

Prenton Primary School

Address: Bramwell Avenue, Prenton, Merseyside, CH43 0RQ

Unique reference number (URN): 103598

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils' achievement is broadly in line with the national average in national tests in reading, writing and mathematics at the end of key stage 2. Many pupils achieve at the higher standard in reading and mathematics, although this is not the case in writing. Historically, the school's writing results were below national figures. Leaders recognised this and have focused sharply on raising standards. Their work is making a noticeable difference. Pupils produce high-quality written work, although some still make occasional mistakes with spelling, punctuation or grammar.

Across the curriculum, pupils, including pupils with special educational needs and/or disabilities, make steady progress. They build knowledge and skills well in each subject over time. Leaders place high importance on ensuring pupils acquire early English and mathematics knowledge. For example, pupils gain secure phonics knowledge. They achieve in line with pupils nationally in the Year 1 phonics screening check. Overall, pupils are well prepared for the next stage of their education.

Attendance and behaviour

Expected standard 

Pupils' attendance is broadly in line with national figures, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders analyse attendance information closely to identify any barriers that might prevent pupils from attending well. They act swiftly to address these issues. Consequently, where pupils have previously had high levels of absence, this is improving. Leaders work with a wide range of external agencies to ensure pupils and their families receive timely and effective support to attend well.

From the moment pupils join the school, they quickly become familiar with established routines and clear expectations. Leaders set consistently high standards, and pupils respond with determination. They take pride in meeting leaders' expectations. Staff work purposefully to create a culture rooted in respect, care and tolerance. This contributes to a warm, cohesive community where individual differences are valued and bullying and discrimination are not tolerated. Staff implement the behaviour policy fairly and effectively. Many pupils are motivated by the opportunity to earn 'Prenton points' for demonstrating positive attitudes and conduct throughout the school day. Pupils who require additional help to manage their behaviour benefit from carefully planned and well-targeted support that enables them to succeed.

Curriculum and teaching

Expected standard 

The curriculum is thoughtfully designed around pupils' needs and interests. It sets out, in a clear and logical order, what pupils should learn in each subject. This helps pupils build knowledge step-by-step. The basics in reading, writing and mathematics are prioritised, as is vocabulary development. Leaders understand clearly what works well and what needs to improve. They use this knowledge to make positive changes. For example, leaders are strengthening the writing curriculum so that pupils build their skills more confidently.

Phonics teaching is effective. Leaders have made important improvements that give pupils a positive start in learning to read. When pupils find reading difficult and need extra help to keep up, staff step in quickly with the right support. This means very few pupils move into key stage 2 without the phonics knowledge they need.

Typically, staff teach the curriculum well, drawing on secure subject knowledge. This means pupils generally receive teaching that helps them understand new ideas and revisit important learning. Staff usually use adaptations well in lessons, so that pupils, including those who need extra help, can take part and succeed. Staff understand pupils' individual needs and make thoughtful changes to tasks, explanations or resources. Overall, pupils benefit from a curriculum that is designed to help every pupil progress.

Inclusion

Expected standard 

Leaders work closely with parents and carers so that staff can quickly understand and respond to each child's needs. Strong, trusting relationships help families feel involved and confident that staff know their children well. Clear and well-established systems ensure that pupils' individual needs are accurately identified and assessed. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Leaders take effective action to reduce pupils' barriers to learning and wellbeing. They support staff to make reasonable adjustments and adaptations that help pupils to access the curriculum successfully. Staff follow well-designed support plans, and these are reviewed regularly to ensure that provision remains appropriate. Leaders monitor pupils' progress closely. They use this information to refine support, ensuring it meets pupils' changing needs.

The school invests in high-quality, targeted professional development so that staff feel confident in meeting pupils' needs within the classroom. Leaders' positive engagement with families further strengthens the support pupils receive. Additional funding for disadvantaged pupils is used thoughtfully to close learning gaps. As a result, these pupils typically achieve in line with disadvantaged pupils nationally. Generally, the support that staff provide enables pupils to be successful. Pupils with SEND usually make suitable progress from their starting points.

Leadership and governance

Expected standard 

Leaders have created a sense of unity across the whole school. They know the school well and use their understanding of their community to set a clear and ambitious direction. Leaders are aware of the school's strengths and which areas need to improve. Their aim is for every pupil to achieve well and thrive. Overall, they use their insights into the quality of provision effectively in order to take actions that have a positive impact on pupils' experiences.

Governors are committed to helping all pupils succeed. They bring a wide range of expertise to their role and fulfil their responsibilities effectively. Governors ask leaders thoughtful, challenging questions to make sure the school continues to improve.

Leaders' engagement with parents and carers has built trust and confidence among the school community. Parents have a highly positive view of the school. Staff and governors feel valued. Staff particularly appreciate how leaders carefully consider their workload and wellbeing, always reflecting on how decisions will affect their daily lives.

Staff benefit from well-planned training that helps them develop their skills. For example, recent work on helping staff to improve the teaching of writing is already making a difference to pupils' progress. Above all, leaders make decisions with pupils' best interests at heart. They think carefully about the needs of all pupils, including those who face barriers to learning. Because of this, the school is a welcoming and supportive place, where everyone works together to help children succeed.

Personal development and wellbeing

Expected standard 

Leaders focus sharply on promoting pupils' personal development and wellbeing, making this a central part of provision. Leaders track pupils' participation in the programme of wider opportunities and act to remove barriers that might prevent pupils from taking part. While there is scope for pupils' access to activities to be extended further, overall, pupils benefit from a rich programme of activities. This includes pupils who are disadvantaged.

