

Lingham Primary School

Address: Townmeadow Lane, Moreton, Wirral, