

TRUST LEVEL SIAMS EVALUATION



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Our Mission



Flourishing children
Flourishing schools
Flourishing communities

Flourishing Children

At the heart of the vision are the children. SAST is dedicated to helping every child flourish —academically, emotionally, and socially. This involves fostering a supportive, inclusive environment where students feel safe, encouraged, and inspired to grow. By focusing on individual strengths, talents, and wellbeing, we aim to develop confident, capable young people who are prepared for the challenges and opportunities of life.

Flourishing Schools

Flourishing schools are learning communities. SAST recognises that strong, dynamic schools are essential for effective learning. We want our schools to be vibrant educational environments where leaders, teachers, and support staff, work collaboratively to deliver excellent outcomes. Through innovative teaching practices, continuous professional development, and a focus on wellbeing, SAST schools aim to be beacons of educational excellence, offering a holistic experience that goes beyond the classroom.

Flourishing Communities

SAST believes that schools are at the heart of their communities. When schools thrive, so do the neighbourhoods and families around them. The “Flourishing Communities” aspect of our mission emphasises the role of schools as hubs of local life, fostering strong relationships with parents, local organisations, and businesses. By engaging with and contributing to the community, SAST hopes to create a cycle of positive impact, where education not only benefits individuals but strengthens the community.

Together, these three pillars encapsulate SAST’s commitment to creating an environment where everyone can flourish in harmony.

Our Values



Partnership



Equity



Aspiration



Kaizen

Partnership

Our family of schools believe that partnership is key to success. By working together with students, parents, staff, and the wider community, we foster an environment where all voices are valued. Through shared goals and mutual respect, we create opportunities for growth and achievement, ensuring that together, we can build a brighter future for everyone.

Equity

We are committed to providing every student with the resources, opportunities, and support they need to succeed, regardless of their background or circumstances. For us, equity means more than fairness; it is about creating an inclusive environment where all individuals can flourish. We strive to remove barriers to learning, ensuring that every student is empowered to reach their full potential.

Aspiration

We encourage every student to dream big and aim high, nurturing their ambitions and helping them to realise their goals. Through high-quality education and a supportive environment, we promote a culture where every individual is encouraged to grow and flourish. We equip our students with the skills and confidence to explore new possibilities and make a meaningful impact in the world.

Kaizen

Inspired by the philosophy of continuous improvement; kaizen reflects our commitment to always striving for better. At SAST, we believe that growth is a constant journey. We encourage students, staff, and the wider community to embrace challenges, reflect on experiences, and seek out opportunities for learning and improvement. Through innovation and perseverance, we create a dynamic environment where progress is celebrated, and excellence is a daily pursuit.

IQ1 - Vision

How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?

The resonance between the Trust's vision and the schools theologically rooted Christian vision lies in their shared commitment to holistic education, community service, inclusivity, and moral development. By aligning on these principles, the Trust enhances the work of each individual school, reinforcing and amplifying its Christian foundation. This alignment ensures that the school can fulfil their Christian vision of providing an education that not only imparts knowledge but also develops skills and shapes curiosity, character and faith.

What it looks like in practice:

A vision that enables children and adults to flourish

School leaders have developed a deeply Christian vision; the vision through its sense of meaning and purpose, adds life to the school community. Biblical theology underpins the school vision and values. The school is seen by all as a reservoir of hope, a place of peace, grace and mercy, a community that resources resilience.

School improvement is driven by the deeply Christian vision. Leaders, led by vision discussions, make innovative, exemplary and courageous decisions, leading to action that better the opportunities of adults and children.

Leaders are committed to being a community and actively seek partnerships that bring life to staff, students and families. The vision actively seeks flourishing together.

Examples:

- School Improvement Strategy
- SAST School Flourishing Programme (inc specific support for SIAMS)
- Leadership Conferences
- Primary and Secondary Headteacher Meetings
- Champion of Church School recruitment and induction
- Church School governance, recruitment, induction and training
- Flourishing tile on SharePoint / School Flourishing Teams Channel
- Signposting to the Diocesan Board of Education

IQ2 - Curriculum

How does being part of the Trust enhance the school's curriculum?

