



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):	Rowan Learning Trust

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	12/03/2025
Overall Estimate at last QA Review	N/A
Date of last QA Review	11/03/2024
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	05/04/2022

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees 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 N/A

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

Overall peer evaluation estimate N/A

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental. The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:
- *Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.*

1. Context and character of the school

Prescot Primary School is a large two-form entry primary school. The proportion of pupils who have special educational needs and/or disabilities (SEND) and the proportion in receipt of an education, health and care plan (EHCP) are both above average. The percentage of pupils who are disadvantaged is also above average. The school has a very stable staff and retention rates are high.

The school has previously been awarded the 'Gold' Rights Respecting School award and has been designated as an Apple Distinguished School for its expertise in the use of technology.

On 1st February 2025, the school joined the Rowan Learning multi-academy trust. The trust consists of three high schools, one secondary alternative provision and eight primary schools.

The school believes that 'every individual should be empowered to learn and achieve within a safe and trusting environment' and as a consequence the school focuses on 'putting the learner first.'

2.1 Leadership at all levels - What went well

- The passionate headteacher, ably supported by a proactive and highly skilled senior leadership team (SLT), drives the school forward and is uncompromising in his desire to provide only the best for the pupils in his care. His ambition to put the learners at the heart of all decisions and actions is shared amongst the school community. Leaders have created an ambitious culture in which self-reflection and challenging the 'status quo' is part of the way things are done. Key decisions regarding new initiatives are based on research evidence and are trialled prior to full implementation.
- The SLT are forward thinking and innovative in their approach, constantly trying to improve and refine the offer to pupils. An example of this is the creation of a metacognition lead teacher who oversees the development of provision in this key area. The leader works alongside colleagues in the newly formed Creating Attachment Relationships in Education (CARE) team to support pupils in developing high quality relationships.
- The commitment to developing leaders at all levels is a key strength of the school. All staff are empowered to use their initiative to refine and develop what they do. This empowerment is exemplified through staff at all levels sharing their expertise with others. For example, teaching assistants regularly lead staff training on supporting the development of children's speech, language and communication.
- Middle leaders play a critical role in developing and overseeing their curriculum areas. They have a clear understanding of how to implement

change and actively engage in a vast range of activities such as team teaching, class 'swaps', teaching their subject in a different key stage and development days to inform the oversight of the subject they lead. These activities provide invaluable information. A comprehensive continuing professional development (CPD) offer provides the foundation for all staff to hone and develop their skills and knowledge.

- Being a 'rights respecting school' underpins all aspects of school life. For example, ensuring that the views of all stakeholders are valued and respected is a core element within the construction of the class and whole school charters. Mutual respect is promoted across the school and an ethos has been developed where all members of the school community are treated fairly and with dignity. Diversity is celebrated and promoted throughout the curriculum and bespoke assemblies. Gathering and acting upon pupil voice helps shape the future of the school. Leaders are keen to develop the notion of 'empowering today, prepare for tomorrow.'
- The governing body, led by a committed and knowledgeable chair, understands its role in helping to shape the strategic direction of the school. Governors are looking forward to the benefits of being in the Rowan Learning Trust whilst acknowledging the impact they can bring to other schools within the trust.

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

... the school's vision and values were refined and communicated clearly to all stakeholders.

3.1 Quality of provision and outcomes - What went well

- Clear routines have been established throughout all areas of school life and pupils respond well to them. As a consequence, time is used effectively and opportunities for learning are maximised. For example, in a Year 6 science lesson, pupils knew where they could access key scientific vocabulary throughout the lesson through the use of the 'oracy board' and choral rehearsal. Also, the non-verbal signals used during systematic synthetic phonics lessons have been extended and applied to learning in all curriculum areas. In the early years foundation stage (EYFS), visual timetables are used very effectively to help guide pupils through the day, informing them of where and when the learning will take place.
- The highly effective use of technology, and in particular the use of iPads, is a core strength of the school's learning offer to pupils. Pupils use technology confidently and appropriately. They are highly skilled and understand how it can enhance their learning. Technology supports learning in a vast range of

