



# Poulton Lancelyn Primary School

## Inspection Report

**Unique Reference Number** 105031  
**LEA** Wirral  
**Inspection number** 277275  
**Inspection dates** 17 May 2006 to 18 May 2006  
**Reporting inspector** Mr Paul Bamber CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Venables Drive
<b>School category</b>	Community		Bebington
<b>Age range of pupils</b>	4 to 11		Wirral, Merseyside CH63 9LY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 3345021
<b>Number on roll</b>	425	<b>Fax number</b>	0151 3345881
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs A McPeake
<b>Date of previous inspection</b>	26 September 2000	<b>Headteacher</b>	Mrs Gillian Jones

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average, oversubscribed school where pupils come from a wide range of backgrounds but with a higher proportion than average of pupils from relatively advantaged homes. There is a lower proportion of pupils than average with learning difficulties and/or disabilities (LDD), who speak English as an additional language or who are from minority ethnic groups. The school has been awarded the Artsmark Gold, Healthy Schools Award, NAACE mark for information and communication technology (ICT) and the Department for Education and Skills ICT Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school judges that its overall effectiveness is good with outstanding features and that it provides good value for money. Inspectors agree. Overall standards are well above average and pupils achieve well. Achievement is best in the Foundation Stage, where quality and standards are good and in Key Stage 2. Progress is slower in Key Stage 1 and more needs to be done to ensure that more able boys in Key Stage 1 achieve better in writing. Pupils' personal development is outstanding. They behave extremely well, have positive and mature attitudes and they enjoy school very much, taking full advantage of the outstanding range of extra-curricular activities on offer. They actively embrace a healthy lifestyle and are very aware of how to stay safe. There is a good quality curriculum that effectively meets most pupils' needs. However, there are some relative weaknesses in provision for outside learning in the Foundation Stage. The level of care and support pupils receive is outstanding. Whilst the academic guidance provided is good overall, there is a need for systems to track the progress of pupils in Key Stage 1 to be used more rigorously. The quality of teaching and learning is good. The most consistently good teaching is in the Foundation Stage and in Key Stage 2 and this is reflected in pupils' better progress in these two key stages. The school is led and managed by a strong headteacher ably supported by an effective governing body and senior staff. Given its good record of improvement the school demonstrates good capacity to improve.

### What the school should do to improve further

- Raise achievement in Key Stage 1, especially for more able boys in writing.
- Ensure that the outdoor provision for children in the Foundation Stage fully meets their needs.

## Achievement and standards

### Grade: 2

Overall, pupils achieve well. They enter the school with broadly average standards and as a result of effective teaching, assessment and support, make good progress in the Foundation Stage. Many pupils exceed the targets set for them by the time they enter Year 1. A weaker aspect of children's achievement in the Reception class is caused by the poor outdoor provision. Progress is slower in Key Stage 1, particularly for more-able boys in writing. Some relative weaknesses in the use of assessment and tracking procedures diminish achievement in this key stage. Because of challenging teaching in Key Stage 2, pupils achieve well. This enables them to reach well above average standards in the Year 6 national tests. The implementation of rigorous assessment and tracking systems in Key Stage 2 has meant that the achievements of the more-able pupils particularly, have improved considerably over the last two years. The school has met challenging targets over that time. Because support and teaching for vulnerable pupils, including those with LDD is good and their provision is well managed, they

