

Inspection of a good school: Preston Primary School

Laurel Road, Eaglescliffe, Stockton-on-Tees TS16 0BE

Inspection dates:

20 to 21 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The head of school is Paul Sanderson and the executive headteacher is Sue Richardson. This school is part of Lingfield Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nick Blackburn, and overseen by a board of trustees, chaired by Stuart Crowther. There is also an executive headteacher, Mrs Sue Richardson, who is responsible for this school.

What is it like to attend this school?

Pupils belong to a caring and inclusive school. The school has built trusting relationships with parents and carers. It works in effective partnership with parents to give pupils every chance of success. This is a school with a true community spirit. Pupils enjoy school. They work and play happily with each other and show kindness and respect to all.

The school has high expectations for what pupils can achieve. This is reflected in the school's ambitious and well-taught curriculum. Moreover, the school is expert at meeting pupils' individual needs. Pupils respond well. They work hard in lessons and achieve highly.

Pupils' behaviour is exemplary. This is a calm and orderly school. Pupils are polite, friendly and support each other's well-being. They take responsibility for their own behaviour. Pupils are well-prepared for their next steps in education.

Pupils take an active part in the life of the school. They take on roles such as school councillors, digital leaders and sports leaders. Older pupils are positive role models for younger pupils. Pupils belong to mixed age 'family groups'. These family groups are a special feature of the school. They make a significant contribution to pupils' social and moral development.

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

The school has developed a broad and ambitious curriculum. From early years to key stage 2, it has identified the essential knowledge that it wants pupils to know and remember. The curriculum is well-sequenced so that pupils build their knowledge and skills in a consistent and coherent manner. Pupils deepen and extend their knowledge as they progress through the school. They learn to work, and think, like subject specialists, such as mathematicians and computer scientists.

The school has high aspirations for all pupils, including pupils with special educational needs and/or disabilities (SEND). The school is quick to identify pupils' SEND needs. It does so with skill and precision. Moreover, it involves pupils in planning for the extra support that they need. This is a significant factor in the design of high-quality support for pupils with SEND. This additional support meets pupils' needs well. Pupils with SEND, including pupils with visual impairment and hearing impairment, achieve well.

From the start of Reception, pupils learn to read using phonics. Those pupils who need extra help with their reading get it promptly. This allows them to keep up with their peers. Staff who teach phonics are skilful in securing pupils' phonics knowledge. Pupils quickly become confident and fluent readers. As they move into Year 2 and beyond, they develop a wide range of reading comprehension skills. Pupils develop a love for reading too. They have access to diverse texts and enjoy author visits and other reading events.

Teachers are adept at securing pupils' knowledge and understanding. They revisit what pupils have learned before and present new information with clarity. Also, they check pupils' understanding systematically. They ensure that they address any gaps in pupils' learning. Teachers give pupils the opportunity to discuss and debate their ideas. In mathematics, pupils are successful in applying their knowledge to solve problems. Pupils produce work of a high quality across the curriculum. They achieve high levels of attainment.

Pupils' attitudes to learning are exemplary. They show an interest in their work and respond well to teachers' questions. They work to good effect, both on their own and with others. Indeed, pupils learn without disruption.

The school provides pupils with a comprehensive and age-appropriate personal development programme. External speakers enhance the teaching of this programme. Pupils learn about relationships, equality and diversity, and physical and mental health. They are taught how to keep themselves safe, including online. Pupils enjoy educational visits. These visits enhance pupils' learning and give them new cultural experiences.

This is a highly effective school. Trustees and local governors exercise their responsibilities with appropriate rigour and expertise. The school values its staff. It prioritises staff well-being and ensures that staff workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Preston Primary School, to be good in June 2017.

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	148460
Local authority	Stockton-on-Tees
Inspection number	10297530
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Stuart Crowther
Headteacher	Sue Richardson (executive headteacher) Paul Sanderson (head of school)
Website	www.prestonprimary.co.uk/
Date(s) of previous inspection	Not previously inspected

Information about this school

- The school is a part of Lingfield Education Trust.
- The school has specially resourced provision for pupils with special educational needs and/or disabilities. This specially resourced provision is for pupils with visual impairment and hearing impairment. There are six pupils accessing this provision.
- The school uses no alternative provision.
- Preston Primary School converted to become an academy school in April 2021. When its predecessor school, Preston Primary School, was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

- 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 inspector met with the executive headteacher, the head of school, trustees and members of the local governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum in science, history, and art and design. They looked at samples of pupils' work in these subjects and in English.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspector considered the responses to Ofsted's surveys for pupils and staff, and to the online survey for parents, Ofsted Parent View.

Inspection team

Ian Rawstorne, lead inspector

His Majesty's Inspector

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