



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR PRESCOT PRIMARY SCHOOL

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

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	N/A
<b>Date of this Review:</b>	08/03/2023
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	17/01/2022
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	27/05/2022



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR PRESCOT PRIMARY SCHOOL

#### Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

**Leadership at all levels** N/A

**Quality of provision and outcomes** N/A

**AND**

**Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs**

**Area of excellence** Thriving in the mainstream classroom through an alternative learning journey  
Accredited

**Previously accredited valid areas of excellence** Technology  
17/01/2022

**Overall peer evaluation estimate** N/A

***The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.***

## **1. Context and character of the school**

Prescot Primary School (PPS) is a larger than average sized primary school, situated in the second most deprived borough in the country. The percentage of disadvantaged pupils at PPS is significantly above the national average. Most pupils are of White British heritage and few pupils speak English as an additional language. Children attend the Nursery on a part time basis. There is a breakfast and after school club on site run by the school.

The school is highly regarded as an Apple Distinguished School, a status first achieved in 2015. All pupils from Year 2 are provided with a one-to-one 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. The school holds the award for a Silver Rights Respecting School, applying for Gold status this year. The school 'Puts the Learner First' and believes in the vision of 'learning without limits'.

### **2.1 Leadership at all levels - What went well**

- The dynamic and experienced headteacher leads by example, proud that every decision is based on the needs, interests - and opinions - of the pupils. He is ably supported by a knowledgeable senior leadership team, made up of a deputy headteacher, two assistant headteachers and the SENDCo. Many staff have been at the school for a long time and maintain their motivation through challenging themselves and each other, still teaching regularly and embracing change. Leaders said, 'Leadership can be lonely, which is the reason we work in teams.' This fosters a palpable team spirit where everyone is proud to belong to PPS.
- Well-being is a high priority, and trusting and nurturing relationships at all levels mean that 'every voice is heard' and that both pupils and staff are confident to share their thoughts and ideas. As a result of this inclusive culture, the climate for learning is exciting, upbeat and purposeful.
- Quality first teaching is rooted in the school's philosophy and remains consistent through frequent revisiting and monitoring. Leaders believe that giving initiatives time develops fidelity. Leaders said, 'We don't knee-jerk.'
- The school has an area of excellence for technology. iPads support all pupils, particularly high attainers, through programs such as Freckle, Accelerated Reader, SATS Companion and Learning by Questions. Pupils' use of technology extends their independence.
- Teaching assistants (TAs) are well trained, highly skilled and highly valued. They are part of the appraisal process, so their role has a clear, progressive pathway.

- Middle leaders play a key role in the school. Appointing 'subject developers', including ECTs, is a strategy that is a successful investment in curriculum development as it ensures that expertise is shared through succession planning to develop future leaders. Subject developers oozed enthusiasm, saying, 'It's so beneficial to work with the subject leader!' One ECT said, 'I couldn't believe how much senior leaders trusted me from the very beginning. It has really developed my confidence and I love developing that ownership.'
- Subject leaders have sound knowledge of the progression of the curriculum in their subject and are actively involved in monitoring and evaluating performance in their subjects through development days. They evaluate the quality of schemes, systems and structures, thus strengthening shared accountability. A high proportion of staff are undertaking NPQs.
- The well sequenced curriculum begins in the Early Years Foundation Stage (EYFS) so all staff have a secure understanding of early learning and the big picture. The exceptional EYFS provision ensures that children get off to a flying start, extremely well prepared for Year 1 and beyond.
- Zones of regulation are used effectively as a result of whole school training. This is promoting pupil self-regulation so that everyone understands the expectations of behaviours for learning and attitudes. Consequently, pupils demonstrate resilience and perseverance and independence. Older pupils encourage younger pupils; 'I treat children who are in a red zone the way I would like to be treated if I felt like that.'
- Pupil leadership is strong, reflected by the extensive opportunities. Pupils firmly believe that they 'help to run the school', having a secure understanding of how their leadership roles impact their future lives. The Rights Respecting leaders (RRLs) see helping people as a big part of their roles, for example, 'We made the Ukrainian children feel welcome, we play with them and teach them English. They can speak English really well now!'

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

...the development of pupils' leadership was further extended by using pedagogical research for pupils to evaluate the school's curriculum design.

...the monitoring cycle was synchronised to actively involve middle leaders.

