

Plantation Primary School

Address: Hollies Road, Halewood, Liverpool, Merseyside, L26 0TH

Unique reference number (URN): 149817

Inspection report: 19 May 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 

Over time, pupils of all ages progress well from their starting points. Children get off to a flying start in early years. Pupils, including those who are disadvantaged, typically achieve in line with pupils nationally. This is evident in pupils' outcomes in the Year 1 phonics screening check, the Year 4 multiplication check and assessments that pupils take at the end of Year 6. As a result, pupils are well prepared for the next stage of their education.

Pupils produce thoughtful, well-presented work in their books. Pupils typically remember what they have learned. For example, they use subject-specific vocabulary to explain their thinking in geography and history. In mathematics, pupils recall their times tables accurately and with speed. They also speak confidently about measuring angles and calculating fractions.

Curriculum and teaching

Expected standard 

Leaders have detailed oversight of the curriculum and draw on this knowledge to make improvements. For example, they have identified that the writing curriculum continues to require focus. This work is ongoing. From early years onwards, staff prioritise reading, writing and mathematics. Staff provide timely support for pupils who struggle with these subjects, helping them to catch up quickly. This sharp focus on key knowledge and skills prepares pupils for future learning as they move through the school.

Subject leaders are knowledgeable and enthusiastic about their subjects. They have created ambitious and well-ordered curriculums that help pupils at each phase to build on what they already know. For each subject, staff are clear on what to deliver and when. Through high-quality training, staff have the skills and expertise that they need to teach the curriculum well. They design engaging lessons and give pupils clear explanations, checking pupils' understanding as they go.

Staff regularly adapt lessons skilfully for pupils who find learning difficult. Staff make thoughtful adjustments so that these pupils learn alongside their peers and access the same curriculum. Where pupils need a more individualised curriculum, staff consider carefully how to break learning into manageable steps to help those pupils to make progress.

Early years

Expected standard 

The school works closely with parents and carers in early years from the outset. Staff build positive professional relationships with them as children transition into school, so that they can get off to the best possible start.

Leaders have embedded an ambitious curriculum that identifies and sequences the important knowledge that they expect children to learn. Staff design activities that help children to secure the essential building blocks that they need in language, reading, writing and mathematics. In the Nursery, children enjoy learning rhymes, songs and stories. This helps them to be ready to start learning phonics in Reception. Staff deliver phonics lessons

effectively and check that pupils understand their learning. As a result, children make steady progress through the phonics programme.

Relationships between staff and children are warm and nurturing. Staff use high-quality interactions to develop pupils' language, communication and vocabulary. For example when learning about number patterns using dominoes and counters, staff encourage children to speak through questions such as "What do you notice?" and "What's different?"

Early years staff share detailed tracking information with staff in Year 1, including children's writing and number skills. This enables staff to address any gaps in pupils' knowledge and skills as they move into Year 1.

Inclusion

Expected standard 

Leaders set high expectations for pupils with special educational needs and/or disabilities (SEND) and those who face other challenges to their learning. Leaders work alongside teachers to ensure that they deliver the best provision possible. Staff identify pupils' needs quickly and accurately through a clear approach, with parents and carers fully involved at every stage.

Leaders ensure that support for pupils is informed by specialist advice or local services where appropriate. This helps to reduce pupils' barriers to learning and ensures that their needs are met effectively. Pupils' learning plans typically set out effective targets. Leaders have identified that some further refinement is needed in this respect. Where pupils with SEND lack important knowledge, their targets are not consistently and explicitly matched to these learning needs.

Staff receive the training they need to support pupils to thrive. Recent training on adaptive practice has strengthened staff's understanding of high-quality classroom provision. For example, they effectively use calm spaces, pre-teach essential knowledge and break down learning into smaller chunks.

Leaders track vulnerable pupils' progress closely and use this analysis to inform future teaching and support for these pupils. Leaders ensure that pupils who receive additional funding experience the same enrichment opportunities as their peers and are supported to achieve well.

Leadership and governance

Expected standard 

New senior leaders take decisive action to raise expectations of pupils' achievement. They prioritise the right areas, including behaviour expectations and teaching, that support pupils with barriers to their learning. Through this, and ongoing work to strengthen attendance, leaders show clear vision and a commitment to work in pupils' best interests.

Leaders work constructively with the local authority and trustees to continually review the school's performance. Those responsible for governance fully understand their roles and statutory responsibilities. They are proud of the sense of community and belonging that is present among pupils and families. Along with trust leaders, governors hold school leaders

to account for pupils’ education and support leaders’ wellbeing in equal measure. Trustees are committed to supporting the school to improve attendance.

The comprehensive programme of professional learning enables staff, including early career teachers, to do their jobs well. Staff benefit from an open and transparent learning culture that develops them as experts and leaders. Staff morale is high. Staff feel valued by leaders and are proud to work at the school. They appreciate leaders’ efforts to look after their wellbeing and workload.

Parents and carers are happy to be involved in school life, reporting that they enjoy the school’s winter fair and bake sales. They are pleased that the school’s enrichment offer is growing and speak positively about the impact of this on their children.

Personal development and wellbeing

Expected standard

Leaders have designed a personal development programme that reflects the school's context. They ensure that all pupils, including those who face barriers to learning and participation, benefit from the school’s offer. Leaders adapt the content of the curriculum to address any issues that may arise, such as the use of social media.

Pupils understand how to maintain their physical health. They enjoy their lunchtime ‘hubs’ where they can play actively outside or find a quieter activity inside. Pupils readily represent their school in sports competitions such as athletics, football and cricket. Pupils across the school attend a wide range of clubs, including gardening, cross-stitch and dance. These opportunities help to nurture pupils' talents.

