



Plantation Primary School

Inspection Report

Unique Reference Number 104441
LEA Knowsley
Inspection number 277157
Inspection dates 23 November 2005 to 24 November 2005
Reporting inspector Mr Paul Bamber CfBT Lead Inspector

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

Type of school	Primary	School address	Hollies Road
School category	Community		Halewood
Age range of pupils	3 to 11		Liverpool, Merseyside L26 0TH
Gender of pupils	Mixed	Telephone number	0151 4875678
Number on roll	583	Fax number	0151 4886500
Appropriate authority	The governing body	Chair of governors	Mrs J Clarkson
Date of previous inspection	1 November 1999	Headteacher	Mr Mike Storey

Age group 3 to 11	Inspection dates 23 November 2005 - 24 November 2005	Inspection number 277157
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by 3 additional inspectors.

Description of the school

This is a much larger than average sized primary school with 583 children on roll including 73 who attend part-time in the Nursery. Children come from mixed backgrounds, mostly of white British heritage. There is a tiny number of children who speak English as a second language and only a very few from minority ethnic backgrounds. A slightly below average number of children have learning difficulties and/or disabilities, with an average number of these having a statement of special educational need. There is evidence of increasing numbers of children who join the school at times other than the normal time of transfer and of more children entering the school with learning difficulties and/or disabilities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. This judgement is in line with the school's own view of its effectiveness. Overall, children achieve well, especially in Foundation Stage and in Key Stage 2. Standards in Year 6 are above average. Children's personal development is outstanding; they are very willing learners who behave extremely well and respect the ideas, feelings and cultures of others. The quality of teaching and learning is good and this promotes good overall achievement. However, despite very recent improvements, the teaching of writing needs to be sharper. The good curriculum offers considerable enrichment. The care and guidance provided for the children is outstanding, ensuring that they feel safe and secure. Leadership, management and governance are all good, with outstanding leadership of the Foundation Stage. There is scope for improvements in the role of most subject leaders to influence standards and performance in their curriculum areas, an issue which has been identified by the school. The school has very effective links with parents and other partners. The quality of self-evaluation is good overall, providing the school with the capacity to improve even further. Value for money is good.

What the school should do to improve further

- Continue to pursue higher standards of achievement and teaching in writing, especially for the more able children, in Key Stage 1.
- Extend opportunities for subject leaders, other than for English and mathematics, to influence standards and performance in their curriculum areas.

Achievement and standards

Grade: 2

Children achieve well overall. Many enter the school with skills below those expected in communicating and in their personal and emotional development. They make good progress and most enter Year 1 having achieved the national targets set for them in all areas of their learning. The school's own assessment data and the results in the Year 2 national tests, show that progress through Years 1 and 2 has been just satisfactory over the last three years. There have been relative weaknesses in writing and in the achievements of the more able children. To address these, recent changes have been made to the curriculum and to the organisation of teaching, in Year 1, and children in Year 2 are now grouped by ability for literacy and numeracy lessons. Early indications are that this is having a positive effect on standards. However, children's writing needs to improve even more in Years 1 and 2. Standards in Year 6 have been above average over the last two years with significant improvement in mathematics. Challenging targets have been consistently met. Children's achievement and standards are particularly high in English, science and music. In Key Stage 2, more able children achieve well as do those with learning difficulties and/or disabilities throughout the school. Those children with special gifts and talents achieve as well as their peers.

Personal development and well-being

Grade: 1

This aspect of the school's provision is outstanding. Children's spiritual, moral, social and cultural development is very good. They have an excellent knowledge and understanding of their own and others beliefs and show respect for themselves and others. Children's behaviour is exemplary. A member of the school council said, 'Bullying and racism are rare because they are sorted out quickly'. The school council has been successful in implementing changes in the school meals menu to provide healthier options. House captains fulfil their leadership roles in a very sensible manner. Children have a keen knowledge of what constitutes a balanced diet and a healthy lifestyle. They participate enthusiastically in physical education lessons and after school clubs. Children have a very good knowledge and respect for other cultures and they make a very positive contribution to the community through fund raising and participation in musical and dramatic events. Good development of basic skills helps children in their mini enterprise activities; for example, when budgeting for the garden project. Attendance is satisfactory and has improved over the last two years. Lower than average attendance in that period is much to do with a significant number of families taking holidays during term time.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. In the Foundation Stage some outstanding teaching by both class teachers and teaching assistants promotes children's good achievements and enjoyment of learning. The teaching of literacy in Key Stage 2 is particularly good and children's standards and achievement in English are above average as a result. In an outstanding lesson in Year 6, children's ability to follow the conventions of writing autobiographies was significantly enhanced. Although good overall, the teaching in Key Stage 1 could be more focused on promoting higher writing standards, especially for the more able children. The standard of specialist teaching in music is good, which contributes well to children's good achievements in the subject and in their ability to perform in public. The quality of teachers' assessments and target setting is good. Marking of children's work is rigorous and constructive helping children to understand how they can improve. The good support provided for children with learning difficulties and/or disabilities helps them to achieve their targets and to achieve as well as their classmates. A particular strength of teaching throughout the school is the high quality of relationships evident between staff and children. This has a very significant impact on children's outstanding personal development and their obvious enjoyment of learning.

