

Lingham Primary School

Inspection report

Unique Reference Number	105005
Local Authority	Wirral
Inspection number	355679
Inspection dates	5–6 May 2011
Reporting inspector	Judith Tolley

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair	Miss Ceridwen Jones
Headteacher	Mr Stephen Leigh
Date of previous school inspection	21 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons and saw 11 teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and looked at the school's analysis of pupils' progress, and at improvement plans. They analysed 99 pupil questionnaires and 104 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether there is sufficient evidence to show that most pupils make good progress across the school, leading to good achievement.
- How successfully the school is working to raise attendance rates.
- Whether middle leaders are developing their role sufficiently well to embed ambition and drive improvement in their subject areas.

Information about the school

Lingham Primary School is larger than average. Pupils are of predominantly White British heritage. The proportion of pupils known to be eligible for free school meals is high. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has achieved a number of awards including the International School award, Healthy Schools status and Basic Skills Quality Mark. Leasowe Children's Centre shares the school's site but is not run by the school's governing body. It is inspected separately.

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. Attainment is above average and pupils' achievement is good. By the end of Year 6, attainment in English and mathematics is above average and pupils have made good progress from their starting points. This is the result of good teaching and a curriculum which meets pupils' needs and interests well. Pupils with special educational needs and/or disabilities make the same good progress as that of their classmates as a result of the very effective support they receive. Pupils' enjoyment of school is reflected in their enthusiastic response in lessons and their good behaviour.

Pupils' personal development and their contribution to the school and wider community are good. They willingly take on responsibility and are fully involved in school decision-making through, for instance, the school council. Frequent opportunities to work together to solve problems and to explain their ideas to one another prepare them well for the next stage in their education. Pupils are given good guidance about how to improve their work and are regularly involved in evaluating and planning their own progress.

Parents and carers value the good care, guidance and support the school provides for its pupils and the good partnerships the school has with them, which support their children's learning well.

The headteacher, strongly supported by the senior leadership team, provides clear direction, based on close monitoring of pupils' progress and an accurate evaluation of the school's work. Attainment has risen year-on-year and attainment in mathematics now matches that in English. This is largely as a result of the improved use of assessment and rigorous monitoring of individual progress. This record of improvement provides a clear indication of the school's good capacity for sustained improvement. Since the last inspection the improved use of assessment, together with increased opportunities for pupils to practise basic skills in a variety of contexts, has proved to be very effective in accelerating progress and raising attainment. Subject leaders share the headteacher's vision and drive improvement well but, although they monitor outcomes on a regular basis, they are not fully involved in the monitoring and development of teaching and learning in their area of expertise. Attendance has improved and is now broadly average but there remain some persistent absentees. Governors are well-informed and provide a good level of support and challenge to the school.

What does the school need to do to improve further?

- Raise attainment further by:
- - strengthening the role of subject leaders in monitoring and developing teaching and learning to ensure that all teaching is as good as the best

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- - improving the attendance of persistent absentees further.

Outcomes for individuals and groups of pupils

2

Many children start school with skills, knowledge and understanding below those expected for their age. They make good progress in the Early Years Foundation Stage and join Year 1 as confident learners, with skills that are broadly in line with those expected for their age and ready to access the Key Stage 1 curriculum. They continue to make good progress so that attainment by the end of Year 6 in English, mathematics and science is above average and their achievement is good. Over the last three years attainment has risen year-on-year and continues to rise. In lessons, pupils organise themselves well, are mutually supportive and increase in confidence as a result of the frequent opportunities they have to work in pairs and small groups to solve problems. In an English lesson, for instance, Year 3 and 4 pupils worked enthusiastically and effectively in small groups to plan how they were going to persuade people to buy their 'products', and in a Year 5 and 6 mathematics lesson pupils worked enthusiastically in pairs to solve problems involving fractions. Pupils are frequently asked to explain their ideas to others. As a result, by the end of Year 6 they are articulate and display a good level of independence in their learning.

