

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Preston Primary (VC) School

Vision

Love Learn Aspire

‘Let all that you do be done in love’

1 Corinthians 16:14

Preston Primary (VC) School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision ‘Let all that you do be done in love’ resonates throughout the school community. This creates a caring and supportive culture which enables pupils and adults to flourish.
- Carefully planned moments to consider the weekly wondering question enhance opportunities for pupils to pause and reflect. This contributes to the way the curriculum supports their spiritual development.
- Collective worship is central to the life of the school and is carefully considered so that pupils and adults have the opportunity to be actively involved. This enables them to reflect and grow in their understanding of themselves and others.
- As a result of the Christian vision, the positive wellbeing of pupils and adults is prioritised. Leaders and governors create a safe environment where pupils and adults are known, accepted, respected and valued for who they are.
- The curriculum for religious education (RE) is thoughtfully planned and uses a variety of resources to engage pupils. As a result, pupils value their RE lessons and develop a secure knowledge of Christianity which builds on previous learning.

Development Points

- Embed the shared understanding of spirituality across the full breadth and depth of the curriculum. This is to support the way pupils can express the impact of opportunities for spiritual development on them.
- Strengthen the breadth of opportunities to explore diversity within different worldviews in the RE curriculum. This is to enhance pupils’ understanding of the diverse ways people live out their beliefs and personal views.



Inspection Findings

Vision and Leadership

The Christian vision of 'let all that you do be done in love', rings throughout the school community guiding daily life. Leaders and governors ensure it is central to its culture and ethos. Through their thoughtful actions the Christian vision is woven throughout the school like a golden thread. Underpinned by a deep and shared commitment to one another, pupils live out the vision to 'Love Learn and Aspire'. They care for each other, work hard and want to be the best version of themselves. Leaders create a calm and purposeful environment which values individuals, accepts difference and enables pupils and adults to flourish. This inclusivity empowers pupils to grow in confidence and to be proud of who they are. Governors are committed to the vision and are fully invested in pupils and staff. They carefully evaluate the effectiveness of the school as a Church school and are committed to its Christian foundation. This strengthens and supports the outworking of the vision in the school. Positive links with the diocese and the relationship with the local church contribute to the spiritual development of pupils and adults.

Vision and School Culture

Flowing from the vision, leaders create a safe, nurturing and inclusive learning environment. Pupils appreciate the outdoor classroom and the positive impact it has on their wellbeing. It provides meaningful opportunities to connect with nature and think in the stillness. They care sensitively for one another and, as a result, are considerate and empathetic. Year 6 buddies look after the younger pupils and parents value how this strengthens relationships in and out of school. Staff and pupils have access to training that supports them to understand others and themselves. As a result, the wellbeing of pupils is prioritised enabling them to flourish. Pupils, including those with special educational needs and disabilities (SEND), are well cared for and celebrated for who they are. This encourages them to believe in themselves and play an active part in the school community. For example, they may ask to share their experiences and teach other pupils about their additional needs in collective worship. Staff hold dear the welcoming and harmonious community, working collaboratively in a culture of mutual respect and appreciation. They value their annual wellbeing day and the flexibility provided to enable them to balance life and work. Governors take their responsibility for staff wellbeing very seriously and ensure adults are supported appropriately in their roles. This climate of love and care enables pupils and adults to thrive.

Worship and Spirituality

Inspired by the Christian vision the daily act of collective worship is cherished by pupils and adults alike. Carefully planned to link the weekly Bible reading with school values it encourages active participation and thought. Pupils appreciate the opportunity to sing hymns and spend time with other year groups during collective worship. Central to this is a weekly wondering question such as 'I wonder what the disciples taught us about friendship?'. Time given during collective worship to respond to this enables pupils to discuss and reflect with others, including adults. This helps them develop their reflective and evaluative skills. A smaller, quieter space is sensitively made available for some pupils so that collective worship is inclusive and accessible. The responsive closing prayer written during collective worship by Year 6 worship leaders provides a further opportunity for reflection. This moment encourages pupils to think how the wondering question makes them feel and how it might impact their actions. Pupils' experience of collective worship is enriched further through the weekly celebration gathering and the termly services in the local church. These enable pupils to develop their confidence through planning, leading and sharing. This breadth of collective worship contributes to the spiritual flourishing of pupils and adults by enabling shared moments of reflection. However, the way pupils can express the impact of these experiences on their spiritual development is underdeveloped.



Vision and Curriculum

Big questions are used to enable pupils to develop curiosity in the taught curriculum. Their knowledge of the world is regularly supplemented by a range of resources highlighting global issues. This enables them to broaden their horizons and consider different points of view such as debating the lowering of the voting age. Reflection areas in classrooms provide opportunities for pupils to take a moment for themselves. They benefit from using the new outside reflection area as a space to go and think after their lessons. Throughout the week, pupils continue to explore and discuss the wondering question. They explain how these reflections motivate them to be a better person the next day. Parents value how these continuing discussions at home enrich them and their children. These regular opportunities to reflect contribute effectively to pupils' spiritual development. Leaders have recently introduced a language to support a shared understanding of spirituality. This has been particularly effective for pupils with SEND enabling them to build confidence in exploring the wondering question. However, this initiative is at the early stages of implementation and is not fully integrated across all curriculum areas. As a result, there are missed moments for pupils to contemplate and reflect deeply across the curriculum. This limits the ways in which pupils can express the impact of opportunities for spiritual development on them.

Vision, Justice and Responsibility

In response to the open, safe and loving culture, pupils are empowered to speak up about issues that concern them. Leaders enable pupils to raise questions where they feel there is injustice such as on gender representation or disability rights. Motivated by the vision to do all things in love, pupils seek to make a difference to their school community. At Harvest they contribute to the local food bank and are involved in other charity events. Led by Year 6, the pupil parliament is well established, and provides an opportunity for pupils to elect representatives from all years to contribute to the vision and development of the school. For example, pupils initiate and contribute to projects such as the creation of the outside classroom and reflection area. Pupils care for the environment and develop a number of initiatives to raise awareness within the school. An example, includes a reduce reuse recycle fashion show and music concert. This strengthened pupils' sense of responsibility and understanding of how personal choices can help to make the world a better place. They are concerned that some people do not have clean drinking water or free medical care when they need it. Leaders are ambitious to further extend the depth of pupils' understanding of justice.

Religious Education

RE has a high profile in the curriculum and is prioritised by leaders and governors. Leaders have recently enhanced the RE curriculum with a range of supplementary resources to reflect the Christian foundation of the school. They ensure that relevant training from the diocese is provided to staff. This supports strong subject leadership and enables teachers to plan a curriculum which develops knowledge, understanding and skills over time. Pupils enjoy learning about a range of Christian traditions and other religions and consider their own experiences and the beliefs of others. However, opportunities for pupils to discuss a range of diverse worldviews are not integrated into the curriculum consistently. As a result, its impact on extending pupils' understanding of the diverse ways that worldviews can be lived out is varied.

Information

Address	Back Lane, Preston, Hitchin, Hertfordshire, SG4 7UJ		
Date	22 September 2025	URN	117403
Type of school	Voluntary controlled	No. of pupils	60
Diocese	St Albans		
Headteacher	Jacomina Luitingh		
Chair of Governors	Gillan Ide		
Inspector	Sally Yarrow		