### 3.1 Quality of provision and outcomes - What went well

- 'This is a fun school - this school is never boring!' This quotation underpins the quality first teaching that is demonstrated all around the school by the buzz of enthusiastic and productive chatter about learning, where pupils are thriving. Staff have secure subject knowledge and know their pupils and families very well.
- There is something to inspire curiosity for everyone within the learning environment throughout the school. One example is the range of magazines and pupil newspapers such as 'First News' that encourage pupils to develop their inquisitiveness about the wider world.
- Key concepts, skills, project maps, vocabulary and clear end points underpin the ambitious curriculum, carefully sequenced in line with pupils' needs and the school's cultural capital. Hence, retrieval is strong. For example in a writing lesson, the slides on their iPads allowed pupils to revisit the class discussion and the working walls supported the use of vocabulary and grammar. In Google Classroom, staff have a wealth of resources at their fingertips. Leaders have implemented the three connecting cogs; 'last time, this time, next time.' This ensures that the connections are relevant and purposeful.
- The range of extra-curricular activities is vast. For example, Prescott Pilots was borne from Children's University. Pilots are the pupils who commit to learning outside school to develop their cultural capital and personal development through participating in activities beyond the school.
- The RRLs have written a letter to Knowsley Council to state the case for ramps in school for wheelchair users. They said, 'It's about being bothered.' They cited the qualities that they are developing as 'confidence to speak up, responsibility, courage, self-esteem, resilience and perseverance.' 'It's about building a reputation for yourself that you are proud of.'
- Books and literature are everywhere! This reflects the embedded culture for reading throughout the school. Texts and stories are meaningfully linked to the curriculum. For example, in a writing lesson, 'The day the war came' supported understanding of refugees, providing crucial knowledge, new vocabulary for a challenging concept, enabling meaningful writing content. The learning environment supported progress as pupils independently used the working walls.
- Adaptive teaching techniques ('active ingredients') are a strong feature of lessons, demonstrated by the writing masterclass that is being trialled for pupils who are borderline and higher attainers. Pupils relished rising to the challenging expectations and, as a result, produced high standards of writing.
- Reading is everywhere! Every year group has a group of 'Favourite Five' books that they must read because they have a tangible link to real life and so make learning more meaningful. Classrooms are vocabulary rich and the use of sentence stems allows pupils to use and apply challenging new vocabulary.
- Modelling and skilful questioning both scaffold and deepen understanding, enabling all pupils to be actively involved, using strategies such as talk partners. Work is pitched at the correct level so that all pupils are challenged appropriately.

These strategies successfully address misconceptions, give thinking time to express reasoning and allow consideration of other pupils' opinions and ideas.

- Feedback to pupils helps them to improve their work through live marking, and self/peer assessment. Beautifully presented pupils' books show that they take great pride in their work and work on their next steps almost immediately. Writing is very effectively connected to other subject areas, resulting in pupils transferring their skills across a range of genres and subjects.

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

...staff further explored ways of increasing their awareness of, and response to, any misconceptions.

...staff ensured that all pupils hear, and where appropriate respond to other pupils' answers to questions.

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

- Provision is exceptionally well led by the very experienced and passionate SENDCos, who provide a flawless model of sharing the role. Together, they ensure that inclusivity means that everything is child-centred. Their philosophy is that 'simple strategies that work for SEND pupils will work for everyone.' Hence, adaptations and modifications to the curriculum are successfully embedded. Pupils at PPS receive personalised learning, woven through a tailored learning journey that meets their needs in the right place at the right time.
- Pupils with SEND and those who are disadvantaged have full access to the curriculum offer and are represented on a range of pupil leadership forums. They attend clubs: for example almost half of the school's disadvantaged pupils attend archery club!
- Pupils are making meaningful progress from their starting points, as shown by the Pivats data. Communication between TAs and teachers is well planned, where TAs have designated time to plan interventions using the 'plan, do, review' approach.
- There are many unique features that expose pupils to each other's difficulties. Thus pupils develop empathy and understanding of challenges that would otherwise remain unknown.
- The Hive provides a unique, exceptional place where pupils of any age, background and ability can access bespoke support to be ready for learning. This support is tailored to the needs of every individual and it is humbling to see the change that takes place as a result of such dedicated, proficient staff. For example, after taking part in a sensory circuit, a Year 1 pupil was soon back in class, totally immersed in his mathematics activity, settled, engaged and learning.

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

No EBIs were identified.

## **5. Area of Excellence**

Thriving in the mainstream classroom through an alternative learning journey.

### **Accredited**

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

PPS is situated in the second most deprived borough in the country. The combination of related deprivation factors has always impacted the school community, with SEND being high on the list of priorities. However, the number of pupils with EHCPs has risen from 7 to 18, with three pending and one at the information gathering stage. This is in the space of three years. The school has one of the highest number of pupils with EHCPs in Knowsley.

PPS has always been an inclusive school but now believes that significant changes to ethos, environment and practice ensures that all pupils flourish. The school is now recognised by the local authority and local community as a school of choice for mainstream SEND children.

