



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PRESCOT PRIMARY SCHOOL

Name of School:	Prescot Primary School
Headteacher/Principal:	Steve George
Hub:	Aspire Hub
School phase:	Primary
MAT (if applicable):	NA

Overall Peer Evaluation Estimate at this QA Review:	NA
Date of this Review:	17/01/2022
Overall Estimate at last QA Review	This is the school's first review.
Date of last QA Review	NA
Grade at last Ofsted inspection:	Requires Improvement
Date of last Ofsted inspection:	12/06/2018

1. Context and character of the school

Prescot Primary School is a larger than average sized primary school. The percentage of disadvantaged pupils at Prescot Primary is significantly above the national average. Most pupils are of white British heritage and few pupils speak English as an additional language. Children under five attend the 78-place nursery on a part time basis. There is a breakfast and after school club on site run by the school.

The highly positive ethos of the school is directly linked to the dedication and commitment of the whole staff team in ensuring children achieve and thrive. This is reflected in the four key principles which run through the curriculum and provision and expressed in their vision of 'learning without limits'.

The school is highly regarded as an Apple Distinguished School, a status first achieved in 2015. The school focus is on ensuring equality of provision in digital access. All pupils from Year 2 are provided with a 1:1 iPad that they keep as their own until Year 6. This allows them to access their personalised classrooms at school and at home, building independence and fostering strong communication with parents.

2.1 Leadership at all levels - What went well

- The headteacher has established a strong and cohesive leadership team which has demonstrated a shared passion for pupils' success and well-being.
- The school leaders are rightly proud of their Apple Distinguished Educator accreditation. The provision of one-to-one digital device from Years 2 to 6 has impacted on progress and given pupils greater ownership of their learning. In a Year 5 history lesson pupils collaborated to create timelines and then edited and saved their own work.
- Staff have responded imaginatively to the challenges presented by the pandemic and have worked with families and children to secure continued progress in learning. In the Early Years Foundation Stage (EYFS) collaboration on photo books and videos has helped parents to understand and engage with their children's learning.
- The enthusiastic leadership of reading has resulted in a strong reading culture, including precision teaching of phonics by skilled and well-trained teaching assistants (TAs). The online Accelerated Reader system, led by a passionate and knowledgeable higher-level TA, ensures independent access to books and assessment processes that support reading at home and school. Pupils consistently comment that they enjoy their reading and are improving. One pupil commented, "I get inspired by the vocabulary in the quizzes because I can use them in my writing".

- Leaders hold collaborative development day meetings with year group teams to discuss progress and review impact. The regular triangulation of reviewing planning, books and assessment data has allowed leaders to gain a clear picture of progress that informs decision making and priorities.
- English leaders have created in-school comparative judgement processes to enable moderation and evidence progress. Consequently, staff have clearer expectations of their year group and leaders are better informed regarding progress across the school. The clear writing structure enables pupils to remember and apply skills within the creative curriculum, for example in letter writing in Year 6.
- Curriculum leaders enabled pupil voice to shape and inform curricula plans, especially in terms of access to wider experiences. The school has used Google classrooms to create their own virtual museum, collecting information from the local community.
- The school has achieved bronze level accreditation as a Rights Respecting School. The resources inform assemblies and lessons, and this is reflected in the strong and inclusive school ethos.
- Leaders plan for continuing professional development (CPD) of all staff and this has impacted the quality and consistency of teaching and pupils' progress. For example, the regular external training and support provided for phonics.
- Governors are proud of all aspects of the school and have developed a strong shared vision and collaborative approach. For example, together with leaders they have developed reporting formats that have improved knowledge about outcomes.

2.2 Leadership at all levels - Even better if...

- ... leaders refined explicit links to the four pillars regarding the key systems, processes and documents that support the successful delivery of teaching and learning through rationalising and aligning school processes and identifying impact.
- ... opportunities for middle leaders to contribute and develop their leadership roles were strengthened.

3.1 Quality of provision and outcomes - What went well

- All staff at Prescott Primary share a strong commitment to pursue the best outcomes for all pupils, secure their well-being and promote wider opportunities.
- Pupils are enthusiastic about the curriculum topic work which is enhanced by the digital access they enjoy at school at home. One pupil said, "iPads give us responsibility to be independent". Appealing lesson tasks ignite pupils' curiosity, a pupil said, "we do lots of science experiments, such as finding out which materials conduct and insulate best and filling balloons with solids, liquids and gases."

Pupils are provided with a wealth of wider experiences. For example, the school has been involved with a conservation project with Chester Zoo called 'Singing for Songbirds.'

