

Inspection of Preston CofE Primary School

The Toose, Abbey Manor Park, Yeovil, Somerset BA21 3SN

Inspection dates: 22 and 23 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Claire Hodgson. This school is part of the Preston Primary Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Bernie Green, and overseen by a board of trustees, chaired by Mike Kerrigan.

Ofsted has not previously inspected Preston CofE Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Preston CofE Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

The school's motto: 'Work together, learn together, grow together' is fully realised. Staff are highly ambitious for what pupils can achieve. Pupils live up to this. The school is a purposeful place in which to learn. Pupils are focused and respectful. They are polite to each other and to visitors. Their conduct in school is impeccable. Pupils attend well. They are very proud of their school.

There is an equal focus on the development of pupils' social and emotional skills. Staff are highly attuned to pupils' well-being. Pupils are knowledgeable about how to look after their mental and physical health. The curriculum is varied and exciting. Pupils make visits to local places of interest. These high-quality opportunities are linked to the curriculum. For example, pupils visit a local water treatment plant. This deepens their understanding of the water cycle.

The school sits very much at the heart of the community. Pupils are active contributors to town life. They are involved in a host of community initiatives. Through these, they develop a mature understanding of how to be good citizens. They contribute to a local newspaper, improve and enhance the local area and support a range of charities.

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

There is a relentless drive to ensure that all pupils receive an outstanding education. Key knowledge and skills are deliberately chosen to build pupils' knowledge over time. Intelligent links are made between subjects, which helps to reinforce pupils' knowledge further. Pupils have ample opportunity to practise and revisit important information. For example, in mathematics, older pupils use their fluency in times tables to solve complicated problems in area and volume. In 'early bird' sessions, staff check what pupils know and remember. Any misconceptions are identified quickly and are then corrected.

The curriculum is enriched with inspiring opportunities. These are woven into the curriculum. For example, pupils work with local experts to design and programme satellites. As a result of opportunities such as these, pupils succeed in all areas of the curriculum.

The school rightly believes that reading is fundamental to learning. Opportunities to practise early reading skills are intentionally planned throughout the school day. Staff make sure that pupils understand the meaning of unfamiliar vocabulary. They support pupils to pronounce words correctly. Children in the early years read books that match the sounds they know and progress quickly. Beyond phonics, older pupils study a range of text styles, including modern and classic works. They read with fluency and develop assured understanding.

Pupils with special educational needs and/or disabilities make strong progress. Highly trained and skilled staff identify their needs early. The support planned for pupils is precise and targeted.

As soon as pupils start school, strong routines are established. The youngest children demonstrate high levels of self-control and independence and are eager to learn. Relationships between pupils and staff are highly positive. Pupils trust staff to support and guide them.

The school takes a focused approach to pupils' moral development and character. Pupils have many meaningful opportunities to develop a sense of responsibility. For example, they take on roles as prefects, well-being ambassadors and eco-leaders. School councillors share their opinions with staff. Their views have had a positive impact on the school environment, influencing decisions such as the design of the outdoor play area.

The school provides a wide array of opportunities for pupils to develop their talents and skills. Popular clubs include 'The Invincibles' military club, ukelele and football. Staff know which pupils attend clubs and work with parents and pupils to secure even greater participation. The school has added clubs, such as bench ball and homework club, to encourage more pupils to get involved.

Pupils are knowledgeable about different religions. They know how to keep safe. Parents and carers are kept well informed about e-safety. Regular newsletters contain tips and information about how parents can help pupils to stay safe online when they are at home. Family learning sessions offer parents frequent opportunities to engage in learning alongside their children. They are popular with pupils and parents alike.

Governors and trust leaders share the school's ambitious vision. They gather feedback from pupils and staff and maintain a clear focus on ensuring that all pupils receive the best possible education.

Safeguarding

The arrangements for safeguarding are effective.

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 special educational needs and/or disabilities (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	140305
Local authority	Somerset
Inspection number	10298018
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	Board of trustees
Chair of trust	Mike Kerrigan
CEO of the trust	Bernie Green
Headteacher	Claire Hodgson
Website	www.prestoncofeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is designated as having a religious character. The most recent section 48 inspection for schools of a religious character took place in February 2017.
- The school does not use any alternative providers.

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 judgement 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 the school and have taken that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher, subject leaders, those responsible for governance and other leaders.

- The inspectors carried out deep dives in early reading, mathematics, design and technology and history. The inspectors held discussions with teachers, pupils and subject leaders. They visited a sample of lessons and reviewed pupils' work. The lead inspector listened to pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the lead inspector 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.

Inspection team

Liz Geller, lead inspector	His Majesty's Inspector
Paula Marsh	Ofsted Inspector
Jyotsna Paranjape	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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