Pupils talk enthusiastically about their lessons and are proud of their achievements. They feel safe at school and know to whom they can talk if they have any problems. Pupils have a good understanding of how to stay healthy and demonstrate their commitment to healthy lifestyles through participation in extra-curricular sporting activities and in walking and cycling to school. They clearly enjoy the opportunities they have to help others, and they take their responsibilities seriously, for instance, as members of the school council, as house captains and in fundraising events. They have good relationships with each other and their teachers. They have a good sense of right and wrong. They take time to reflect on their own actions and regularly help one another in class and around the school. As a result of the work the school does to promote international links, for instance with China and France, pupils have a very good understanding of other cultures, but their knowledge of the diversity of cultures within the United Kingdom is less well-developed.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers present new ideas clearly and use a good variety of resources, including interactive whiteboards, to engage pupils' interest. They use questioning to good effect to support and challenge pupils both in whole-class discussions and during class work. Teaching assistants also use questioning effectively to support individuals and small groups. Pupils make the best progress when they are asked to explain their ideas or demonstrate their working to others. As a result of these opportunities, they are confident and articulate in expressing their ideas. Assessment information is usually used effectively to provide an appropriate level of challenge, and progress is monitored closely by teachers during tasks. Sometimes, when teacher-led activities are lengthy, the pace of learning slows and pupils have difficulty maintaining concentration. Occasionally there is scope to provide more challenge for pupils when they are working independently from the teacher. Pupils are involved in evaluating their own and each other's work. They have a good understanding about what they need to do to improve their work in English, mathematics and science as a result of the effective guidance given by teachers. However, they are less sure about how they are getting on in other subjects.

The curriculum meets pupils' needs and interests well. The topic-based curriculum engages pupils' interest and is providing opportunities for pupils to practise their skills in a variety of imaginative contexts. The impact of this and the 'Big Write' and the 'Big Solve' in raising attainment in English and mathematics is clear. Pupils use information and

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communication technology (ICT) to extend their learning, for research or to develop their skills. Year 5 and 6 pupils, for instance, were able to calculate the size of craters on the moon as a result of their research into the solar system using the National Schools' Observatory resources. Their experience is further enriched by a variety of visitors, visits and extra-curricular activities. These are popular and well-attended. The curriculum is enriched by the study of French, Spanish and Chinese and electronic links with schools abroad. Pupils also participate enthusiastically in a variety of activities such as the woodwind band and the choir as well as in school productions.

Good care, guidance and support for individuals result in an orderly and harmonious community. Each pupil's progress is reviewed regularly and this triggers prompt extra support where necessary. Well-thought-out induction procedures and close links with pre-school settings help children settle quickly when they join the school and links with the high school ensure pupils feel confident when they move on to the next stage in their education. The school works very effectively with a range of external agencies, as well as parents and carers, to remove barriers to learning for pupils whose circumstances may make them vulnerable. Initiatives such as the 'Walking Bus', 'Bike It' and the reward systems for attendance, as well as the support provided to families through the home-link worker, have all had a positive impact on improving the attendance of the majority, but have not yet impacted fully on a small number of persistent absentees.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's thorough analysis of the school's performance and the clear direction for development are effective in helping to drive improvement and raise attainment. He is strongly supported by the deputy headteacher and the senior leadership and management team. Close and accurate tracking of pupils' progress informs school improvement planning well and triggers a variety of intervention strategies. The impact of these is regularly evaluated and reviewed to ensure individual needs are met. Issues identified in the last inspection have been tackled rigorously and there has been significant improvement in attainment, progress and other key areas since the last inspection. Teachers work in teams to plan lessons. This is effective in spreading good practice and results in a good level of consistency across year groups. Subject leaders are fully involved in planning the curriculum and in tracking pupils' progress but do not play a full part in monitoring and evaluating teaching and learning in their subjects across the whole school. As a result, their influence as subject specialists in leading and developing teaching is limited.

