

National Society Statutory Inspection of Anglican Schools Report

Great Preston Church of England Voluntary Controlled Primary School.

Preston Lane
Great Preston
Leeds
LS26 8AR

Diocese: Ripon and Leeds

Local authority: Leeds
Dates of inspection: 17th November 2006
Date of last inspection: not applicable
School's unique reference number: 383/3925
Headteacher: Mr T Bean
Inspector's name and number: Brenda Clarke 263

School context

Great Preston C of E Primary is a voluntary controlled school situated in a former mining village on the outskirts of Leeds. There are 204 pupils on roll. Most live locally. The school opened in 2005 after the closure of the former infant and junior schools. A new build is planned but currently the school is housed in the two original buildings under the leadership of one headteacher. The original church, St Aidan's, has closed and the school is now closely affiliated with St Mary's in Kippax, a distance of two miles.

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

This is an effective church school. The headteacher, staff and governors have used sensitivity and much energy to successfully unite the two original schools and to develop a shared vision and Christian identity. Relationships are very good in all areas of school life so that pupils develop confidence and are happy and secure. There are good links between church clergy and the school, supporting staff and pupils very well.

Established strengths

- The energy and commitment of headteacher, staff and governors to successfully develop a shared vision and joined up provision for pupils.
- The quality of relationships in all aspects of school life.
- The energy and commitment of staff and clergy to develop and enhance provision for Collective Worship.

Focus for development

- To develop a Christian dimension to the vision statement, policies and school environment.
- To extend links between the school and the church community.

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

The school takes good care of its pupils enabling them to become happy and enthusiastic learners. Christian values permeate school life. The head teacher is an excellent example to others, responding sensitively and fairly with all stakeholders. Hence relationships between staff, children, parents and governors are very positive, enabling pupils to flourish. Pupils' moral development is outstanding. Through the planned *Thought For The Week* pupils think deeply about many issues, developing very good understanding of fairness and the impact of their actions on others. Hence pupils behave very well, even in exciting circumstances, fully understanding right and wrong. They mature into thoughtful, caring young people. Spiritual

and social development is good. Pupils have good opportunities to reflect on world issues and the differing needs of others. They develop high levels of self esteem through praise and celebration of their good work and deeds. Provision for pupils' social development is developing well especially as effective new initiatives unite the two school communities. The school is actively seeking ways for pupils to learn more about the beliefs and customs of others. Hall displays are used well to promote and emphasise Christian values. However, the school environment does not currently explicitly incorporate a Christian dimension so that opportunities are missed to reinforce this aspect of provision.

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

Collective Worship is a central part of school life. Much energy is put into ensuring daily provision on both sites with the same themes and levels of support. Provision is well planned to ensure interesting relevant themes, often linked to the church calendar. Pupils enjoy Collective Worship. One pupil said "They help me understand more about good deeds and that I need to share and think of others". Pupils grow spiritually as they listen to inspirational stories or respond to others less fortunate; for example, *Children in Need*. In Collective Worship, pupils have good opportunities for prayer and reflection. With the help of visiting clergy, they learn more about Christian practices such as the Eucharist. Because the school is situated approximately two miles from St Mary's church, opportunities to visit are limited. This significantly reduces opportunities for pupils to learn about the church first hand or to add another dimension to Collective worship. The school has yet to find ways to address this aspect of provision.

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

The head teacher gives sensitive, effective leadership and has been pivotal in uniting the two schools into a coherent, effective community. Much energy has been given by staff and governors to developing a one school vision and much has been done to establish a Christian ethos. Staff have been very proactive and adaptable to change. They present as a united, motivated team. Currently the vision statement does not explicitly include a clear statement about the Christian dimension of school life and how this underpins provision for pupils. Visiting clergy support the school very well and show real commitment in their weekly attendance at Collective Worship. Links between the school and the church community are less well developed. Currently, governors support the school very well but opportunities to monitor the Christian dimension of the school, including Collective Worship, are less well developed. Rightly, the school's drive has been to ensure a successful amalgamation and acknowledges that rigorous self evaluation is now required to evaluate the distance travelled and the next small steps to be taken. Much has been done to develop effective partnerships between the school, governors, parents and local community. The school is now well placed to develop further as a Church of England school.