Pupils learn effective strategies to look after their mental health. They feel comfortable approaching pastoral staff for support. Pupils know what healthy relationships are and understand important concepts such as consent.

Leaders carefully plan educational visits around the year to enhance the curriculum and broaden pupils’ horizons. Pupils visit castles, farms, museums and science centres. Year 6 pupils benefit from an annual residential visit to an outdoor activity centre.

Pupils learn about a range of faiths and cultures. They embrace difference and diversity, showing keen respect for others' values and beliefs. Pupils have a secure understanding of fundamental British values. For example, they know the rule of law and how this applies to road speed limits. Leaders arrange for visitors to come into school from local rail, road safety and police teams to teach pupils how to stay safe on the nearby railway and in the community.

A wide range of local professionals showcased their jobs at the school’s recent careers fair, inspiring pupils to think about their future ambitions and how they can achieve these.

Needs attention

Attendance and behaviour

Needs attention 

Overall attendance at the school is below the national average and has been for some time. Leaders are committed to increasing attendance rates so that they are in line with national averages. They have instigated a necessary shift in culture to reduce pupils' absence. Leaders work well with external partners to analyse attendance data. The school's pastoral team use this information to target appropriate interventions that support families to improve their children's attendance. The trusting relationships staff have built with individual families help to sustain improved attendance. However, it is too soon for this work to be reflected in the attendance data.

Leaders and staff have implemented a new behaviour and relationships policy. This has strengthened behaviour across the school. Staff adeptly support pupils who struggle to make positive choices. Leaders have created an atmosphere where learning is calm and pupils work hard. Pupils behave well and follow routines that staff expect of them. Pupils enjoy earning rewards linked to the school's values. They are well mannered and friendly. From early years onwards, pupils demonstrate care and kindness, supporting one another to succeed. Bullying and discrimination are rare and pupils trust adults to deal with any incidents swiftly.

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

Pupils at this school are welcoming, happy and confident. They benefit greatly from the positive relationships that they develop with their peers and the school's staff. Each morning, pupils and staff greet one another warmly at the gates before moving calmly into classes. Parents and carers speak highly of the school. They value staff's visible presence and regular opportunities to speak with them during drop-off and pick-up times.

Pupils live out the school's values. For example, they behave kindly towards each other in the dining hall and show determination in their learning. Pupils feel safe at school because bullying and unkind behaviour are rare. When concerns arise, staff respond swiftly and effectively and ensure that pupils feel listened to and supported.

Pupils' attendance has been low over time. Leaders have created a school environment where pupils want to attend. As a result of this, attendance is gradually improving. However, pupils' attendance remains below national, including for disadvantaged pupils.

Pupils fulfil the high expectations set by leaders. Across the school, from early years to Year 6, pupils achieve in line with national age-related expectations. Staff swiftly identify pupils who face barriers to learning and provide targeted, high-quality support to help them overcome these challenges. As a result, these pupils make appropriate progress from their starting points. Pupils are well prepared for the next stages of their education.

Pupils benefit from newly built, spacious facilities and extensive grounds. These include a woodland area where children in early years enjoy seasonal walks and bug-hunting

activities. Older pupils are proud to hold meaningful positions of responsibility including as house captains and school councillors. Sports councillors campaign to attend competitive events while digital leaders talk enthusiastically about planning a 'green screen' for the school disco. These opportunities develop pupils' organisational and social skills, preparing them well for life beyond school.

Next steps

- Leaders should continue to closely analyse the attendance of pupils and continue their work to reduce pupils' absence to improve attendance for all groups of pupils.
 - Leaders should make sure that staff consistently prioritise support for pupils, especially those with special educational needs and/or disabilities, to develop their foundational knowledge. They should ensure that these pupils develop their language, reading and writing effectively across all subjects.
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About this inspection

This school is part of the Rowan multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Phil Rimmer and overseen by a board of trustees, chaired by Andy Wilson.

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

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

Inspection activities:

Inspectors spoke with the headteacher, other senior leaders and staff. The lead inspector also met with members of the local governing board, members of the trust, and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

A new headteacher and a new deputy headteacher were appointed since the last inspection.

Gail Worrall: Headteacher

Lead inspector:

Ruth Moran, His Majesty's Inspector

Team inspectors:

Sally Aspinwall, Ofsted Inspector

Lisa Hesmondhalgh, Ofsted Inspector

Michelle Ridsdale, 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 19 May 2026

School and pupil context

Total pupils

478

Well 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

630

Well 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)

31.19%

Close to 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

3.77%

Close to 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

12.13%

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

Below 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		61%	
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	74%	74%	Close to average
2022/23		73%	

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		72%	
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (final)	70%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23		73%	

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		46%	
2024/25 (final)	41%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	57%	46%	Close to average
2022/23		44%	

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		62%	
2024/25 (final)	59%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23		60%	

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		59%	
2024/25 (final)	59%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23		58%	

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%	
2024/25 (final)	59%	61%	Close to average
2023/24 (final)	80%	59%	Above
2022/23		59%	

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		68%	
2024/25 (final)	41%	69%	-28 pp
2023/24 (final)	57%	67%	-11 pp
2022/23		66%	

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		80%	
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	73%	80%	-6 pp
2022/23		78%	

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		78%	
2024/25 (final)	59%	78%	-19 pp
2023/24 (final)	67%	78%	-11 pp
2022/23		77%	

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		80%	
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	80%	79%	1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

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 (3 term)	6.1%	5.2%	Above
2023/24 (3 term)	7.6%	5.5%	Above

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 (3 term)	17.7%	13.0%	Above
2023/24 (3 term)	25.3%	14.6%	Above

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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