Being part of our Trust enhances each schools' curriculum by providing access to shared resources, professional development, innovative programmes, and a broader range of extracurricular activities. SAST supports curriculum development and innovation and provides quality assurance and enhanced support. In addition, the Trust facilitates valuable partnerships and collaborative learning opportunities, enriching the educational experience for children.

What it looks like in practice:

A vision that enables children and adults to flourish

There is a demonstrable culture of aspiring to be the best you can be.

The school curriculum is designed to enable pupil achievement; it is broad and balanced offering both depth of study and opportunities to thrive. Driven by the Christian vision, the curriculum is inclusive and holistic in nature and ambition.

The school enables all children, including the most vulnerable and those who experience barriers, to flourish and make progress in their learning.

Children value learning, engage positively and enjoy questioning, listening and responding creatively across a range of subjects.

The deeply embedded learning culture extends to staff knowledge, skills and wisdom. Policies and practices are in place to equip, motivate and develop all staff.

Examples:

- High quality Professional Development to improve teaching and learning through the StepLab coaching model
- Aligned school improvement priorities in primary schools
- Aligned curriculum in most subjects (primary schools)
- Moderation
- Talent management and sharing of best practice across all phases
- Spirituality in the curriculum
- Encouraging critical evaluation of research and innovative practice
- The IT team support with the delivery of the curriculum by providing access to technology which enhances learning, and by enabling teachers and leaders to collaborate and share best practice in a digital space.

IQ3 - Collective Worship

How does the trust contribute to and enhance the school's worship and spiritual life?

By providing shared resources, professional development and collaborative events, our Trust enhances the experience and impact of Collective Worship together with the spiritual life of each school. Through the SAST Church School Flourishing Programme and the induction of new leaders, it supports the development of spiritual leaders, school communities and wider service faith projects.

What it looks like in practice:

A vision that enables children and adults to flourish

Worship gives integrity to the school's Anglican foundation and is inclusive, invitational and inspiring. Daily acts of Worship are integral to both character and spiritual development, they are highly valued and thoroughly planned to give both children and adults the opportunity to reflect deeply and gain a sense of purpose and meaning.

Examples:

- LCSF visits have recommended/shared resources and ideas with Collective Worship leaders to ensure that the school's biblical narrative underpins Collective Worship, and a more diverse range of Bibles and other texts are available
- Mapping "Big questions" through both spiritual development across the curriculum and as a regular feature of Worship
- Trust wide and bespoke support to facilitate schools having their own deeply spiritual curriculum

IQ4 - Living Well

How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

Through inclusive policies and practices, SAST supports inclusion and nurtures the wellbeing of children and staff. SAST enhances and promotes the individuality of each school's community. Regular monitoring and feedback through the Church School Flourishing Programme helps to maintain a holistic and responsive approach to inclusion and wellbeing, ensuring that everyone is treated with respect and care.

What it looks like in practice:

A vision that enables children and adults to flourish

Everyone is welcome: there is a demonstrable culture where all members of the school community, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation are welcomed and treated with dignity and respect as people created in the image of God.

The school places a high regard on mental health and wellbeing taking a balanced approach with effective systems to encourage positive mental health and for the early identification of connected issues. Policies support children and adults with their mental health, making use of expert advice as needed. The school places a high regard on mental health and wellbeing taking a balanced approach with effective systems to encourage positive mental health and for the early identification of connected issues. Policies support children and adults with mental health problems, making use of expert advice as needed.

Examples

- School Wellbeing Charters supported by HR
- WALE membership/Talking Heads
- Central support for Safeguarding, Inclusion, Church School Flourishing
- SEND & Safegaurding reviews
- Shared expertise - "Evaluate my school", "Provision Map"
- Holistic Lifelong Learning – NPQ's etc
- Spiritual Wellbeing and Development Project
- ITT & ECT Programme
- SAST Newsletters – Staff & Community
- Employee Assistance Programme
- Cycle to work scheme
- The Estates team ensure that all school buildings and facilities are 'warm, safe, and dry' - providing a suitable learning and working environment for staff and students.