- Pupils are polite and welcoming of others. They are thoughtful in their interactions with each other as seen in support offered to each other as playground leaders. Digital leaders were passionate when talking about their responsibilities in helping others with technology, including their teachers.
- The EYFS staff have prioritised the development of resilience for learning and well-being. This is reflected in the variety of activities set up for continuous provision to capture children's curiosity and encourage independence such as in the weekly 'cheeky challenges'. In Reception, the use of the number mastery programme has improved early mathematical development. For example, activities set mathematics into real life contexts such as using party plates and cups to emphasise one to one equivalence, where vocabulary was intentionally modelled and repeated. This enabled children to have fun and make good progress.
- Collaborative strategies such as talk partners and opportunities to articulate ideas before sharing responses have supported pupils in deepening understanding and impacting learning. In Year 6, extended writing benefitted from time spent on clarifying thinking. In Reception, children try to explain their thinking through 'prove it' moments.
- The whole school oracy project has developed staff understanding of the importance of scaffolding strategies. For example, in Year 6, the use of speaking frames provided opportunities for pupils to explain their thinking using key vocabulary.
- Across the school, teachers use clearly established and embedded lesson routines which allow pupils to transition across different lesson segments and maximise learning time. For example, in Year 4 the teacher's use of the counting stick helped to support and challenge learning. Routines established in EYFS, such as 'turn to your partner', are seen throughout school. Consequently, there is no wasted learning time. Pupils in Year 5 focused on history content rather than process and moved through a series of lesson episodes with engagement.
- Reading is a strength of the school. Staff commitment to the phonics programme and Accelerated Reader system is securing strong progress. One pupil commented, "quizzes help my memory because I can't have the book with me, so I know I have to have understood the text really well." The strong emphasis on reading for pleasure is seen in the rich provision of high-quality texts in the library. Leaders state, "we deliberately provide books that reflect diversity to deepen learning."
- Learning environments across the school are purposeful and engaging. The wider environment is used to inspire, educate and celebrate learning. The screens circulate messages that reflect pupils' successes.

3.2 Quality of provision and outcomes - Even better if...

- ... leaders ensured greater clarification of curricula knowledge and strengthened the teaching sequence within the curriculum to secure subject integrity and curricula cohesion.
- ... leaders further developed teacher understanding, shared language and whole school practice relating to the 'positive pedagogy's' framework.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- During the lockdown periods, the quality of remote learning was exceptionally strong. The equality of access to devices, familiarity with online opportunities and the established use of Google Classroom meant that children and families were well supported as staff quickly refined their pedagogy to support remote learning. Staff communicated effectively with all pupils and parents, promoting a sense of belonging. Staff in EYFS created videos for parents which parents found very useful as it improved their understanding of how to help their child learn.
- The school's imaginative 'Hive' provision has enabled a bespoke curriculum that meets the needs of disadvantaged groups of pupils as well as those with special educational needs and/or disabilities (SEND). The holistic approach results in personalising activities to support and motivate pupils and successfully enables them to remain in class and access learning.
- The use of the tracking and monitoring systems is providing a framework for identifying pupils' progress and needs. The Pivats system enabled the highly capable SENDco to drill down into information and identify clear next steps for learning which teachers used to identify interventions. Leaders using the Star tracking programme have acted on information to ensure timely support for disadvantaged pupils. As a result, the impact of interventions has shown that disadvantaged children are achieving broadly in line in each year group. This contrasts with previous years where differences were more marked. Using the Star standardised tests, Year 6 disadvantaged pupils are achieving higher than non-disadvantaged.
- Staff have received training on the 'zones of regulation' framework and de-escalation strategies from the Team Teach programme. Consequently, they have greater understanding and shared language around social and emotional well-being of pupils. This has impacted positively on pupils' behaviour.

- All pupils benefit from the established routines, modelling and clear systems that operate throughout the school.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

The EBI related to clarity of approaches applies equally to disadvantaged pupils and those with SEND.

5. Area of Excellence

Using technology to support teaching and learning across KS1 and KS2

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

Prescot Primary School has established a significant level of technology access that supports and drives teaching and learning across Key Stage 1 and 2. The school is situated in one of the most deprived boroughs in the country and leaders have sought to address the digital divide issues that can impact pupils' learning and achievement. The school is committed to loaning pupils from Year 2 to Year 6 a 1:1 iPad device for their entire time for use at home and school. The school achieved Apple Distinguished Educator status in 2015 and continues to maintain this accreditation into 2021. Prescot is one of only 470 schools world-wide to hold this accreditation.

The school is proactive in its support of schools locally and leaders work closely with the Knowsley City of Learning Centre to plan and lead digital leader conferences. Staff regularly present workshops at the university on teacher training courses. They have produced six iBooks which have been published on the iBook's store and can be

downloaded across the world.

5.2 What evidence is there of the impact on pupils' outcomes?

The school has integrated the use of Apple technology into its approach to teaching and learning and this underpins many programmes of work. These are having a significant impact on attainment and engagement, especially at Key Stage 2. The pandemic reinforced the importance of having a 'level playing field' of digital access. The school was well placed to support remote learning. Pupils were familiar and skilled in using technology to learn, they were able to move relatively smoothly into using Google Classroom and learning at home. Consequently, the school has seen all pupils make strong progress, particularly in reading. Year 6 disadvantaged pupils are achieving higher than non-disadvantaged pupils in reading. The use of Accelerated Reader has ensured that pupils have access to high quality texts and in a manner that was familiar to them. It is interesting to note that in Year 1 where the pupils have not had one to one access, progress is lower.

The ownership of a device and growing expertise in using technology puts the learner firmly at the centre. As a result, the personalising of activities and resources is impacting on pupils' achievement, particularly for disadvantaged pupils and pupils with SEND. A Year 5 pupil commented, "My iPad helps me to learn because I use it to research facts about the Egyptians and all different things. I've got maths and spelling apps that help me to learn in school, at home and anywhere I go." In addition, staff have identified an increased independence and resilience for learning. They note that it is helping key knowledge to be retained and that pupils can extend and develop learning beyond the classroom. Pupil voice surveys reveal that pupils feel in control of their own learning and appreciate the opportunities the iPad is giving them. They are proud of their roles as digital leaders. In parent surveys, parents comment that they have an increasing ability to be part of the learning process and appreciate the connection between home and school.

5.3 What is the name, job title and email address of the staff lead in this area?

Name : Lisa Seddon

Title : Deputy Headteacher

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6. Following the QA Review

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.