Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Preston Church of England VC Primary School, Tasburgh	
Address	Henry Preston Road, Tasburgh, Norwich, NR15 1NB

School vision

Living Life to the Full
Taking inspiration from John 10:10, our vision is to support our pupils in 'living life to the full' by opening them up to a world of opportunities and nurturing a love of learning so that they will be inspired to fulfil their true potentials, both now and in the future.
I am come that they may have life, and have it to the full. John 10:10

School strengths

- Thoughtful and dedicated leadership at all levels, is a strength of this small, rural school. Federation with another school provides a wide range of support and exceptional opportunities for pupils and staff.
- The renewed Christian vision is embedded and underpins the work of the school. It is well-known, understood and helps to create a strong learning community, where all can flourish.
- Respect and caring relationships are lived out through the school's Christian values. Staff are proud to be part of the welcoming community and are treated well.
- The wellbeing and mental health of the school community are valued and nurtured. This enables pupils, including those who are vulnerable or who have special educational needs and/or disabilities (SEND) to thrive.
- Effective leadership of religious education (RE), results in a curriculum which is exciting and engaging. It supports the development of pupils' knowledge and understanding.

Areas for development

- Plan points to develop spirituality more explicitly in the curriculum, reflecting on the work done so far. This is to enhance pupils' spiritual growth.
- Enrich opportunities for pupils to take the initiative to challenge injustice and act on issues that are important to them. This is in order to empower pupils to make a difference in the world.

Inspection findings

Preston's refreshed Christian vision is aspirational, underpins daily decisions and drives long-term strategic planning, which benefits all. The vision is at work across the federation, and the school is guided by it. Governors help steer decision making, leading to improvements, providing support and challenge to school leadership. Leaders empower this small, rural school to inspire pupils to 'fulfil their true potential' and take advantage of the many opportunities offered. This means individuals, from their unique starting points, can achieve their best. The vision drives curriculum design and inspires wellbeing support and professional development. Deeply committed staff provide a stimulating learning environment and act with care and ambition for the good of the whole school

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community. This means pupils are confident, curious and enjoy their learning. They actively participate in the enrichment activities provided. Partnerships are strong and include significant links within the federation, but also with the diocese, community and local church.

Membership of the Tas Valley Church Schools Federation enhances learning opportunities as it places them within a wider educational community. Leaders have given careful thought to developing a curriculum based on concepts and values, that offers rich experiences. This tailor-made curriculum is carefully crafted. It ensures that the pupils experience creative and memorable cross-curricular activities. These can be adapted to individual needs. For example, the RE scheme effectively provides opportunities to broaden cultural awareness, which enhances pupils' understanding of diversity. Through topics such as 'Earth Day' staff encourage them to be inquisitive about the wider world and explore their place as global citizens. Personalised links with schools in Nigeria and British Columbia create the chance for powerful and impactful learning experiences. Pupils who are vulnerable and those who have SEND are identified and supported sensitively, which is valued by parents. The imaginative curriculum reflects the way the vision is implemented in the school. Pupils talk about their learning, demonstrating their interest. Outdoor learning areas across the beautiful grounds of the school give them opportunities to play together and explore. The environment gives chances to experience awe and wonder as well as regular time for moments of stillness and reflection. The school community have agreed a definition and policy for spirituality which ensure staff have a shared understanding. However, planned opportunities for spiritual development within the curriculum are not as apparent. Pupils know that all achievements are celebrated through 'living life to the full' awards. They appreciate that they are valued for personal qualities as well as academic outcomes. This deepens their sense of being recognised as the unique person they are.

Collective worship is carefully planned to reflect the school values, curriculum and events on the church calendar. It is a valued and central part of the school day. Pupils' experience of worship is deepened by a structured approach using well-rehearsed actions and Anglican language for gathering and sending. Moments of prayerful response and reflection are part of every gathering, providing occasions for spiritual growth. Pupils explain that collective worship gives them a moment to think and reflect. They welcome the chance to take an active part in worship. The contribution of clergy and strong links with the local church community through 'Open the Book' support the way worship impacts on spirituality. Pupils and adults benefit from seasonal services in the local church. They also enjoy learning activities such as environmental studies and art celebrations in its grounds. The 'Spring Celebration' in the cathedral and visits from the bishop, ensure individuals feel part of the wider Christian community. Worship is inclusive and provides moments to flourish spiritually.

This is a welcoming and friendly school. Positive, flourishing relationships exist because the school community actively lives out the vision in their daily lives and interactions. The behaviour policy has been carefully reviewed with reference to forgiveness and reconciliation and has a positive impact on school life. School rules have been distilled. They encourage pupils to be kind, respectful, safe and 'the best you can be'. This means they are memorable for pupils. Wellbeing has a high priority, allowing pupils and staff to flourish, whatever their unique needs. Preston's nurturing culture enables those who are vulnerable to access every aspect of school life. In this way the Christian vision is consistently promoted. Year 6 Buddies are allocated to Reception children when they begin school. They live out the sense of Preston having a caring family atmosphere in which older members guide and encourage younger ones. Pupils play creatively and use the environment in their games, playing together in a harmonious way, living well together. Effective transition arrangements make the move into high school positive and newcomers integrate quickly. Parents and carers describe how supported they feel, with their views and any concerns being readily heard and acted upon.

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Leaders appreciate and support staff professionally, which means the whole school feels valued and respected. Professional development opportunities from the federation and diocese allow for the growth of staff expertise. Pupils learn about inequality and make a difference to others through fundraising and supporting charities. However, opportunities to enable all pupils to understand how to become active agents of change and challenge are less developed. Collaboration within the federation offers strong support for pupils through enrichment activities, educational visits and shared resources. Staff and leaders are offered the chance to share workload, therefore enhancing their wellbeing.

Leaders ensure RE has a high profile in this school. It is considered an important subject by pupils. The well-structured RE curriculum is carefully planned. It balances the teaching of Christianity as a multi-cultural global religion with different world faiths. The curriculum enriches pupils' appreciation of religious diversity and worldviews. Through enquiry-led work, interest is encouraged. Leaders ensure appropriate progression of knowledge and skills for pupils as they move through the school in mixed-age classes. The RE scheme is engaging and encourages a range of responses, demonstrating reflection and debate. This means pupils are motivated to engage further. The creative RE curriculum helps pupils develop a wide breadth of knowledge and understanding of a range of beliefs and views.

The inspection findings indicate that Preston Church of England Voluntary Controlled Primary School is living up to its foundation as a Church school.

Information			
Inspection date	20 June 2024	URN	121061
VC/VA/Academy	Voluntary controlled	Pupils on roll	127
Diocese	Norwich		
MAT/Federation	Tas Valley Church Schools Federation		
Executive Headteacher	Matthew Walker		
Chair	Diane Perry-Yates		
Inspector	Lynne Golding	No.	2124

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