

Prescot Primary School

Maryville Road, Prescot, Merseyside, L34 2TA

Inspection dates 10–11 December 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils make good progress to reach generally above average standards in English and significantly above average standards in mathematics by the end of Key Stage 2.
- Children in the Early Years Foundation Stage make a good start to their learning and are well prepared for Year 1.
- Teaching is good and some is outstanding. Teachers make sure that pupils enjoy learning and, as a result, they are eager to learn.
- Pupils' behaviour is good. They say, and their parents fully agree, that they enjoy school and feel completely safe.
- The governing body provides good support and challenge to the school.
- Despite a very short time in their present roles, the headteacher and acting deputy headteacher provide good leadership. This is supported by the improvements to the quality of teaching and pupils' achievement, which are evident since the last inspection. As a result, the school is set to continue to improve.

It is not yet an outstanding school because

- Teaching is not outstanding because work set in lessons is not always challenging enough for all pupils, and particularly the most-able, to achieve their best.
- Middle leaders, many of whom are new to their present roles, and the governors have not yet checked that pupils achieve as well as they can, in all subjects of the curriculum.
- Marking of pupils' work does not consistently show them how to improve and teachers do not always provide them with enough time to act upon the advice given.

Information about this inspection

- The inspectors observed 19 lessons or parts of lessons, one of which was a joint observation with the headteacher.
- The inspectors also examined the work in pupils' books, sampled sessions where pupils were learning phonics (sounds and the letters that make them) and listened to pupils read.
- Meetings were held with senior leaders, staff, members of the governing body, a representative from the local authority, parents and groups of pupils.
- The inspectors spoke informally to pupils during playtimes and lunchtimes.
- The inspectors examined the school's own documentation relating to pupils' progress, school self-evaluation and policies relating to safeguarding.
- The inspectors took account of 43 responses to the online Parent View questionnaire.
- The inspectors scrutinised the 41 responses to the staff questionnaire provided by Ofsted.

Inspection team

Clare Henderson, Lead inspector	Additional Inspector
John Ellwood	Additional Inspector
Clarice Nelson-Rowe	Additional Inspector

Full report

Information about this school

- Prescott Primary is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides wraparound child-care in the breakfast club, the afternoon crèche and after-school club.
- The headteacher, who was previously the deputy headteacher, was appointed in December 2013, having been the acting headteacher since October 2013.
- The acting deputy headteacher took up post in October 2013.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding in order to accelerate pupils' learning by:
 - ensuring teachers set work in lessons which always challenges all pupils, and particularly the most-able, to achieve the best they can
 - ensuring that marking of pupils' work consistently shows them how to improve and that teachers provide pupils with enough time to act upon the advice given.
- Raise the quality of leadership and management to outstanding by ensuring the middle leaders and governors check that pupils achieve as well as they can, in all subjects of the curriculum.

Inspection judgements

The achievement of pupils is good

- Children generally start school in the Early Years Foundation Stage with skills which are below those expected for their age, and low in language and communication. They settle quickly and make good progress in the caring and supportive learning environment.
- The afternoon crèche provision, which parents say they really appreciate, provides further good opportunities for children to extend their learning each afternoon. Consequently, by the time they leave the Reception class, the skills of over half the number of children in the year group are well on the way to being in line with expectations for Year 1.
- The attainment of all groups of pupils at the end of Key Stage 1 in 2012 and 2013 was average in reading and writing and above average in mathematics. This represents good progress from pupils' individual starting points.
- Pupils in Years 1 and 2 read well and use a mixture of phonics (the way letters link to sounds) to help them read unfamiliar words. Consequently, the proportion of Year 1 pupils reaching the required standard in the phonics screening check of 2013 was above average.
- The attainment of all groups of pupils, by the end of Key Stage 2, is above average and it was significantly above average in maths and writing in 2013. This represented a rise on 2012, when attainment dipped to broadly average in reading and writing. Swift action from senior leaders to improve the quality of the teaching of reading and writing ensured that pupils' attainment was, once more, above average in 2013.
- Pupils' attainment in mathematics is a strength of the school. It is significantly above average and has been for the past five years. This is because of the strong focus given to extending pupils' mathematical skills through problem-solving activities and excellent use of information and communication technology, which demands that pupils use their thinking and reasoning skills, as seen in all classes.
- All pupils, including the most-able, make good progress from their individual starting points in all year groups in reading, writing and mathematics. However, their achievement is good and not outstanding overall for all groups of pupils. This is because teachers do not always set work in lessons which sufficiently challenges them, and particularly the most-able, to achieve the best they can.
- Disabled pupils and those with special educational needs are fully included in all learning activities. This reflects the school's commitment to equal opportunities. As a result, they make good progress and achieve well.
- In Year 6 in 2013, pupils known to be eligible for free school meals attained as well as similar pupils nationally in reading, writing and mathematics. However, although they attained as well as other groups of pupils in the class in writing, they were behind them by one term in reading and mathematics. Nevertheless, they made good progress from their individual starting points.
- Additional learning and pastoral support helps pupils currently in the school who are eligible for this support to attain as well as the other pupils in reading, writing and mathematics.

The quality of teaching is good

- Most of the teaching observed during the inspection was of a good quality, with examples of some outstanding practice. A scrutiny of the work in pupils' books and the school's records of the checks made on teaching indicate that teaching is typically good and improving.
- Pupils show high levels of engagement and excitement in their learning. Relationships between pupils, and between pupils and teachers, are excellent. Classrooms have a very positive atmosphere in which pupils work together and share their views and ideas with one another well.
- When teaching is outstanding, teachers have very high expectations and check that every task is

pitched at the right level of ability. However, this is not consistent in all classes. This is why teaching is good and not outstanding overall.

- When teaching is outstanding, adults inspire pupils to give of their best. In an outstanding Year 2 literacy lesson, for example, all pupils were fully absorbed in reading and writing activities. They worked well in groups, independently from the teacher, listening and valuing each other's answers while discussing whether statements they read in the story were true or false.
- Furthermore, the pupils working with the teacher were asked challenging questions to target any gaps in learning, to draw out their understanding and extend their knowledge of different forms of punctuation and grammar very effectively. This work was then consolidated as pupils worked independently to answer the searching questions set.
- Consequently, because the work was so well planned to match and challenge the learning needs of pupils of all abilities, rapid gains in learning were made by all pupils.
- Teachers mark pupils' work regularly but sometimes the feedback is not closely linked to next steps in learning. They do not consistently give pupils time to consider their comments and respond appropriately in their books.
- Teaching assistants, and particularly those adults in the opportunity class, make sure that disabled pupils and those who have special educational needs are given time and support to apply and extend their basic number and language skills effectively.
- Pupils who are eligible for support through the pupil premium make good progress because of the good quality care and high levels of support they receive.

The behaviour and safety of pupils are good

- Pupils' behaviour observed in lessons was good and often outstanding. This has a positive effect on their good achievement. School records show that behaviour is typically good in classes, around the school and over time.
- Pupils generally engage positively in their work and participate well in class discussions. They are supportive of others' views, feelings and abilities. Pupils are respectful, polite and courteous and behave well whether on the playground, along the corridors or in the dining hall.
- The school has well-established and clear behaviour management procedures. Staff apply these procedures consistently. Pupils say that behaviour in the school is good. The school's records of parents' views indicate that they are overwhelmingly positive about behaviour and safety of pupils in the school.
- Pupils say that bullying and racism are rare and they trust staff to follow up if they have any concerns. The school's records also confirm this. Pupils have a good understanding of different forms of bullying, including cyber-bullying.
- Pupils have good opportunities to take responsibility. Some pupils act as lead learners, helping their classmates who may find their learning more difficult, or as school councillors, seeking out and acting upon the views of other pupils. Such roles enable them to learn to act responsibly and develop leadership skills.
- Pupils attend regularly and are generally punctual. Attendance is above average for all groups of pupils. The popular and well-attended breakfast club has helped to improve attendance and punctuality levels.
- Pupils say, and their parents agree, that they feel safe and well supported at school. They know how to keep themselves safe from everyday hazards; they have a good awareness of e-safety and road safety.
- Children in the Early Years Foundation Stage are safe and well cared for. They rapidly learn to take turns and happily follow school routines.
- Behaviour is judged as good rather than outstanding. Occasionally, when the pupils are expected to work independently from the teacher, they chatter to friends rather than concentrate fully on their learning.

The leadership and management are good

- Governors have successfully ensured that the transition to the new leadership team has been smooth and seamless. As a result, everyone in the school has a common goal in terms of improving the quality of teaching and all pupils' achievement even further.
- The school has clear checks of how well it is doing based on sound evidence and the school's actions are well planned, concerted and effective.
- The school has robust systems in place for checking with teachers how well pupils progress in all year groups. However, the school acknowledges that checks to make sure that all pupils are learning as well as they can in all subjects of the curriculum have not been fully shared by middle leaders and governors.
- The school promotes equal opportunities for all pupils and, through excellent leadership from the special educational needs leader, uses well-planned strategies to support any groups of pupils who are doing less well than they could. It creates a learning environment where everyone is respected and discrimination of any kind is not tolerated.
- The school's curriculum promotes pupils' social, moral, cultural and spiritual development well. Pupils respond positively to a range of artistic, sporting and cultural activities.
- The local authority provides a light-touch support to the school, given the school's track record of performance. It has used the expertise of senior staff to support the raising of attainment in other schools.
- The school has used the new primary sports funding to allow a sports specialist teacher working at the school to develop teachers' expertise and give pupils access to specialist sports provision. The school monitors the quality of teaching in physical education in the school and pupil participation rates in sports provision well.
- The school works well to engage parents in their children's learning. The use of the highly informative website and regular meetings with staff, particularly through home visits before the children start school, are greatly appreciated.
- Safeguarding and child protection systems are robust and meet all statutory requirements.
- **The governance of the school:**
 - The governing body has a good understanding of the school's effectiveness, including the quality of teaching and the data relating to pupils' performance through receiving regular reports from the headteacher. It challenges senior leaders about the quality of provision, teaching and all pupils' achievement during their meetings. However, governors are not fully involved in checking how well pupils are learning in all the subjects of the curriculum.
 - Governors ensure the efficient management of financial resources. They regularly check the performance of staff, and its link to salary and progression. This leads to the effective deployment of staff and resources. The governing body closely monitors how the pupil-premium funding is used in the school and its impact on pupils' progress. It has developed an effective approach to planning and measuring the impact of the use of the additional sports funding on pupils' achievement. The governing body makes sure that all statutory duties are met and governors attend training regularly.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104425
Local authority	Knowsley
Inspection number	427200

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	429
Appropriate authority	The governing body
Chair	Ian Winstanley
Headteacher	Stephen George
Date of previous school inspection	15 May 2007
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