

Inspection of Pleasant Street Primary School

Pleasant Street, Liverpool, Merseyside L3 5TS

Inspection dates: 7 and 8 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Outstanding
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are proud of the diversity within their school community. They enjoy attending this welcoming school where they feel safe and happy. This is because leaders have built strong relationships with pupils and their families.

Staff are determined to raise pupils' aspirations for their future lives. Pupils learn well. They are committed to demonstrating the school's values of resilience, responsibility, resourcefulness, respect and reflection. Pupils leave school well prepared for the next stage of their education.

Most pupils live up to leaders' high expectations of their behaviour. They behave well in lessons and around the school site. Pupils were confident that staff deal well with any incidents of bullying should they occur.

Pupils benefit from carefully designed enrichment activities, such as partnerships with local galleries, museums and universities, which strengthen the vibrant curriculum. Pupils extend their learning, for example through visits and regular contact with several authors.

Pupils relish taking on leadership roles. These roles include school councillors, reading buddies, play leaders and bin warriors. Pupils have a strong sense of community and often set up charity fundraising events. They know that leaders will listen to their ideas and take their concerns about school and the wider world seriously.

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

Leaders have designed a curriculum that is ambitious for all pupils. The curriculum embraces local culture and heritage as well as teaching pupils about the wider world. Leaders have identified the knowledge and vocabulary that pupils should learn in each subject. Pupils remember and use this vocabulary when discussing their learning.

Teachers' subject knowledge is strong. They deliver the curriculum well. Teachers make sure that pupils learn the most important content in subject curriculums in a logical order. This helps pupils to build on what they know already. Teachers use their expertise to skilfully identify and address any misconceptions that pupils may have. Pupils build a rich body of knowledge across the curriculum.

Teachers identify pupils' needs early. They adapt their delivery of the curriculum effectively. This ensures that pupils with special educational needs and/or disabilities (SEND), and those who speak English as an additional language, can learn well alongside their peers. Pupils in the specially resourced provision for pupils with SEND (specially resourced provision) learn equally well.

Leaders have ensured that the children in the early years get off to the best possible start with their learning. Adults in the Nursery and Reception classes maximise opportunities to develop children's spoken language. Children enjoy stories and rhymes from a wide range of cultures. Positive interactions between adults and children ensure that children become inquisitive and independent learners. This prepares them well for the demands of key stage 1.

Children and pupils follow the phonics programme in a logical order. Teachers make sure that the books pupils read match their phonics knowledge. Staff provide appropriate additional support for any pupils who find reading difficult. This helps these pupils to catch up with their peers.

Leaders have prioritised a love of reading. Teachers encourage pupils to read a wide range of texts for pleasure. Pupils appreciate the opportunities that they have to choose books for the library. They enjoy taking books home.

Most pupils follow instructions and listen to staff attentively. On a few occasions, some pupils do not listen as well as they should. Sometimes, this disrupts the learning of other pupils. Some teachers do not deal with this low-level disruption consistently well. Pupils told inspectors that this is not fair.

Events such as cultural days and diversity days ensure that pupils have a secure understanding of the differences between people. Pupils learn about the importance of a healthy diet and physical exercise.

Leaders know the school's strengths and the priorities for improvement. Governors carry out their statutory duties well. They hold leaders to account effectively. Staff feel well supported by leaders and each other. They appreciate leaders' consideration of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding. All staff carry out regular safeguarding training and know how to spot the signs of possible abuse or neglect. Staff report any concerns about a pupil's welfare diligently. Leaders ensure that pupils and their families get the help they need promptly.

Through the curriculum, pupils learn how to keep themselves safe from physical and emotional harm. Teachers make sure that pupils understand how to remain safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not address low-level disruption swiftly. From time to time, some pupils' behaviour disrupts the learning of others. Leaders should ensure that the behaviour policy is understood and applied consistently well by staff so that there are no interruptions to learning.

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.

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

Unique reference number	104569
Local authority	Liverpool
Inspection number	10241922
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair of governing body	Helen Smith
Headteacher	Neil Verdin
Website	www.pleasantstreetprimary.co.uk
Date of previous inspection	1 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for pupils with SEND. This caters for 16 pupils at any one time, ranging from Reception-age children to pupils in Year 6. Pupils' primary needs are speech and language difficulty. Currently, 32 pupils attend the provision on a part-time basis. Some pupils have education, health and care plans.
- Leaders do not currently make use of alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors spoke with the headteacher, other leaders and staff in school. They spoke with a group of governors, including the chair of the governing body. The lead inspector also spoke with a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics and modern foreign languages. They discussed the curriculum with leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.

- Inspectors also spoke with leaders from other areas of the curriculum. They looked at pupils' work and spoke with pupils.
- An inspector listened to pupils read to a familiar adult.
- Inspectors observed children's and pupils' behaviour at breaktimes and at lunchtimes. They observed pupils' behaviour as they moved around the school.
- Inspectors visited the breakfast club and talked with staff and pupils in the provision.
- Inspectors evaluated leaders' safeguarding arrangements and scrutinised leaders' self-evaluation documents and improvement plans.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents as they dropped their children off at school. They considered the responses to Ofsted Parent View. This included the free-text responses.
- Inspectors also considered the responses to Ofsted's online survey for staff and pupils.

Inspection team

Sharon Cowey, lead inspector

Ofsted Inspector

Alex Farrow

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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