Leaders and staff identify the additional needs of pupils with SEND with precision and speed. Pupils with SEND are given the high-quality support they need to access the curriculum so that they thrive. This is through the successful and unique Hive provision. The Hive has become an essential part of PPS's provision for all pupils and is integrated into the daily function of the school. Pupils who access this provision receive personalised support for their learning and personal development. The Hive provision has enabled a bespoke curriculum that meets the needs of disadvantaged groups of pupils as well as those with SEND. The holistic approach results in personalised learning.

The Hive is for all pupils, whether it be for specialist interventions such as 'Sensory Circuits', SALT activities or 'Attention Autism' or to provide a 'soft landing' for those who need an alternative start to the day. This space has provided a nurturing environment to pupils who have struggled to return after COVID and continues to comfort pupils in times of family/friendship upsets.

Pupils can have breakfast and a welcoming chat in The Hive before starting to learn in their rooms. For example, after taking part in a sensory circuit, a Year 1 pupil was soon back in class, totally immersed in his mathematics activity, settled, engaged - and learning.

Strategies used in The Hive are cascading across the school to improve the mental health of all pupils. It is a highly flexible, adaptable space that has developed over the last year. Now, approximately 50-60 pupils use The Hive space each day, ensuring all needs are met so that learning can take place in a holistic way.

PPS has an ever-growing team of highly skilled SEND TAs who support each other to learn and develop new skills. The Hive enables the sharing of best practice. TAs have accessed different continuing professional development (CPD) courses including 'Zones of Regulation', 'Team Teach', 'Talk Boost', 'Sensory Circuits' and 'Attention Autism'. It has a strong leadership team with a robust system of early identification.

Leaders constantly seek and support specialist advice and guidance, including training and consulting in SEND and Child Development, ASC Specialist Teacher, Qualified Teacher for the Visually Impaired, Sensory Impairment Service, Educational Psychologist, Children's Councillor, Play Therapist, and Speech and Language Therapist.

The school's use of Apple technology has a huge impact on how SEND pupils learn. Staff adapt their learning tools at the touch of a button. As an Apple Distinguished School, staff have learned how to personalise learning with an iPad to enable SEND/EAL children to complete work and progress where once they may have struggled and fallen behind. The technology provision makes the inaccessible accessible, levelling the playing field for all pupils to achieve.

Leaders have led several successful visits to The Hive for local schools. These visits have led to follow-on visits as word spread about the specialist environment and provision within a mainstream school, most recently a St Helens school and INTERNATIONELLA ENGELSKA SKOLA, a school in Sweden.

Pupils with disabilities speak amazingly openly about their difficulties and barriers. They participate in assemblies as 'guest speakers' to explain to the whole school how their own personal disabilities affect their lives and how they overcome them. In breakfast club, one pupil said, 'Assemblies are my favourite because it gets me to understand what life is like for other children who have to really struggle.'

Looking to the future, due to the ever-increasing number of pupils with SEND and the lack of funding available, becoming truly inclusive will be something that mainstream schools all over the country will be grappling with. PPS believes that The Hive provision is a creative way to bridge this gap and it has also enhanced the school for all learners.

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

### **Qualitative impact:**

- Personal Passports
- Hive referral form
- Pupil voice surveys/engagement levels
- Feedback from professionals
- Parental feedback survey / correspondence
- EHCP Annual Reviews
- SEND TA Sharing skills and expertise
- Pupils staying and succeeding in a mainstream classroom
- SEND pupils successfully reintegrated back into the classroom
- pupils have an equity of provision which is highly personalised
- Case studies

### **Quantitative impact:**

- Pivats - Pupils who are working significantly below age related expectations are tracked through Pivats to show small steps of progress.
- IDL - Allows teachers to set spelling and reading tests and provides feedback through scores in order to track progress.
- Star data - Progress is tracked each half term against age related expectations or individual appropriate targets. Staff are then able to identify trends and track any pupils who are falling below expected levels and require interventions
- Accelerated Reader data
- Freckle and TT Rockstar data
- Learning by Questions
- RWI assessments - These are carried out each half term and enable progress to be closely monitored and groupings altered accordingly
- Early Years Talk Boost / KS1&2 Talk Boost - all EYFS children are screened on entry to school and enrolled on the programme if they do not meet the required level.
- Development Matters Document - EYFS staff use this to track the progress of children from their starting points (baseline) and then each term, applying a best fit model
- Play plans / IEPs

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

Emma George & Michelle Blackburn  
Assistant Headteacher, EYFS SENDCo & KS1/2 SENDCo  
emma.george@prescotprimary.org.uk

#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, 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 (SLP) 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. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)