

# Poulton Lancelyn Primary School

## Inspection report

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<b>Unique Reference Number</b>	105031
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	324144
<b>Inspection date</b>	10 February 2009
<b>Reporting inspector</b>	Janette Corlett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	405
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Owen Smith
<b>Headteacher</b>	Mrs Beverly Greathead
<b>Date of previous school inspection</b>	17 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Venables Drive Bebington Wirral Merseyside CH63 9LY
<b>Telephone number</b>	0151 3345021
<b>Fax number</b>	0151 3345881

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement, particularly in the Early Years Foundation Stage; the personal development and well-being of pupils; the effectiveness of the curriculum in providing for the needs of all groups of learners; teachers' use of assessment in setting challenges and targets according to pupils' different learning needs; and the extent to which leaders check the work of the school to raise standards. Evidence was gathered from observation of lessons, pupils' work, discussions with staff, governors and pupils, and a scrutiny of school documents and questionnaires. Other aspects of the school's work were not investigated in detail.

## Description of the school

This is a larger than average school. Pupils come from a wide range of backgrounds but with a higher proportion than average of pupils from relatively advantaged homes. Most pupils are White British and very few speak English as an additional language. There are a lower proportion of pupils than average with learning difficulties and/or disabilities. The school provides for the Early Years Foundation Stage in two Reception classes. The school has been awarded the Artsmark Gold, Healthy Schools Award, NAACE mark for information and communication technology (ICT) and Activemark for sports.

There is a nursery and before- and after-school club on the school site. These provisions were inspected separately and receive a separately written report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Poulton Lancelyn is a satisfactory school. It provides a good curriculum for its pupils and promotes their good personal development and well-being.

Pupils' achievement is satisfactory. From broadly average starting points, pupils make good progress in Key Stage 1 to reach above average standards in Year 2 in reading and writing, and average standards in mathematics. The school has been successful in improving standards in writing in this key stage since the previous inspection. Progress is satisfactory overall in Key Stage 2 and this is because it is inconsistent between the year groups. In Year 6, current standards are above average in English and mathematics, and well above in science. Younger pupils in Key Stage 2 do not always make enough progress in writing and mathematics and this means that in Years 5 and 6 they have to work extremely hard to 'catch up' and reach their targets. Teachers do not always have the appropriate information to enable them to spot when pupils are falling behind and take appropriate action. To address this the school is beginning to implement more robust systems for assessing and tracking pupils' progress. Pupils with learning difficulties and/or disabilities achieve well because they are effectively supported by teaching assistants and through the school's good links with outside agencies.

Teaching and learning are satisfactory with good elements. Teachers have warm relationships with the pupils. In particular, they make good use of information and communication technology to enhance pupils' learning and make effective use of questioning to engage pupils and encourage them to develop their thinking. However, the quality of teaching and learning varies throughout school and particularly in Key Stage 2. In some classes, the tasks set for pupils to work on independently are not always sufficiently challenging and this limits their progress. The school provides a good curriculum, which meets the needs of most pupils successfully. Due to strong links between the subject areas, pupils have opportunities to enjoy practising their skills in English and mathematics. For example, in one mathematics lesson inspectors observed children applying their knowledge of Ancient Egyptian shadufs to learning about space, shape and measures. Many extra activities, such as drama, educational visits and creative arts enrich the curriculum. There is a real strength in science where, due to good subject leadership and strong links with outside partners, including businesses and the local secondary school, pupils engage in a wide range of exciting and interesting practical activities.

Pupils behave well and show good attitudes to learning. Attendance is above average because most pupils enjoy coming to school where they feel safe and have good relationships with adults. Spiritual, moral, social and cultural development is good. Pupils know the difference between right and wrong, and they are beginning to gain a greater awareness of a range of world religions and cultures. Pupils understand the importance of eating a well balanced diet and taking plenty of exercise. The school supports this through encouraging pupils to eat healthy meals and snacks, and also providing a wide range of lunchtime and after-school sports activities. Pupils know how to keep themselves safe from harm without being unnecessarily fearful. They show awareness of the needs of others and make a positive contribution to the community through a series of fundraising events for charity, for example Red Nose Day. Older pupils run a healthy tuck shop as a small business enterprise and this helps to prepare them well for their future lives. They take responsibility for replacing stock and divide any profits made to purchase equipment to use at playtimes and to support local charities.