IQ5 - J & R

How does the trust make a positive impact on the culture of the school?

Our Trust fosters a positive leadership culture where everyone feels valued, respected, and empowered to succeed by facilitating collaborative working and expertise sharing. It actively involves families and communities, incorporating their feedback to create an inclusive environment. The trust supports Academy Leaders in aligning their school visions with the trust's overarching goals, establishes accountability through clear performance targets and feedback, and addresses financial resource gaps to help schools recover during times of need.

What it looks like in practice:

A vision that enables children and adults to flourish

The school vision is outward looking, and leaders encourage children to think about inequality and injustice in the local and wider global society, inspiring many to engage in social action projects. Children are observed to behave well and relationships between all members of the school community are warm, positive and supportive.

There is an established culture of watching over one another in love.

Examples:

- SAST Youth Advisors, pupil voice, 11 by 11 and 16 by 16
- Archbishops' Young Leaders Award
- Flourishing focus prioritised in SSF visits to quality assure & model collaborative & partnership working
- Central team functions: Governance, HR, IT, Estates, Compliance, Finance
- Fairness and Transparency
- Shared staff expertise
- Operations: Develop, Reduce, Educate/LED lighting
- The trust shares news, updates, and articles about positive stories and areas of excellence across all schools to support a flourishing culture

IQ6 - RE all & 7 (previously VA)

How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

School and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place in the curriculum of a church school by working collaboratively with stakeholders to establish a comprehensive Religious Education and World Views (REWVs) Policy. They monitor the curriculum time dedicated to Religious Education and world views and assess its impact on children and the community. Celebrating religious festivals and fostering an understanding of and respect for religious diversity are key components of this approach. They build partnerships with faith communities, local places of worship, and interfaith organisations, allowing schools and individuals to engage directly with faith. Each school allocates sufficient resources to support Religious Education, ensuring that RE is well-supported and integrated into the school's overall curriculum.

What it looks like in practice:

A vision that enables children and adults to flourish

As a result of the rich and engaging Religious Education and World Views curriculum, which reflects and takes account of up-to-date thinking and developments in the subject, children respond keenly, learn and progress well. This includes students with SEND and the most able

Examples:

- RE Leads Focus Group led by Hub Practitioner
- Aligned primary curriculum
- Moderation
- Bespoke support from RECWFL
- Support for Foundation Governors
- Sharing of best practice and resources
- Signposting to DBE
- Flourishing Tile / RE Leads Teams Channel

SAST is a multi-academy trust, formed in June 2017, serving Dorset and South Somerset. We now have 18 schools, more than 5,700 students, and over 850 members of staff. Our schools include thirteen primary schools, four secondary schools and an alternative provision.

We have the scale, capacity, expertise and performance to grow and develop with other schools. The Trust has large town primary schools with over 300 children, smaller village primary schools and also nursery provision. Our popular secondary schools cover both North Dorset and South Somerset, and include three popular Sixth Forms. There is a mix of formerly maintained, and Church of England schools in the Dioceses of Salisbury and Bath and Wells, which retain their Christian ethos.



Our schools

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-academy trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further. The Gryphon School was designated as a National Teaching School and National Support School in the summer of 2017 and leads the North Dorset Teaching School Alliance.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years.



Our Schools:

Church Schools:

Buckland Newton CE Primary
Charlton Horethorne CE Primary
Motcombe CE Primary
Shaftesbury CE Primary
Sherborne Abbey CE Primary
Shillingstone CE Primary
St Andrew's CE Primary, Fontmell
Magna
St Andrew's CE Primary, Yetminster
St Mary's CE Primary, Bradford Abbas
St Mary the Virgin CE Primary
St Nicholas CE Primary, Child Okeford
Thornford CE Primary

The Gryphon School, Sherborne
Shaftesbury School

Community Schools:

Sherborne Primary School
Harbour Vale School, Sherborne
King Arthur's School, Wincanton
Sturminster Newton High School



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