



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):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	The school has chosen not to have estimates for this review.
Date of this Review:	11/03/2024
Overall Estimate at last QA Review	Not applicable
Date of last QA Review	08/03/2023
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	05/04/2022



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Quality Assurance Review

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

The school has chosen not to have estimates for this review.

Leadership at all levels Not applicable

Quality of provision and outcomes Not applicable

AND

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

Area of excellence Not applicable

Previously accredited valid areas of excellence Thriving in the mainstream classroom through an alternative learning journey, 08/03/2023

Using technology to support teaching and learning across Key Stage 1 and Key Stage 2, 17/01/2022

Overall peer evaluation estimate Not applicable

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 is a two-form entry primary school, with its own thriving nursery, in the borough of Knowsley in Merseyside. It serves an area with high levels of deprivation.

The majority of pupils are of White British heritage, although the demographic is changing a little over time. The proportion of pupils who have special educational needs and/or disabilities (SEND) is considerably higher than national averages, particularly the number of pupils who have complex needs and in receipt of an education, health and care plan (EHCP). The percentage of disadvantaged pupils is also higher than found nationally. The number of pupils who speak English as an additional language is growing, albeit still below average.

The headteacher has been in post for eleven years, and leads a large, stable staff team. Prescot Primary is an Apple Distinguished School, one of less than 700 schools and colleges across the world. This designation highlights the school's commitment to technology and their innovative approaches to learning.

2.1 Leadership at all levels - What went well

- The headteacher leads the school with passion and confidence. He is supported very effectively by knowledgeable and proactive senior leaders. They make an impressive, cohesive team, speaking with conviction about their philosophy of putting the learners first, with a 'keep up, not catch up' ethos to teaching and learning. The leaders are truly outward-looking, exploring and embracing different theories, and liaising with colleagues in other schools, locally and further afield.
- Senior leaders and other stakeholders speak warmly about the school's accreditation as a gold UNICEF Rights Respecting School, where difference is celebrated, barriers broken down and pupils encouraged to have a voice. This is exemplified in the 'guest speaker' slots in whole-school assemblies, when individual pupils present to their peers about something important to them, such as their home country or a health condition. One Year 6 aptly summed up the school's commitment to developing every pupil, "They encourage people to use their voice and be you".
- Leaders at all levels are involved in improvement planning, with their action plans being informed by school strategy. Middle leaders regularly deliver continuing professional development (CPD), during development days and staff meeting 'bring and share' slots related to their respective subject responsibilities.

- The staff team benefits from a comprehensive CPD programme, with both teacher and teaching assistant (TA) development pathways, and networking clearly encouraged. Consequently, the subject knowledge of all adults is strong.
- The learning environment is spacious and inviting, indoors and outside, with an exciting range of resources. Vulnerable pupils thrive in the extensive, dedicated nurture spaces, such as the Hive. Many display boards, in and out of classrooms, are painted with chalkboard paint which makes a very appealing, whilst low-stimulus, statement. These are complemented by digital screens around the school, with many photographs celebrating school life. This creates a very positive climate for learning which pupils respond to with enthusiasm.
- The curriculum is enriched with many extra-curricular activities that help prepare pupils for life in modern Britain. These include a pledge for pupils to undertake the Top Fifty experiences during their time at the school, with opportunities such as planning a community event, writing a song, and visiting an art gallery, building their cultural capital. In addition, pupils are encouraged to take on leadership responsibilities, including house captains, digi-leaders, sports leaders, reading champions, and early years' leaders who settle the youngest children during staggered lunchtimes. Pupils make formal applications for the positions which are proving very beneficial in raising their aspirations.
- Productive relationships between all members of the school community, including pupils, staff and parents, are key to life at Prescott. Pupils are happy at school and are enthusiastic and engaged learners. The mutually beneficial associations are exemplified by the Prescott Pilots, where learning at home and outside of the classroom is celebrated. Pupils earn points for leadership roles, taking part in extra-curricular clubs and external activities.

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

- ... the opportunities offered to middle leaders were enhanced to continue building on meaningful succession planning.
- ... middle leaders had a clearer structure and schedule for their monitoring activities.

3.1 Quality of provision and outcomes - What went well

- Leaders and teachers have developed an ambitious curriculum, which takes a topic-based approach to the teaching and learning of some foundation subjects. A balance has been established between judicious use of a published scheme, supplemented by meaningful local studies bespoke to the school. A prime example is the annual whole-school conservation project, where pupils are encouraged to explore a theme, such as stopping illegal

wildlife trade or singing for songbirds. These memorable projects, designed in conjunction with Chester Zoo, empower pupils to debate and hold peaceful protests at age-appropriate levels.

