Inspection of Preston Church of England Voluntary Controlled Primary School

Henry Preston Road, Tasburgh, Norwich, Norfolk NR15 1NU

Inspection dates: 24 and 25 April 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and welcoming at this small, inclusive school. They embody the school vision to 'live life to the full'.

Pupils typically behave well. Where a small number of pupils, sometimes with complex needs, require help to regulate their behaviour, they are well supported by staff and other pupils. Pupils rarely experience bullying. Teachers deal with bullying swiftly when it does occur.

There are lots of opportunities for pupils to take on positions of responsibility, such as becoming a democratically elected school councillor. Year 6 'buddies' enjoy their opportunities to support their 'buddy' from the Reception class. Eco councillors are proud of their work to introduce recycling bins in every classroom. Pupils have a voice in school.

Pupils learn an ambitious curriculum. All pupils, including those with special educational needs and/or disabilities (SEND), enjoy being challenged within the curriculum and achieve well overall. They attain in line with pupils nationally by the time they leave the school.

Pupils celebrate diversity. For example, the school has fostered links with a First Nations school in Canada and another school in Nigeria. As a result, pupils have opportunities to learn about citizenship at a global level. This broadens their horizons.

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

The school has introduced a curriculum that is broad and ambitious for all. The needs of mixed-age classes have been thoroughly considered in the development of this curriculum. Plans set out key learning in small steps over time. Curriculum guidance enables teachers to understand what pupils need to know as they move through the school.

Pupils are excited about their learning. This starts from the early years. Pupils make connections in their learning across a range of subjects. For example, in history, pupils learn about Ancient Egypt, while in geography, they study the water cycle and the River Nile. This supports pupils to make links across the curriculum and revisit learning in a different context. As a result, their knowledge is deepened and they know and remember more.

Staff have strong subject knowledge. They identify gaps that pupils have in their learning and provide support to help address this. However, at times, staff do not pick up on misunderstandings quickly enough. This can result in pupils moving on to new content before they are ready. As a result, sometimes pupils' knowledge is not

as secure as it should be and teachers' identification of what pupils have learned is not accurate.

The school prioritises the reading curriculum and pupils learning to read. Pupils who require support with reading are quickly identified. Well-trained staff help these pupils to become more accurate and fluent readers. Older pupils enjoy reading and talking about books from a range of genres, such as mystery, fantasy and adventure.

Inclusion of all pupils is a strength of the school. Pupils with SEND are supported well. Those with complex needs benefit from the school's inclusive curriculum. They learn successfully alongside their peers. Pupils have work skilfully adapted to ensure they access the same curriculum as their peers. It is precisely planned, so it accurately meets pupils' needs. This helps pupils with SEND to achieve well.

The school has recently introduced a new behaviour policy, which is having a positive impact. The importance of behaviour starts in the early years, where the children know the routines in their classroom. Staff feel well supported to manage behaviours. There are a few pupils who require help to regulate their emotions due to their additional needs. Staff have the same high expectations for how these pupils should behave and what they can achieve while making reasonable adjustments where appropriate.

The school has planned its personal, social and health education curriculum with care. Leaders seek out appropriate opportunities to enrich the experiences of pupils, for example by arranging a residential trip for them. These experiences promote pupils' independence, resilience and well-being. The taught curriculum includes friendships, healthy relationships at an age-appropriate level, body changes and keeping healthy.

Leaders have a thorough and accurate understanding of the school's strengths and areas that require further development. They have invested in high-quality training for staff. As a result, staff are confident they have the skills they need to deliver the curriculum.

Staff enjoy working at the school. They feel supported and appreciated, especially regarding their well-being and workload. This has enabled the school to develop a stable workforce which is committed to ongoing improvement.

Governors know their school well. They hold the school's leaders to account effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that staff consistently uses the agreed assessment systems to make effective checks on pupils' learning. On occasions, pupils' misconceptions are not rectified in a timely manner. When this happens, these pupils are not as well prepared as they should be to learn new content. The school should ensure that staff address misconceptions quickly enough to ensure pupils achieve as well as they should.

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 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	121061
Local authority	Norfolk
Inspection number	10323672
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	127
Appropriate authority	The governing body
Chair of governing body	Diane Perry-Yates
Headteacher	Matthew Walker
Website	https://tasvalley.org.uk/prestonprimary/
Date of previous inspection	25 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Tas Valley Federation in partnership with Saxlingham Nethergate Church of England Voluntary Controlled Primary School. The executive headteacher leads both schools.
- The school has a Christian religious character. The school's most recent inspection of its denominational education, under section 48 of the Education Act 2005, took place in June 2016. The school's next section 48 inspection will be within eight years of this date.

Information about this inspection

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

Inspections are a point-in-time judgment 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to pupils about their learning and looked at pupils' work. The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors reviewed other curriculum areas and spoke to leaders about these subjects, including personal, social, health and economic education.
- 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.
- Inspectors held meetings with the executive headteacher, senior leaders and members of the governing body, including the chair of the governing board.
- Inspectors reviewed a range of documentation provided, such as minutes of governor meetings, the school self-evaluation form, school improvement documents and information relating to pupils' attendance and behaviour.
- Inspectors spent time speaking to pupils, including at lunchtime. Inspectors also took account of the 70 responses to Ofsted's pupil survey.
- Inspectors gathered parents' views by reviewing the 31 responses and 23 free-text responses submitted to the online survey for parents, Ofsted Parent View.
- Inspectors gathered staff members' views by speaking with them. Inspectors took account of the 17 responses to Ofsted's staff survey.

Inspection team

Jo Nutbeam, lead inspector	Ofsted Inspector
Charlie Fordham	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024