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The governing body is very supportive and is providing a good level of challenge to the school. The school's focus on the needs of individuals demonstrates its strong commitment to promoting equality of opportunity. The school meets government guidelines for safeguarding and the safe recruitment of staff. Safeguarding procedures are robust and regularly reviewed, and activities designed to improve children's understanding of how to stay safe are part of the curriculum. Regular meetings and reports enable parents and carers to support their children's learning effectively. Parents and carers are well-informed about events at the school through newsletters, the school website and television screens around the school and in the playground. The school promotes community cohesion well both in the immediate area and through its links with schools abroad. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

All children, including those with special educational needs and/or disabilities, make good progress during their time in the Nursery and Reception classes. Behaviour is good. Children respond positively to adults, play well with their classmates and display clear enjoyment in their learning. They make outstanding progress in developing their personal and social skills. As a result, they begin Year 1 as confident learners. Close liaison with pre-school settings and good relationships with parents and carers ensure children settle quickly and transition arrangements ensure they can settle well into Year 1. Children learn effectively through a good variety of stimulating adult-led and child-initiated activities. However there is scope to improve outdoor provision through more focused child-initiated learning and the creative use of the space available. Teachers and teaching assistants monitor and record children's progress on a daily basis and this information is used effectively to record milestones and to plan next steps. Teachers and teaching assistants work very effectively as teams. They take every opportunity to engage in conversation

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with children and to develop their speaking and listening skills. Children respond very positively, display enjoyment in activities and show pride and pleasure in their achievements. Leadership and management are good and there is a high level of consistency across the Early Years Foundation Stage. Good levels of care and welfare are provided for the children to ensure their well-being.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

In terms of the number of questionnaires returned, the response was higher than for most inspections of primary schools. The vast majority of the parents and carers who responded, expressed positive views of the school. Parents and carers value highly the work of the school in helping their children to be safe and happy. A very small minority expressed concern about the way the school deals with unacceptable behaviour. In discussion with inspectors, pupils said they were confident that poor behaviour was dealt with promptly and effectively. On the whole, parents' and carers' views matched those of the inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lingham 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	58	42	40	2	2	0	0
The school keeps my child safe	65	63	38	37	0	0	0	0
My school informs me about my child's progress	70	67	32	31	2	2	0	0
My child is making enough progress at this school	67	64	36	35	1	1	0	0
The teaching is good at this school	68	65	34	33	1	1	0	0
The school helps me to support my child's learning	63	61	37	36	4	4	0	0
The school helps my child to have a healthy lifestyle	56	54	46	44	2	2	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)	52	50	44	42	1	1	0	0
The school meets my child's particular needs	54	52	46	44	3	3	0	0
The school deals effectively with unacceptable behaviour	44	42	45	43	14	13	0	0
The school takes account of my suggestions and concerns	45	43	48	46	9	9	0	0
The school is led and managed effectively	60	58	39	38	5	5	0	0
Overall, I am happy with my child's experience at this school	69	66	32	31	3	3	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



9 May 2011

Dear Pupils,

Inspection of Lingham Primary School, Wirral, CH46 7UQ

I would like to thank you on behalf of all the inspectors for making us so welcome when we visited your school recently. We really enjoyed talking to you all and hearing what you had to say. You told us how much you enjoy your learning and how proud you are of your school. We agree with you. You go to a good school. Your behaviour is good and we were very impressed by the way you helped us, and each other, during our visit. You told us that the staff look after you well and we agree, the care you receive is good. We noticed how well pupils are supported by teaching assistants in lessons and how well you worked together in pairs and small groups to solve problems.

Teachers make lessons interesting and this, together with opportunities for you to practise your writing through interesting topics, helps you to make good progress in your English and mathematics. You told us that you knew your targets and how you are getting on. We noticed that the marking in English, mathematics and science was very good and gave you a very good idea about how you are doing and precise guidance about how to improve. You also do a good job in evaluating your own work and in advising others how they can improve. Younger children in the Reception class also make good progress and enjoy their learning.

The headteacher and staff are working very hard to make your school even better. Teachers in charge of different subjects monitor your work closely to ensure you are all making good progress but they are not always given the opportunity to see you at work in the classroom or to help teachers to plan their lessons. We have asked the school to make this possible in order to help you make even better progress. Attendance has improved recently but there are still some pupils who do not attend regularly enough. We have asked the school to try to ensure that they do. You can help by coming to school regularly. I wish you every success for the future and hope that you continue to enjoy your learning.

Yours sincerely,

Judith Tolley

Lead Inspector

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