- Due to the school's technological expertise, each pupil in the school has ready access to an iPad, with all from Year 3 upwards having their own device for use at school and home. This commitment underpins much of the school's curriculum, as pupils become very independent in their learning, with problem-solving, creativity, metacognition, and collaboration being intrinsic. Subject and year group virtual classrooms further enrich learning, whilst reducing teacher workload.
- Connect cogs are typically used at the outset of lessons, with connections identified through consideration of last time, this time, next time. Retrieval of knowledge is also achieved through personalised, digital quizzes generated from formative assessments.
- The Early Years Foundation Stage (EYFS) provision is language-rich, well-resourced and engaging. In the Nursery, children contributed enthusiastically to a talk boost session during the review, with a teacher-led discussion about frogspawn. The emphasis on language acquisition continues into Reception, where children rehearsed sentence stems to solve addition problems. Awe and wonder were further enhanced by the hatching of chicks during the review, which led to great excitement for all!
- Phonics are taught very successfully through a systematic programme, with adults showing fidelity to the scheme. Pupils are taught in small groups, and seen to be on task, demonstrating growing phonic knowledge.
- The structured approach to reading continues into older year groups, where pupils respond positively to the programme which combines reading with independent, digital comprehension activities.
- The teaching of writing is planned explicitly to build on pupils' key skills and grammatical knowledge, with retrieval mnemonics known by all. For instance, in a Year 6 lesson, the class teacher drew out pupils' prior knowledge by defining a checklist of the expectations for the genre. Pupils responded well to the differentiated task, using iPads, or handwriting, as appropriate.
- A mastery approach is taken to the teaching and learning of mathematics. High expectations were evident in lessons. For example, in Year 1 the class teacher modelled greater than/less than/equal to problems successfully, addressing misconceptions and using open-ended questioning in the purposeful lesson.
- The 'keep up, not catch up' philosophy has also led to the introduction of mastery across the wider curriculum. A clear emphasis on vocabulary continues with pupils' independence reinforced through the challenging online learning platform. For instance, in Year 2 geography, finding map locations was related to prior learning. Whilst in a Year 4 history lesson, pupils actively explored the purpose and significance of the Domesday Book, with partner talk consolidating understanding.

- By the end of Key Stage 2, pupils achieve standards in reading, writing and mathematics which are broadly in line with national averages. Notably, formative assessment data shows that pupils are generally making average or better progress, with an increasing number of pupils working above age related expectations. Consequently, pupils are prepared well for the next stages of their education, as confirmed by secondary colleagues working with previous Prescott pupils.

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

- ... there were further opportunities for pupils to work on open-ended tasks, particularly to challenge those more able.
- ... leaders and teachers further defined the structures and processes in place to recall key knowledge in humanities subjects.
- ... teachers made more explicit links between subject specific skills over time across the wider curriculum.

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

- The headteacher has responsibility for disadvantaged pupils which indicates the importance placed on supporting this vulnerable group. The SENDCo role is split between two highly knowledgeable and experienced senior leaders. Alongside focusing on meeting the needs of pupils in the school, they share their expertise with other schools locally and more widely.
- Vulnerable pupils benefit from dedicated breakout spaces, including the Hive, the Honeypot, and the Honeycomb. Here, pupils can access learning in the low-stimulus and nurturing environments established, often with less adult input than necessary in mainstream classrooms. Other resources, such as sensory circuit resources are available in corridors, as is a sensory wall where pupils can spend a little time tracing hand movements to self-regulate their behaviour and emotions.
- The curriculum is adapted to best meet the needs of SEND pupils, with a balance between quality first teaching and same-day interventions. A variety of scaffolds are used successfully in classes, to enable the learning of disadvantaged, SEND and EAL pupils. Work on iPads is also quickly adapted to provide subtle, personalised amendments to the curriculum which allow every pupil to succeed at their individual levels.
- The skilled TAs are highly valued members of staff who clearly know the pupils well and are adept at supporting adaptations to learning. They access much specialist CPD, also seeking advice from a local special school.

- The progress of SEND and disadvantaged pupils is monitored carefully by leaders, both pastorally and academically. They take a very personalised approach to pupils' learning journeys, with evidence indicating these pupils are mostly making pleasing progress from their individual starting points. It is notable that outcomes for disadvantaged pupils are similar to others in the school, whilst achieving above national averages for this group.
- An assistant headteacher takes responsibility for attendance, with initiatives including weekly celebrations and year group awards. As a result, attendance levels are showing improvements, with the rates of persistent absenteeism reducing.
- The behaviour and attitudes of pupils, including those most vulnerable, are very positive. Pupils respond effectively to the 'working like clockwork' expectations, which relate to Prescott's clock-making history. Pupils have respect for adults, and for each other, which leads to a purposeful learning culture.

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

... the team around the child systems currently being developed became fully established.

5. Area of Excellence

Not applicable.

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.



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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>)