



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PRESCOT PRIMARY AND NURSERY SCHOOL

Name of School:	Prescot Primary School
Co-headteachers:	Steve George and Lisa Seddon
Hub:	Aspire
School phase:	Primary
MAT (if applicable):	Rowan Learning Trust

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	11/03/2026
Overall Estimate at last QA Review:	N/A
Date of last QA Review:	12/03/2025
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 AND	N/A
Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs	N/A
Area of excellence	Accredited: 'Increasing pupil ownership, independence and sense of belonging through quality First Teaching in a technology-rich environment.'
Previously accredited valid areas of excellence	N/A
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 is a large two-form entry school. The proportion of pupils who have special educational needs and/or disabilities (SEND) and the proportion with an education, health and care plan (EHCP) are both above national averages. The percentage of pupils who are disadvantaged is also above the national 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 long been designated as an Apple Distinguished School for its expertise in the use of technology.

In 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.' Their new vision statement is 'Empower today, prepare for tomorrow.'

2.1 Leadership at all levels - What went well

- When asked the question, 'Who are the most important people in this school?', the school council (known as change makers) almost unanimously replied 'Us!' This demonstrates their mature understanding of the reasons that they come to school and how much they are valued and respected by all adults.
- Leaders believe in, and have, the right people in the right place at the right time. Leaders are confident and competent at every level. It is impossible to single out any of the dedicated middle, subject and pastoral leaders as they are all equally dynamic.
- Although there have been some internal changes in the senior leadership team (SLT) this year, the SLT's passion and drive are embedded and infectious. Leaders constantly build capacity which sustains the aspirational, inclusive culture of excellence and relentless improvement. Every staff member, no matter what their role, belongs and feels valued within a family ethos. People want to work at Prescot and this is the reason that staff stay so long, benefiting from a wealth of opportunities that empower them through courageous leadership.

REVIEW REPORT FOR PRESCOT PRIMARY AND NURSERY SCHOOL

- Leaders appreciate the Trust network opportunities that provide valuable continuing professional development (CPD) for leaders at all levels.
- Children enter the school with development and skills that are significantly below what is typically expected. Technology supports their academic progress and independence as they move through the school. The school is outward facing through participating in research-based projects. Restorative practice fosters pupils' ownership of their behaviour and learning.
- The Early Years Foundation Stage (EYFS) leader leads regular meetings with the EYFS team. This enables CPD to take place, as well as sharing best practice through 'Bring and Share'. The staff team work collaboratively to ensure accuracy of progress tracking, and the impact of the learning environment, which ensures an impressive, seamless transition into Year 1.
- Communication between home and school is excellent. In the EYFS, staff use the online system 'Evidence Me' to capture, track and communicate progress. This impacts positively on attendance, as well as parental engagement and understanding so that parents become true partners in their children's education. Pupil Tap and Parent Tap are also embedded communication tools.
- Genuinely caring, positive relationships enable both staff and pupils to thrive. One of the assistant headteachers (AHTs) said, 'One of the best things about this school is that we are given so much trust and freedom.'
- Pupil Voice is encouraged and acted upon and pupils are an integral part of the school's leadership structure. For example, pupils expressed a wish to sit wherever they liked in assembly. Leaders listened and pupils now have a choice of seating position every Monday - which they love, as this gives them the opportunity to sit near siblings and pupils from different year groups.
- Attendance is rigorously monitored through a team approach. One example of the impact of bespoke support includes supporting a medical need that had previously been under the radar which, subsequently, improved the pupil's attendance. Parents benefit from an attendance handbook. The impact of successful strategies is seen in improved attendance and reduced persistent absence.
- As Knowsley is one of the least diverse areas in the country, promoting and understanding diversity is a key priority. Pupils have a secure understanding of the 'No Outsiders' programme, exemplified when one pupil said, 'We never leave anyone out' while a Year 6 pupil said, 'No matter where you come from, what colour you are or what language you speak, you belong.' Each year group has a 'Rebel Hero' such as David Attenborough and Rosa Parks for example, which supports pupils' understanding of wider life issues.

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

- ... leaders further developed staff expertise in identifying, planning and delivering stretch and challenge to ensure that higher attaining pupils in all year groups work towards greater depth across the curriculum.
- ... leaders explored strategies to raise the profile and importance of regular attendance even further.

3.1 Quality of provision and outcomes - What went well

- By the end of Key Stage 2, from low starting points, outcomes are above national averages and pupils make secure progress.
- Classrooms are calm and purposeful so pupils feel seen and understood. The climate for learning enables pupils to make mistakes within a secure, comfortable environment.
- One research project involves creating a therapeutic classroom for a Year 4 class. The environment is based on creating a calm, tranquil space where pupils select how best they learn. They can choose from standing tables, high tables with stools, wobble stools, the teepee and floor cushions. Calming music, soft lighting and subtly painted walls reduce cognitive overload. Pupils independently access resources that would normally be on working walls on their iPads and 'Calm Brain' supports readiness to learn.
- Pupils love reading and books are everywhere in the school. Accelerated Reader is a highly successful resource that motivates pupils to read widely and often. Each year group reads 'Five Favourite' books every year. The Book Swap scheme in EYFS enables parents to borrow books to read to their children to instil a love of reading from an early age. Pupils' 'Pathways to Write' books are a cause for celebration, showing clear progress, high quality writing and pride.
- Staff use the term 'bothered' to express commitment and effort. Pupils gave examples such as 'to listen, try hard and do the right thing' to describe 'botheredness'. There is even a 'botheredness' pupil leader! As a result, pupils are eager, respectful learners who listen and contribute enthusiastically. Pupils belong to 'hives' and collect hive and bee points, because, as the co-headteacher said, 'Bees are the most bothered species on the planet!' A grandparent knitted some bees which pupils who are sad or worried can take from the entrance foyer to support their emotional well-being throughout the day.
- A wide variety of teaching strategies, including modelling and 'no hands up', help pupils to recall previous learning and play an active part. Resources such as counting sticks and stem sentences enable pupils to master the multiplication tables.

REVIEW REPORT FOR
PRESCOT PRIMARY
AND NURSERY SCHOOL

- Oracy is a key focus where pupils benefit from vocabulary cogs. In the impressive EYFS, Talk Boost and WELLCOMM are used to track and improve language and communication. The EYFS learning environment and inviting, investigative continuous provision activities inspire curiosity and independence.
- Where practice is strong, pupils receive live marking and instant feedback so that misconceptions are addressed and knowledge gaps are not allowed to widen.
- Routines are well established, which results in no lost learning time in lessons. Key vocabulary displayed on working walls supports pupils' current learning, for example, 'distance' and 'estimate' in measurement and 'friction' and 'repel' in scientific forces.
- Pupils have ownership of their learning as a result of teachers' high expectations and their confident use of iPads that 'level the playing field' for all pupils. Walkie talkies, dictate function and mini microphones provide further opportunities for oracy.
- Learning support assistants (LSAs) know pupils well and their confident, encouraging support enables pupils to progress well and feel proud.
- Pupil change makers contribute to the school's improvement. They canvass opinion, for example, healthier desserts such as yoghurt with a choice of nutritious toppings. There is a vast variety of pupil leadership roles, including digi-leaders and canteen buddies. Pupils enjoy a range of clubs such as dodgeball, choir, curling, and visits such as PGL outdoor adventures. Year 6 pupils are well rounded citizens, securely prepared for their future.
- Pupils are ambitious about their futures because leaders make this a high priority, where participation in activities outside of school earn them Prescott Pilot points. An annual careers' showcase for all pupils creates excitement and aspiration and future career ambitions include author, doctor, teacher, designer and equine dentist.

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

... pupils were empowered to take even more ownership over their individual levels of challenge in all subjects.

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

- The provision for SEND and disadvantaged pupils is exceptionally strong as a result of inspirational leadership from the SENDCo and the CARE team. The 'team around the child' approach is so embedded that it is impossible to distinguish between teachers and support staff in this highly inclusive school.

REVIEW REPORT FOR PRESCOT PRIMARY AND NURSERY SCHOOL

- The granular approach is successful in identifying, supporting and reviewing the progress of pupils. Outcomes for disadvantaged pupils have shown an upward trend over the last three years.
- The SENDCo leads SEND provision for Trust schools for two days each week. This has a two-way impact in that as well as supporting the improvement of provision in other settings, it also affirms her belief and confidence in the exceptional provision at Prescott. This is also building leadership capacity within the school.
- Diet tiles clearly show staff responsibilities for pupils with SEND and those who are disadvantaged, dividing them into daily, weekly and half termly actions. This ensures continuity of practice.
- Pupils with EHCPs are taught life skills, such as reading a bus timetable and making toast to prepare them for life after Prescott. A disadvantaged pupil spoke of how much she enjoyed playing cards and talking with her 'friends down the road', who are elderly people who look forward to visits from Prescott pupils.
- Vulnerable pupils thrive in The Hive which is a low stimulation alternative environment that enables identified pupils to access bespoke provision whenever they need it. This includes specific speech and language interventions, sensory circuits and attention autism interventions. For example, one boy was independently improving his fine motor skills and another was stretching in the Cuddle Box to instil a sense of calm and well-being so that he could rejoin his classmates. The flexible provision helps some pupils to transition from home to classroom each morning.
- Pastoral support is excellent and the learning mentor provides personalised support to pupils and families. The impact of the highly skilled CARE team ensures a holistic approach. A part-time counsellor provides emotional support to the most vulnerable pupils.
- Leaders ensure that disadvantaged pupils access the full curriculum offer and are prioritised for activities when appropriate, such as the Rock Steady bursary places.
- Identified pupils with complex needs benefit from a wealth of technology opportunities and from skilful, patient LSAs who inspire them to learn. For example, one pupil proudly showed visitors the game he had created on his iPad which he was excited to present to Reception pupils later. Some LSAs are trained to use Elklan and Talk Boost to improve language and communication skills.
- Pupils' well-being is always a high priority. For example, in the therapeutic classroom, pupils register giving the colour of the emotional zone they feel in at the time, with green being ready to learn, and red indicating a negative emotion which the teacher follows up.
- Visual timetables are powerful and embedded resources in preparing pupils for the day's learning. They provide clarity and reassurance throughout the day, particularly for vulnerable pupils.

