

# Pleasant Street Primary School

## Inspection report

---

<b>Unique Reference Number</b>	104569
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	336334
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Clare Henderson

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Helen Smith
<b>Headteacher</b>	Mrs M Cunningham
<b>Date of previous school inspection</b>	9 October 2006
<b>School address</b>	Pleasant Street Liverpool Merseyside L3 5TS
<b>Telephone number</b>	0151 709 3802
<b>Fax number</b>	0151 707 1145
<b>Email address</b>	pleasant-ht@pleasantstreet.liverpool.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	7–8 July 2010
<b>Inspection number</b>	336334

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 11 lessons taught by 9 different teachers. They held meetings with governors, staff and pupils. They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment, the curriculum, the school's development plan and the way in which the school evaluates its own performance. The views of parents and carers, through 77 returned inspection questionnaires, and the opinions of staff and pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievement in English and mathematics, particularly for those with special educational needs and/or disabilities, those at an early stage of learning English as an additional language, and the more able
- consistency in the quality of teaching, the use of marking and target setting in enabling all pupils to make good progress
- how well the school's belief that 'children of all races and religions find safety and respect for themselves, their families and their traditions', is realised
- the success of leaders and managers at all levels in driving improvements in pupils' achievement.

## Information about the school

This school is average in size. The proportion of pupils known to be eligible for free school meals is high. The percentage of pupils with special educational needs and/or disabilities is high. The large majority of pupils are from minority ethnic heritages. A majority of these pupils are at an early stage of learning English as an additional language. The proportion of pupils joining or leaving the school other than at the beginning of the school year is above average. The school has gained National Healthy Schools status, Dyslexia Friendly, Advanced Inclusion Charter and Activemark Awards. The school provides designated resource provision for up to 20 pupils with speech and language or communication difficulties.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It promotes strong racial harmony and provides exemplary pastoral support to meet the diverse personal needs of its pupils. Many pupils begin school with skills which are below the levels expected and particularly low in their communication and social skills. They make good progress in the Early Years Foundation Stage because of the high priority adults give to developing their social and language skills. This good rate of progress continues as pupils move through the school. Consequently, by the time they leave in Year 6, their attainment is average. Pupils' current work and the school's own data show that rates of progress are improving and are good across the school.

The good-quality curriculum allows pupils to develop their individual strengths, as performing and creative arts are given high profile. The close attention teachers have given, since the last inspection, to improving pupils' reading, writing and calculation skills are paying off with rising standards. However, pupils' attainment might accelerate further if pupils were provided with further opportunities in all subjects of the curriculum to extend and apply their literacy and numeracy skills. Pupils are happy at school and enjoy their lessons. They live out their school motto well, displaying good respect and tolerance for each other's views as they learn, on a daily basis, about the wide range of different religions and cultures present in the school. Consequently, their spiritual, moral, social and cultural development is good, with cultural development the strongest element.

The vast majority of parents and carers rate the school very highly. A good partnership between home and school contributes to pupils' good behaviour and their mature attitude to learning. However, although current levels of persistent absence have fallen, attendance is still low. This is because a few families do not support the school's strenuous efforts to improve attendance by ensuring that their children attend school regularly.

Senior leaders, supported by an effective and dedicated governing body, provide strong leadership. The school has a clear picture of its strengths and weaknesses and all staff contribute to monitoring the school's performance. Central to improvement in pupils' achievement is the rigorous self-evaluation and ongoing review of pupils' learning that leaders, staff and governors undertake. This demonstrates the school's good capacity for sustained improvement in the future.

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

- Raise pupils' attainment and accelerate progress in English and mathematics further

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

by ensuring that pupils are provided with further opportunities in all subjects of the curriculum to extend and apply their literacy and numeracy skills.

- Raise attendance levels by exploring further ways to work with pupils and families to reduce the proportion of pupils who do not attend regularly.

**Outcomes for individuals and groups of pupils****2**

Achievement is good and most pupils say they enjoy lessons and their time in school. In most lessons pupils are well behaved and focused and, consequently, make good progress in their learning. In all lessons observed by inspectors pupils showed a willingness to learn and a love of practical work. For instance, in a Year 6 mathematics lesson boys and girls worked well together as they were challenged to solve problems that required them to think, reason and call on mathematical skills previously learnt. They tackled this confidently, knowing exactly what to do and how to set about the task. Such dynamic learning gives pupils a real boost to their self-confidence and provides a high level of challenge for the more able pupils who, as a result, make outstanding progress. However, such lessons are currently in the minority. The school works well to support pupils with special educational needs and/or disabilities, particularly those in the resource provision, by providing work that meets their learning needs, skills and understanding well. As a result, these pupils make similarly good progress to their classmates.

Pupils develop a good understanding of safety and most pupils behave well. They say incidents of bullying are rare and, on the few occasions these incidents occur, they are quickly resolved by staff. Pupils have a good understanding of health issues and there is a strong emphasis on healthy living in the curriculum. The breakfast and early bird clubs and after-school activities also contribute well to healthy eating and improving attendance. Pupils value the responsibilities they have been given to contribute to the school and the local community, for instance as school councillors or going shopping to buy books for the school library with the money they have raised.

Improvements in pupils' literacy, numeracy, and information and communication technology (ICT) skills enable all pupils to reach average levels of attainment. This, together with improving attendance, prepares them satisfactorily for the next stage in their school life.

*These are the grades for pupils' outcomes*

---

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The majority of teaching is good and occasionally it is outstanding. Strengths include clear planning and the effective use of assessment strategies, such as using talk partners, learning targets and quality guidance when marking work, so pupils understand what they need to do to improve. These ensure that pupils learn new skills and achieve good outcomes. A concerted effort from all staff has improved the procedures used to check that pupils are achieving their best. Gaps in learning are identified and good-quality intervention programmes are delivered by highly skilled support staff.