Leaders take a clear and coherent approach to personal, social and health education. This provides pupils with essential knowledge, such as how to form positive and respectful relationships, and how to keep themselves safe online and offline. For example, pupils learn about road safety, water safety and internet safety. Pupils reflect thoughtfully on their own beliefs and experiences, and develop respect for others' values. Assemblies and workshops deepen pupils' understanding of fundamental British values such as democracy and tolerance. Pupils learn about diversity, and the characteristics that are protected from discrimination, such as race and gender. This enables pupils to build a broader understanding of the world around them.

Pastoral care is of high quality. Staff know pupils well. They identify those who may need help and provide support quickly and effectively. Pupils develop their independence and resilience through character education sessions, and through inspiring visits from successful Paralympians.

Pupils' physical and mental wellbeing is promoted consistently, with leaders placing high importance on helping them stay active throughout the school day. Whole-school initiatives, such as 'Prenton walks to Paris', encourage pupils to take part in enjoyable physical challenges. Pupils show kindness and positive citizenship by fundraising for a range of charities. Through this wide-ranging and thoughtful provision, leaders ensure that pupils become confident, considerate and ready to thrive both now and in the future.

Needs attention

Early years

Needs attention 

Leaders have established an ambitious early years curriculum. However, it is not implemented as effectively as leaders intend. Many children arrive with well-developed knowledge and skills. These are not built on as well as they could be. For example, it is not clear how the environment promotes children's progress in each area of learning. Staff set up activities, but children's engagement with these is variable because the activities lack purpose. Staff are not clear about what children should be learning in the different areas. This means they do not build on what some children already know effectively enough.

Developing and extending children's language and vocabulary is a priority. Despite this, the quality of interactions between staff and children varies too much. Often, staff miss opportunities to extend children's communication skills. Leaders ensure that reading remains a key focus. Children build secure phonics knowledge through regular, well-structured practice. Many children leave the early years well prepared for Year 1. However, some children do not achieve as well as they could.

Staff build strong relationships with parents and carers. This helps children and ensures that they settle quickly and feel supported. Transition arrangements are effective, ensuring that children move smoothly into and out of the Reception Year.

What it's like to be a pupil at this school

Pupils feel genuinely valued at Prenton Primary School. A sense of belonging helps them enjoy coming to school each day. Pupils attend regularly and arrive on time, ready to make the most of the day ahead.

Staff take time to get to know every child as an individual, which builds strong, trusting relationships across the school community. Pupils look after one another, showing respect and kindness. They think carefully about the needs of their classmates. This creates a positive atmosphere where pupils feel confident, supported and ready to learn.

Pupils have a real enthusiasm for learning and enjoy discovering new things. Staff work closely with pupils, offering the right support at the correct time. This helps pupils to overcome any challenges and achieve well. Recent changes to the curriculum are helping to improve the picture of pupils' achievement over time. Overall, pupils are prepared well for the next stage in their education.

Behaviour across the school is calm, sensible and positive. In lessons, pupils focus well and show real determination to do their best. Playtimes are friendly, with pupils playing cooperatively and including others. Pupils feel safe in school and know exactly who they can talk to if something is worrying them. They trust that staff will listen and act if needed. This includes if any bullying happens.

Pupils are keen to contribute to school life. They make the most of the many opportunities available to them, including a range of leadership roles. The '20th kid' award, which recognises pupils' positive behaviour and strength of character, is particularly popular. Pupils talk proudly about their achievements as they work towards it. The eco-council leads important recycling and environmental projects. Pupils' sense of responsibility and pride in their school shines through in everything they do.

Next steps

- Leaders should ensure that the early years environment develops children's knowledge and vocabulary more effectively through carefully chosen and purposeful learning activities.
 - Leaders should ensure that staff interactions with children in the early years are consistently of high quality so that children build knowledge and vocabulary effectively from their individual starting points.
 - Leaders should ensure that recent changes to the teaching of writing are embedded throughout the school so that more pupils achieve at the expected and greater depth standard.
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About this inspection

The chair of the board of governors in this school is Gill Lindfield.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, deputy headteacher and other senior leaders during the inspection. The lead inspector also spoke with members of the governing body and with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

A new headteacher has been appointed since the previous inspection. Some other leadership roles in the school have changed since the previous inspection.

Headteacher: Alistair Currie

Lead inspector:

Stuart Perkins, His Majesty's Inspector

Team inspectors:

Julie Peach, Ofsted Inspector

Orienne Langley-Sadler, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context**Total pupils**

391

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.62%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.53%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.81%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	61%	Close to average
2024/25 (revised)	53%	62%	Below
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	62%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	74%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (revised)	62%	72%	Below
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	72%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25 (revised)	67%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	72%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	46%	Close to average
2024/25 (revised)	33%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	64%	46%	Above
2022/23 (final)	53%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (revised)	56%	59%	Close to average
2023/24 (final)	73%	58%	Above
2022/23 (final)	53%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	60%	Close to average
2024/25 (revised)	56%	61%	Close to average
2023/24 (final)	73%	59%	Above
2022/23 (final)	53%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	68%	-16 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	64%	67%	-4 pp
2022/23 (final)	53%	66%	-13 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-11 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	73%	80%	-7 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25 (revised)	56%	78%	-23 pp
2023/24 (final)	73%	78%	-5 pp
2022/23 (final)	53%	77%	-24 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-20 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	73%	79%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	53%	79%	-26 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	6.1%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.2%	13.3%	Close to average
2023/24 (3 term)	13.1%	14.6%	Close to average
2022/23 (3 term)	15.1%	16.2%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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