make good progress. Pupils achieve especially well in sport, ICT, music and physical education because of the specialist teaching they receive.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. They thoroughly enjoy school and feel safe from bullying. They are very confident and courteous in talking to adults. Attendance is well above average. Pupils are thoughtful and considerate of others. They have a consistently positive attitude to learning throughout the school. Behaviour in lessons and around the school grounds is exemplary. Pupils contribute well to school development through an active school council. They show an excellent awareness of the need for a healthy lifestyle including regular exercise and a balanced diet. Pupils' spiritual, moral, social and cultural development is outstanding overall. They are well aware of and understand the different beliefs and customs of other cultures and they have a keen awareness of their responsibilities as young citizens. Pupils make a really positive contribution to the community through, for instance, supporting charitable causes. They develop the skills and knowledge that will stand them in good stead for their future well-being. For example, they are aware of the issues surrounding 'fair trading'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning throughout the school is good. In the best lessons observed, clear learning objectives are set and shared with the pupils so that they know what they should learn. Pupils understand and work effectively towards their learning targets. They work confidently on their own, collaborate well in pairs and in groups, share ideas and learn from each other. However, even though teaching is good, many lessons lack sparkle. In the Foundation Stage and in Key Stage 2, teachers monitor pupils' progress closely in order to set work that matches pupils' needs well. However, in Key Stage 1, assessment is not used rigorously enough and teaching is not as consistently good. This results in pupils making slower progress. Across the school, teachers make good use of ICT to support and enhance learning. Recent improvements in the teaching of investigative skills have resulted in higher achievement in science. The support staff make a valuable contribution to teaching both in the Foundation Stage and throughout the school.

### **Curriculum and other activities**

#### **Grade: 2**

Overall, the quality of the curriculum is good and meets statutory requirements. The curriculum matches the needs of the majority of pupils. However, more able boys in Key Stage 1 are not sufficiently challenged in writing. In addition, the Foundation

Stage curriculum is well organised, but urgently needs to develop the outdoor facilities to fully meet the needs of the children. The school provides a rich and stimulating learning experience, with an outstanding number and range of extra-curricular activities. There are, over the course of the year, 20 different clubs for pupils to enjoy and these are very well attended. Pupils with LDD are well catered for in all classes. Provision for health education is very good. This was demonstrated when pupils led an entertaining assembly in which they used drama and fact to inform the audience about healthy lifestyles.

## **Care, guidance and support**

### **Grade: 2**

The quality of the care and support the school provides for pupils is outstanding. Some aspects of guidance are relatively weaker. Procedures to ensure child protection, safe recruitment and site safety and security are all in place. The staff care for the pupils extremely well. Pupils are happy in school and this helps them to be successful learners. The systems to track pupils' academic progress and to set targets for improvement are effective in Key Stage 2 and in the Foundation Stage. However, in Key Stage 1, although these systems are in place they are currently not used rigorously enough to ensure pupils make good progress. The vulnerable pupils and those with LDD are identified quickly and appropriate provision made for them. Well crafted individual education plans, monitored regularly, ensure pupils have appropriate, consistent support. Induction arrangements are good, and useful links have been made with the on-site pre-school provision. Breakfast club and additional activities before and after the school day are features of the school's excellent extended care provision.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good. The leadership of the headteacher is very strong and parents, governors and staff testify to her positive influence in effecting good improvements over the last four years. A particular improvement has been in the implementation of rigorous assessment and tracking systems to ensure better quality teaching and to promote staff development. As a result, standards and achievement have risen in both the Foundation Stage and in Key Stage 2 and the quality of middle management has also improved. The school is accurate in its self-evaluation. This means that it is well aware of what it needs to do to improve. The quality of the leadership and management of the Foundation Stage and of the provision for children with LDD is effective and contributes well to their good achievements. The school's managers have ensured that pupils' personal development is excellent and that they have every opportunity to lead healthy lifestyles and that they are outstandingly well cared for and supported. Whilst the needs of children in the Foundation Stage and in Key Stage 2 are very well met, there is still some way to go to ensure that provision in Key Stage 1 is of the same consistently good quality. Governors, who have a wide range of expertise, make a strong contribution to the school.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 days we spent in your school. We really appreciated the 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 what we thought was really good about your school and what we felt it could do better.

What we liked most about your school.

- Many of you make good progress with your work.
- You are very well behaved, most polite, enjoy your lessons and lots of you take part in the many interesting clubs on offer.
- You have good teachers who are friendly.
- You are extremely well looked after in school.
- Your headteacher and other people who run the school know what still needs to be improved.

Although we think your school is good there are things that we feel would make it even better.

- Some children in Years 1 and 2 should be helped to make better progress.
- The outdoor area for the children in the Reception classes should be a more exciting and attractive place in which they can play and learn.

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