

# Inspection of a good school: Prenton Primary School

Bramwell Avenue, Prenton, Merseyside CH43 0RQ

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Inspection dates:

1 and 2 December 2021

## **Outcome**

Prenton Primary School continues to be a good school.

## **What is it like to attend this school?**

Prenton Primary is a welcoming school. Pupils play well together and make sure that nobody is left out. Staff are caring and supportive towards pupils. This helps pupils feel safe. Parents and carers said that their children are kept safe and enjoy coming to school.

Pupils understand the high expectations that staff have of their behaviour and achievements. They take pride in collecting house points for their hard work and positive behaviour. Pupils spoke with excitement about the chance to receive the award of being named Prenton Primary's '20<sup>th</sup> Kid'.

Leaders provide pupils with a range of extra-curricular activities. Pupils currently enjoy handball, tennis and judo sessions. Leaders want pupils to be ambitious. They arrange for visitors to discuss different career choices with pupils. Leaders remind pupils of the school motto, 'Believe to achieve'.

Pupils said that name-calling and bullying are very rare. They said that their teachers deal with any problems immediately. Pupils feel comfortable sharing any worries that they may have with their teachers.

## **What does the school do well and what does it need to do better?**

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They have ensured that pupils receive a broad and balanced curriculum. Subject leaders' well-ordered plans enable pupils to build on their previous learning. Pupils achieve well. They are ready for the next stage of their education by the time they leave Year 6.

Teachers regularly check what pupils know and remember. They help pupils make connections with what they have previously been taught. For example, pupils in Year 4 spoke knowledgeably about the impact that the Romans, Anglo-Saxons and Vikings had on life in England.

Leaders are passionate about reading. They have linked books to the topics that pupils study. This is helping further build pupils' subject vocabulary. In the early years, books play a key part in children's learning. Pupils enjoy reading. They can access a large variety of books from the school library. Pupils love listening to their teachers read to them. As one pupil explained, 'It paints pictures in my mind.'

Children learn phonics as soon as they start in the early years. Staff provide activities that help pupils across key stage 1 practise and develop their phonics knowledge. However, phonics training for staff has been uneven. This means that the phonics curriculum is not delivered as well as leaders intend. At times, this hinders pupils' progress. Teachers select books that are well matched to the sounds that pupils know. This helps pupils practise their reading skills. Teachers also provide extra support for those pupils who need to catch up.

Pupils with SEND achieve well. Leaders are quick to identify pupils with SEND. They ensure that appropriate support is put in place to help these pupils thrive academically and socially. Teachers adapt learning activities for pupils with SEND. This helps them to access the same curriculum as their peers.

Pupils behave well. They enter assemblies calmly and quietly. Children are taught effective learning behaviours as soon as they enter the early years. Pupils are respectful of one another. They listen attentively to their teachers. As a result, learning is not disrupted.

Leaders' curriculum plans ensure pupils learn about different faiths and cultures. Pupils talked knowledgeably about issues such as discrimination. They recently welcomed visitors from the Show Racism the Red Card organisation. This has helped them understand the harmful effects of racist name-calling.

Governors have an in-depth knowledge of the school. They use this knowledge to support leaders effectively. Staff enjoy working at the school. They are grateful for the consideration that leaders have for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities. They know their pupils and the families well. Leaders have ensured that staff are well trained. This helps them identify any pupil who may be at risk of harm. Staff know how to report concerns quickly, no matter how small.

Pupils are taught how to stay safe. They regularly engage in e-safety sessions. These help pupils understand the potential dangers of social media. Pupils are also taught how to keep themselves safe when they are out in the local area.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some staff have not received the same level of phonics training as others in the school. This has led to an uneven delivery of the phonics curriculum, which sometimes slows down pupils' progress. Leaders should ensure that all staff are trained to the same level. This will help teachers to deliver the phonics curriculum more effectively.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in April 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103598
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10210964
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	405
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Davies
<b>Headteacher</b>	Sandra Lloyd
<b>Website</b>	<a href="http://www.prentonprimary.co.uk">www.prentonprimary.co.uk</a>
<b>Date of previous inspection</b>	5 October 2016, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new assistant headteacher has been appointed.
- The school does not make use of any alternative provision.
- The governing body manages the before- and after-school provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation of the school.
- During the inspection, the inspector held meetings with the headteacher, deputy headteacher and assistant headteacher and three members of the governing body, including the chair of governors.
- The inspector carried out deep dives in early reading, history and mathematics. These involved visiting lessons with subject leaders, discussing curriculum plans, talking to pupils and teachers and looking at pupils' work.

- The inspector held discussions with the subject leader for art and design. He also observed pupils reading to a familiar adult.
- The inspector observed pupils' behaviour at playtimes, lunchtime and during lessons. Pupils also talked with the inspector about their views on their school.
- The inspector considered the responses to the online questionnaire, Ofsted Parent View, and spoke to parents at the start of the school day. The inspector also reviewed the responses to the pupil and staff questionnaires.

### **Inspection team**

John Tomlinson, lead inspector

Her Majesty's Inspector

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