Curriculum and other activities

Grade: 2

The school judges the curriculum to be outstanding. However, inspectors judge it to be good. This is because over the past number of years the needs of the more able children in Key Stage 1 have not been fully met. The curriculum provides a supportive, secure and stimulating environment for the children, including those with learning difficulties and/or disabilities, enabling most of them to progress well. The overall good provision for literacy, numeracy and information and communication technology (ICT) provides children with effective basic skills for life. An enriching feature is the wealth of opportunities for music and performing arts, including 'taster' musical instrumental tuition lessons which are provided free 'to all who are interested or show talent'. There is a great emphasis on developing the emotional well-being of the children and in ensuring that children adopt healthy lifestyles and a keen sense of community and of the economic facts of life. For example, links with local businesses and mini enterprise schemes exist to give children a taste of the world of work. Good opportunities for enrichment are available outside the classroom, both at lunchtime and after school, which are attended and enjoyed by the children; they help to support their physical, aesthetic and personal development well.

Care, guidance and support

Grade: 1

The school provides outstanding care and support for all its children in a safe, secure environment. Assessment of children's progress is very effective and is continually under review. The school is working successfully to improve attendance which in the recent past has been below average. Children are awarded certificates when their attendance improves and it is made clear to families who take extended holidays in term time that this practice is likely to be detrimental to their children's education. Procedures for child protection and risk assessment are rigorous. The school regularly meets with outside agencies and parents or carers to ensure that vulnerable children receive the support they need. Children's views are gathered through the school council and these views have led to providing healthier food at lunchtime and more attractive play equipment for use at break. The playground 'buddies' and 'primary play leaders' support younger children in the classroom and playground, thus developing a strong sense of community. Indeed, community involvement and fundraising are a strong feature of the school.

Leadership and management

Grade: 2

Leadership and management are good. This differs from the school's own evaluation that they are outstanding because improvement is needed in the role of some subject leaders and in Key Stage 1 writing. The Foundation Stage is outstandingly well led. The headteacher provides clear direction for the school and pursues improvements in standards and achievement rigorously. In the latter, he is very ably supported by the

deputy headteacher. However, the recent effective action to address higher attainment in writing in Key Stage 1 is beginning to have an impact and the school has a commitment to continue the focus on this. Leaders of the core subjects of English and mathematics contribute well to overall good leadership and management. They have opportunities to observe lessons in order to influence the quality of teaching and learning in their areas. However, leaders of other subjects are less effective in this role because they have limited opportunities to observe lessons. The school has identified that they now need to develop further the role of the other subject leaders in line with the effective practice in literacy and numeracy. Senior managers make a considerable contribution to the outstanding personal development, well-being, care, support and guidance the children enjoy. Governance is good. Governors are very knowledgeable about the school's strengths and priorities for development and have particular expertise in education. This enables them to monitor the quality of provision rigorously. They are well organised and meet all their statutory duties effectively. Improvement since the last inspection has been good overall. Most improvement has been in mathematics and in provision for ICT. Writing standards in Key Stage 1 have been slower to improve. The school's leadership and management and its effective self evaluation demonstrate a capacity to improve further. Parents are very supportive of the school and very much welcome the opportunities to be involved in helping their children meet the

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome during the two days we spent in your school. We very much appreciated the open and frank way in which you chatted to us and let us know so many interesting things about your school. We would like to share with you those things we thought were good about the school and those things we felt it could do a bit better.

What we liked most about your school:

- how well the school helps you to grow up caring for others and to become good citizens
- the extremely good way in which you are looked after and made to feel safe and secure
- the good teaching you receive
- the many interesting activities, visits and visitors you enjoy.

We have asked the school to do the following things to help you improve:

- to help you even more to improve your writing
- for those teachers who look after subjects other than English and mathematics to spend time checking how well you are getting on in lessons.

Thank you for helping us with the inspection of your school. We hope that you continue to enjoy school and do well with your work and carry on trying really hard to improve.