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

... leaders refined their bespoke system for tracking very small steps of progress to build upon the exceptional practice already established.

5. Area of Excellence

Increasing pupils' ownership, independence and sense of belonging through quality first teaching in a technology-rich environment.

Accredited

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

Leaders have embedded assistive technology within mainstream classrooms to support all pupils, including those with SEND, to access learning independently. Accessibility tools, adaptive teaching strategies and personalised digital supports remove barriers without reliance on adult intervention. This approach enables pupils to engage confidently with the full curriculum and wider aspects of school life, reinforcing quality first teaching, engagement and a feeling of belonging.

Prescot's approach is grounded in a blend of digital teaching strategies and quality first teaching informed by inclusive classroom practice. Staff receive ongoing professional development to support the planning and delivery of learning that meets a range of cognitive, sensory and communication needs within mainstream lessons. In staff meetings, teaching teams are regularly supported to adapt task design, instructions and methods of recording to enable meaningful participation for all pupils.

Digital platforms such as Apple Classroom and Google Classroom are used to distribute personalised materials and feedback discreetly, allowing pupils to engage with the same curriculum content as their peers. Staff also access a bank of development resources on Google Classroom.

REVIEW REPORT FOR PRESCOT PRIMARY AND NURSERY SCHOOL

Monitoring of engagement and progress informs staff in refining classroom approaches to meet needs. Collaboration with external partners (i.e., Apple, the local authority and Rowan Learning Trust) and continued investment in staff training ensures confidence and consistency in supporting independence and participation for pupils with any barriers to learning across all year groups.

Adaptive teaching expectations are built into curriculum planning and supported through ongoing professional development led by senior leaders, the Computing Lead and the SEND team. Leadership responsibility is shared across the CARE Team and curriculum leads, ensuring implementation across subjects.

This approach has been shared through visits from schools in Knowsley, St Helen's, the Academy Trust and the Challenge Partners network. Follow-up visits support colleagues in reviewing their own provision through shared planning and alternative recording methods.

Senior leaders have also visited specialist settings, including West Lancs. High School and Newbridge School, after connecting at BETT, to explore how technology can further support pupils with SEND. Prescott supports training for trainee teachers through partnerships with Liverpool Hope University and Edge Hill University. The model is adaptable across schools as it focuses on teaching approaches rather than specialist equipment, (although iPad technology powers much decision making).

Leaders have also shared practice at conferences, Challenge Partners events and Apple's national conference, while Trust and Aspire Hub events help extend this model across other schools.

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

Embedding technology in daily classroom practice has improved access to learning for all pupils, particularly disadvantaged pupils and those with additional needs. Accessibility tools such as Speak Screen, Voice Over and visual adjustments enable pupils with reading, visual and/or processing difficulties to access lesson content independently. Pupils present work through typing, digital pencil, icons or audio, increasing confidence, engagement and progress. Disadvantaged pupils benefit from consistent personalised tools in school and at home, leading to greater independence, wellbeing and willingness to attempt challenging tasks. Key Stage 2 outcomes demonstrate improved progress, particularly for disadvantaged pupils.

The approach is embedded in classroom practice across all Key Stage 2 year groups, along with a strong presence in Year 2, and is not reliant on one individual. Leaders and governors have long prioritised a strong digital infrastructure and an innovative culture that expands opportunities for the whole school community.

Families are also supported through shared techniques and guidance, helping build stronger home-school relationships.

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

Lisa Seddon (Co-headteacher) and Emma George (Senior assistant headteacher and SENDCo)

lisa.seddon@prescotprimary.org.uk and 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 content reports from across the partnership of schools and trusts 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 partnership 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>).