areas. For example, 'Digi leaders' from Years 5 and 6 have excellent knowledge and skills which they use to support other pupils, such as Year 3 pupils when they receive their own iPads. The use of technology supports the school's vision to provide a high-quality universal offer to all pupils, including those with SEND. The ability to create bespoke, adaptive and discrete opportunities enables all pupils to achieve well from their starting points. Pupils also support adults in how technology can be used. For example, pupils take responsibility for leading assemblies and oversee the day to day running of the school's library and, in particular, the way the Accelerated Reader programme is administered. Pupils use technology flexibly, for example, accessing their iPads in school and at home. Technology is used to motivate pupils particularly those who are reluctant to write. It is also used effectively as an assessment tool in mathematics and science to provide instant feedback on what pupils already know and remember which then informs future learning.

- Leaders have created a calm and purposeful learning environment. For example, providing 'chill out' time prior to lessons beginning, provides the opportunity for pupils to settle and be ready to learn. In the EYFS, pupils engage in the vast number of high-quality learning opportunities available to them as they enter the provision at the start of a session.
- Reading has a high priority in the school. Pupils are motivated to read regularly through the Accelerated Reading programme. Pupils are proud to achieve their personal milestones.
- Relationships in the school are strong. Pupils feel valued and secure. Staff intervene skilfully when appropriate, encouraging pupils to 'have a go' and become independent learners. For example, in the nursery, pupils used tools appropriately to prepare a garden area ready for seeds to be planted.
- Teachers have secure subject knowledge due to the extensive CPD opportunities provided by the school. Teachers are confident and have high expectations of what pupils are able to achieve. Teachers make learning accessible for pupils and make connections with 'real life' examples where possible. In a Year 6 science lesson, the teacher likened the working of the circulatory system to that of a 'car needing fuel' to operate successfully.
- Developing pupils' communication skills is a priority for the school. In the EYFS, for example, the continuous provision available to pupils, is skilfully planned to enable adults to extend and develop pupils' written and oral language. Well-trained staff, including teaching assistants, provide high quality interactions.
- Improving attendance, particularly for those pupils who are persistently absent is a priority for the school. The knowledgeable learning mentor works tirelessly alongside members of the SLT to ensure that all barriers that prevent pupils attending school regularly are removed.

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

... teachers consistently use pre-assessment opportunities to inform planning in order to strengthen the learning for all.

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

- Leaders are proactive and passionate that all SEND pupils receive their full entitlement. Adaptions are made to the curriculum to enable all pupils to achieve well. Leaders have ensured that 'no ceiling' exists in terms of what SEND pupils can achieve and they are ambitious for all pupils. Leaders noted that developing and improving the offer for SEND pupils has benefitted the universal offer for all pupils.
- The school provides adaptions for SEND learners in a variety of ways. These include the use of practical resources such as overlays and enlarged texts to make learning accessible, but also through ensuring that pupils are ready to learn. The school employs a range of techniques, such as 'calm brain' to support pupils' emotional regulation.
- The school has created an on-site provision called 'The Hive' for pupils requiring additional support. Pupils access the provision on a flexible basis. Within the provision, dedicated and highly committed staff provide bespoke learning opportunities for pupils with a wide range of needs. Under the guidance of the SLT, a calm and purposeful learning environment has been created. Clear channels of communication have been established to ensure all stakeholders are informed about the pupils' progress. Pupils enjoy being in the provision and thrive during their time there.
- Teaching assistants and support staff make a significant contribution to enabling SEND pupils to excel and make progress. They are knowledgeable, passionate and highly committed.
- Staff, including teaching assistants, receive regular and relevant training related to the pupils they support. Staff are rightly proud of their personal professional development achievements and relish the opportunity to support SEND pupils.
- Ensuring equality of opportunity for all pupils is a critical element of the school's offer. For example, pupils with physical disabilities are able to access the school's residential trip to an outdoor adventurous learning centre.
- The school supports all pupils including those pupils are disadvantaged. Leaders know their community well and understand the particular challenges

that certain families face. Timely support, through a range of practical activities is available to pupils and families. Improving the attendance of disadvantaged pupils is a particular focus for the school, particularly for those pupils who are persistently absent.

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

None identified.

5. Area of Excellence

N/A

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 content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

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. The School Support Directory 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>)