



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



National Society Statutory Inspection of Anglican and Methodist Schools Report

Preston Church of England Voluntary Controlled Primary School

Henry Preston Road

Tasburgh

Norfolk NR15 1NU

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Norwich

Local authority: Norfolk

Dates of inspection: 16 June 2016

Date of last inspection: 12 May 2011

School's unique reference number: 121061

Headteacher: Lesley Payne

Inspector's name and number: Pat George 845

School context

Preston CE VC Primary school is a smaller than average primary school located on the outskirts of Norwich. 94% of the 116 pupils on roll are White British including an increasing number of pupils from outside of the catchment area. The proportion of vulnerable pupils including those eligible for pupil premium funding is very low. The school is partnering with another local church school in September.

The distinctiveness and effectiveness of Preston as a Church of England school are good.

- Strong relationships and the very good behaviour of the children within the school community show clearly the impact of the school's Christian values
- Learners recognise the value of worship and how biblical teaching can show them how they should live their lives now and in the future.
- The Christian character and values contribute effectively to pupil spiritual, moral, social and cultural development.

Areas to improve

- To further develop age-appropriate pupil understanding of God the Father, the Son and Spirit as the Trinity, to support pupil understanding of Anglican tradition in worship.
- Provide further opportunities for the development of spirituality through prayer and reflection by access to the planned labyrinth in the grounds and prayer space in school
- Develop more formal monitoring and evaluation of the impact of worship and Christian values, including opportunities for pupils to feedback more formally to the Governing Body.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Preston CE VC Primary is a happy, caring and inclusive school community. School rightly states it is a Christian school for all. The Christian values of kindness, caring and compassion form part of the school motto and the pupils have opportunities to gain “motto awards” for acting out these values and being courteous. Relationships between adults and pupils are highly positive and act out the motto. This together with flexible support ensures all the needs of all pupils are well met. An example is the additional social and emotional support given to a gifted and talented pupil so they can make a successful transition to high school. The Christian character impacts positively on attendance and exclusions. Attainment is at or above national for all groups of pupils including more vulnerable pupils. Pupils view the school as a Christian, worshiping school for everyone. They described the way everyone cares and help each other and feel that the teachers treat them like their own children. They can articulate specific values such as friendship and joy as showing them what they should do and link this to biblical teaching. However, they are unsure of the meaning of the term “values” as an overarching word for the parts of their motto and worship themes. The distinctive Christian character has a positive impact on pupil spiritual, moral, social and cultural development. (SMSC). “Everything works out if you believe.” their Reflection books provide good examples of this. Pupils are confident in solving any problems themselves and that everyone is treated fairly. Parents are very positive about relationships in school and the difference it being a church school makes to their children. One parent spoke of the positive change in his child since moving to this school and attributed this to the values being lived out by everyone in the school community. School has “a warm and caring feel, nurture put into practice” They value the involvement of school with the church and wider community eg. providing a venue for the monthly Freedom Café. The contribution of religious education (RE) to the distinctive Christian character is developing with new leadership. The questioning approach supports pupils to make links to worship and SMSC eg. Why people choose to live their lives and commit to religion. Pupils are positive about RE and can speak about learning about the bible in lessons and can link this to bible stories in worship. They value discussion time in RE and feel it helps them understand different points of view. Pupils can link world current events to RE and are well supported by school in their response eg. choosing to light a candle and hold a 2 minute silence after the Paris bombings. Pupils’ awareness and understanding of Christianity as a worldwide faith is developing. However, knowledge and awareness of difference and diversity within Christianity are less developed. The school has rightly identified visits and visitors as a way to develop this.

The impact of collective worship on the school community is good.

