at school. They have considerable confidence in the adults who work with them and reported that they feel safe and secure. As they grow older they gain an excellent understanding of the importance of healthy lifestyles, know how to stay safe and are tremendously involved in the local community.

Quality of provision

Teaching and learning

Grade: 1

Outstanding teaching and learning take place in the context of strong principles and values of fairness and respect for all. Teachers and the support staff work in the same way with the pupils and all are involved in keeping track of their progress. Pupils' learning is sharply analysed and the information gathered is used extremely effectively to meet the full range of pupils' needs. One parent wrote that her experience of the staff inspired her to take up teaching.

Curriculum and other activities

Grade: 2

The curriculum provides considerable enjoyment for pupils. It is enriched by a good range of activities, visits and visitors to the school. Links between subjects are well established. Particularly good use is made of information and communication technology (ICT) in such areas as design and technology, literacy, mathematics and science. An anthology of poems about war experiences captures pupils' skills with words when inspired by an historical event. Gifted and talented pupils extend their skills when joining others of similar capability at the secondary school.

Care, guidance and support

Grade: 1

The outcomes of achievement, being safe, enjoyment, being healthy, contributing to the community and being well prepared for future life are of paramount importance to the school. Child protection procedures are very robust. Support and guidance for those with learning difficulties are so effective that predicted results in national tests were exceeded this year when pupils gained average levels.

Leadership and management

Grade: 1

The headteacher has too modest a view of her own leadership despite successfully adding additional administration tasks to her workload during the lengthy absence of the regular post holder. Her greatest strength is the relentless pursuit of high standards and achievement along with a strong commitment to the care and welfare of the pupils and staff. Governors have involvement in school life such as leading worship and teaching guitar.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for the friendly welcome you gave me when I visited your school. Your willingness to talk to me was a great help and I enjoyed listening to you explain to members of your local community what had inspired some of your work, and which techniques and skills you used to do it really well.

I am very pleased to tell you that you go to a really good school. In fact I remember that you told me the school is great and that you love the exciting things you are given to do. I couldn't agree more!

These are the things I particularly want to celebrate:

- You behave very well and show a great interest in your work because there is so much happening that you don't become bored.
- You look after each other very well and appreciate the help that you get from all the adults in the school.
- You get on very well with your teachers and really know what you are expected to learn and how you can make your work even better.
- The teaching is very good in all the classes, and because you find it so interesting it is also great fun.
- If you need extra help the school makes sure you get it, and some of you with special talents have a chance to work with others who enjoy the same activities.
- You have an excellent headteacher who has made sure your school is a wonderful place to learn and one of which you can be proud.
- Your views are important and the school listens to what you say although it cannot always carry out your suggestions.

Even in outstanding schools like yours there are always things that can be made better, and there are a few things that staff will be working to improve. I know that some of you like a challenge so I hope you will help the adults when necessary.

I shall have lots of good memories about how well you are doing.