The curriculum is good overall and has been used effectively to raise pupils' attainment in English and mathematics to average. While there are opportunities for pupils to transfer literacy, numeracy and ICT skills into other subjects, as seen in a Year 2 photo story on the lifecycle of the butterfly, these are not generally widespread throughout the school. Pupils make the most of and thoroughly enjoy the many opportunities they are given to engage in sporting, social and artistic activities. These are put to best effect to entertain families and older people from the local community and pupils' confidence and self-esteem grow well.

Pupils are well looked after and the school is a safe and secure place. The comment, 'My child has come on leaps and bounds since starting this school,' supports this view well. Pupils are happy to go to staff with any concerns. All adults are particularly sensitive to more needy pupils – of whom there are many. The work of the parent support worker and strong links with outside agencies is paying off; attendance, although low, is improving and the number who are persistently absent has reduced significantly. The

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

school works successfully to ensure that, when pupils return from periods of absence or are new to the school, they receive intensive support, emotionally and academically to enable them to catch up in their learning. Induction and transfer to secondary school are managed well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The extremely caring headteacher, together with highly committed senior leaders, provide strong leadership and a clear educational direction and ambition to improve. The ethos established in the school is one of living out equality for all. This is evident in, for instance, narrowing the gap in attainment for those whose circumstances make them vulnerable or for pupils who have long periods of absence. Although attendance levels are rising, leaders have yet to encourage all families to cooperate with the good range of incentives the school has put in place to raise attendance. The governing body makes sure that all statutory requirements are met. They ensure that all safeguarding requirements are fully met and that pupils' safety has a high profile in all of the school's work. The management and monitoring of teaching are shared by all staff; the school knows itself well and has a clear picture of how it can improve further. Staff are constantly striving for ways to improve the learning opportunities for all pupils. Partnerships with others are good, particularly in promoting pupils' social and emotional development. The school makes a good contribution to community cohesion. As a result, pupils' involvement, through daily contact, with pupils from different socio-economic, religious and cultural backgrounds in their school is a strength. However, leaders and governors have not fully evaluated the impact of these experiences on pupils' attitudes to differences in beliefs and cultures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

All children make good progress in all areas of learning because adults pay close attention to providing them with time to socialise, speak and listen to each other. The low levels of skills in speaking and understanding English experienced by most children when they start school mean that it takes them longer to acquire fully the necessary communication and social skills needed for reading, writing and problem solving. Consequently, these skills are, for most children, below the level expected when they move to Year 1. Well-planned indoor and outdoor learning environments develop children's social skills well. 'The Gallery' of children's work in Reception gives them a real pride in their achievement. They eagerly share this with visitors and this builds their confidence well. Similarly, as they watch and chat about the caterpillars changing into butterflies, they gain memorable first-hand experiences and an appreciation of the world of nature. The school has plans underway to improve the outdoor provision further to provide children in Reception and those of this age group who are in the resource provision more opportunities to access outdoor learning on a continuous basis. There are good links with parents and carers. The school works hard, through activities such as 'stay and play' and links with other settings, to engage parents and carers so that they have an active role to play in their children's education. Leadership is good and all adults work together as an effective team. They use observations effectively to track children's progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

All the parents and carers who replied to the questionnaire agree that their children enjoy school, that the school keeps their children safe and that they are content with the education and care their children receive. A few feel that they would like more information about how well their children are progressing in their learning and how they can help learning at home. Evidence indicates that parents and carers are given regular information about their children's progress. Inspection evidence confirms the positive responses which most parents and carers submitted about all aspects of the school's work.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pleasant Street Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	75	18	23	1	1	0	0
The school keeps my child safe	63	82	14	18	0	0	0	0
The school informs me about my child's progress	36	47	34	44	7	9	0	0
My child is making enough progress at this school	39	51	34	44	4	5	0	0
The teaching is good at this school	44	57	33	43	0	0	0	0
The school helps me to support my child's learning	34	44	33	43	8	10	0	0
The school helps my child to have a healthy lifestyle	39	51	34	44	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	34	40	52	1	1	0	0
The school meets my child's particular needs	38	49	33	43	1	1	0	0
The school deals effectively with unacceptable behaviour	38	49	37	48	0	0	0	0
The school takes account of my suggestions and concerns	40	52	36	47	0	0	0	0
The school is led and managed effectively	47	61	27	35	1	1	0	0
Overall, I am happy with my child's experience at this school	53	69	22	29	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



09 July 2010

Dear Pupils

Inspection of Pleasant Street Primary School, Liverpool, L3 5TS

I would like to thank you for the help you gave the team when we inspected your school. We especially enjoyed listening to Year 6 sing and seeing how much you enjoy performing. Now I would like to share with you what the inspection found out about your school. It is a good school. These are some of the best things about it.

- You have lots of fun; you quickly learn to speak and understand English and enjoy learning while you play in the Nursery and Reception classes.
- All adults take good care of you and you told us that you feel safe in school.
- You are making good progress and reach average standards in English and mathematics by the time you leave.
- You behave well and have a good knowledge of how to lead a healthy life.
- The school provides many exciting things for you to learn, for instance, problem solving in your mathematics lesson in Year 6.

To make the school even better, I have asked teachers to:

- give you more opportunities to use the skills you learn in English and mathematics across all the subjects you study
- work with you and your parents and carers to reduce the number of you who miss all the fun at school because you are absent too much.

We hope you will play your part by continuing to work hard and do your best to help Pleasant Street become an even better school.

Yours sincerely

Clare Henderson

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**