Distinctly Christian worship reflects the values and biblical teachings in school. Children clearly value worship and are very positive about the impact on their lives. “If there was no worship there would be no happiness and less equality in school.” They feel worship teaches them respect and tolerance. Pupils now have more opportunities to plan and lead worship, an area of improvement since the last inspection. Pupils from both key stages confidently planned and led the observed act of worship, telling a chosen bible story following the Open the Book format. A liturgical greeting with pupil responses shows worship has begun. Pupils were engaged and responsive. The school prayer (written by pupils), the Lord’s Prayer and the Grace with actions were said with confidence and respect. Pupils feel very strongly that their school wouldn’t be their school without worship. Themes and values explored in worship are followed up in class, linked by a final message and curriculum links to develop pupil SMSC are planned. Pupils are aware of some reasons for praying and times during the school day when they pray. Examples of prayers written by pupils are in their Reflection books. They spoke of how the planned labyrinth will help them be quiet and reflect. Pupils do not always have focus symbols eg. a candle although there is a display of values. Music often forms part of worship. Pupils visit the church eg. for Anglican festivals and parents support and value these visits. The incumbent is a presence

in school and is involved in delivering Open the Book. Pupils spoke enthusiastically about this and how it teaches them about the bible and how they should behave. Pupils could link the bible story of the Good Samaritan to refugees. Pupils have some awareness of God as Father, Son and Holy Spirit. However understanding of this as the Trinity and it becoming a regular part of school worship are still to be developed. The formal monitoring and evaluating of worship by the whole school community, pupils, staff and Governors is not yet in place, although informal, anecdotal evidence collection does occur.

The effectiveness of the leadership and management of the school as a church school is good.

The Headteacher and Governors have a vision for the school based on their chosen Christian values. Kindness, Courtesy, Consideration and respect, a Christian school for All. Governors feel that pupils and parents understand this vision and can talk about how it impacts on the day to day life of the school. One parent said that although he doesn't believe, he is happy for his child to learn about faith and to have a choice. Pupils recognise the role the incumbent plays in the life of the school and feel he is part of their school family. He is in school on a weekly basis and leads worship through the Open the Book sessions. He is heavily involved in the Freedom Café which forms a very positive link between church and community. School supports pupils in identifying charities and support for the needy eg. Food Bank, Shoe Box appeal. The Governing Body has a pupil support committee whose role includes monitoring aspects of pupil wellbeing. Distinctiveness is on the agenda for meetings but outcomes are not always formally recorded. The impact of collective worship and pupil understanding of and use of appropriate language eg the Trinity and values is also not formally monitored. School council provides a mechanism for pupil voice and parents are happy with the consultation carried out by the school. The school through displays, shares with its community and visitors its Christian values and pupil understanding of these, eg writing about "What does Joy feel like?" This prominent celebration of its church school status shows how school has moved forward since the last inspection. The links between the Christian values, pupil progress and wellbeing and the daily life of the school are becoming more explicit. The Self Evaluation Form (SEF) which was written by the Headteacher and Governors and finalised after consultation with staff and parents shows a clear vision for the future development of the school as a church school. Areas include "How do we ensure that our Christian ethos permeates every aspect of our school? How do we assess the impact of collective worship on our community?" The previous Christian distinctiveness action plan forms part of the SEF. There is evidence in school to show the planned outcomes of this action plan have been met eg. involvement of the PCC members, bible quotes linked to worship themes in all classes, planning for the Labyrinth. Leaders including Governors identified a need to provide space and time for different opportunities for prayer and individual spirituality. The aim is to provide pupils with another tool to enhance the purpose and value of prayer and reflection in school, following from a Prayer spaces session in school. Leaders correctly identified the need for a prayer space within school to link with and support the use of the planned labyrinth outside. Governors have made the strategic decision to partner with another school in September which they believe will strengthen their Christian distinctiveness and improve provision for all pupils. The school has a good relationship with parents and the church evidenced by parental comments and the support for visits to church for worship. Its relationship with its Parochial Parish Council has improved since the last inspection and the members of the PPC meet with Governors and school staff. This has helped develop the strategic role of the school in the wider church community. School has links with other local church schools and the Diocese which supports the development of its distinctive Christian character.