Care, guidance and support for pupils are satisfactory. Safeguarding procedures are in place and meet current requirements. Teachers mark pupils' written work regularly but the guidance for pupils on how to improve their work is limited and some pupils are unsure of the next steps in their learning. Pupils are set challenging targets for improvement, but few are aware of these targets or receive regular information on their progress towards them. Most parents are supportive of the school and typically comment that their children are happy and enjoy their lessons. However, a significant minority of them feel that their views are not always listened to and that they do not have enough information on their children's progress. The school is working to improve this through sharing pupils' individual targets for improvement with parents and suggesting ways in which they can further support their children's learning at home.

Leadership and management are satisfactory. School leaders are relatively new to their roles. The headteacher and deputy headteacher know the school's strengths and areas for improvement. They are working with the senior leadership team to increase the rigour of the systems for monitoring its performance and, in particular, the tracking of pupils' progress to ensure that any underachievement is quickly identified and appropriate supporting action is taken. All pupils are included in the activities on offer and the school is justifiably proud of the social harmony within the school. The school has clear policies to promote community cohesion and pupils are now developing a greater understanding of the wider community. Governors support the school and are developing their capacity to challenge and hold school leaders to account for the school's performance. They ensure the school gives satisfactory value for money. The school has made some improvement since the previous inspection, for example, raising standards in Key Stage 1 and making some positive developments to the outdoor learning area for children in the Early Years Foundation Stage. It demonstrates a satisfactory capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children's skills, on entering the school are typical for their age. By the end of Reception most reach the expected levels of development and this demonstrates satisfactory achievement. Boys' progress is significantly slower than that of girls, particularly in relation to their language and communication skills. Children's progress is held back due to the limited provision of activities in the outdoor learning area, despite some improvement since the previous inspection. This restricts their opportunities to learn through play and develop their skills across all areas of learning in an outdoor setting. Children respond well to the skilled and dedicated staff who work hard to stimulate their learning inside the school building. They benefit from a balance of activities led by adults and those they choose for themselves and have opportunities to learn independently. Leadership and management are satisfactory. The planned induction procedures help children when they join Reception and quickly establishes positive relationships with parents. Each new starter is partnered with a Year 6 friend to support them as they settle into the school routines. The levels of care and support provided for children meet with current statutory requirements.

## **What the school should do to improve further**

- Improve the quality and consistency of teaching to ensure that pupils make consistently good progress, particularly throughout Key Stage 2.
- Ensure pupils understand the next steps in their learning and how well they are progressing towards their targets.

- Improve the quality of activities in the outdoor environment in the Early Years Foundation Stage to enable pupils to make better progress in all areas of learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Poulton Lancelyn Primary School, Wirral, CH63 9LY

We thoroughly enjoyed your school and would like to thank you all for being so polite and helpful when we came to inspect it recently. A special thank you to those pupils who gave up their lunchtime to talk to us about all the interesting and enjoyable things, which are happening in your school.

We were impressed by your good behaviour in lessons and how hard you all work to learn new things. You told us that you feel safe in school, and have learned how to keep fit and healthy through eating a well balanced diet and taking part in lots of exercise and sports. We also saw how well you do in science because you have so many opportunities to do practical investigations.

Your school is satisfactory. Although you reach above average standards by the time you are ready to move on to secondary school, we found that in some classes you do not make as much progress as you could because you do not always have enough information on how you can improve your work. There are some areas where we feel your school can be even better. We have asked your teachers to make some changes to help you make even more progress. These are:

- to make sure that the teaching in every year group, particularly in Key Stage 2 enables you to make good progress
- to give you more guidance on the next steps in your learning and make sure you know how well you are doing towards reaching your targets
- to improve the outdoor learning area for the younger children in the Reception classes.

You can help by continuing to try your very best as you learn and play together.

Thank you again for making our visit such a pleasure. Good luck for the future!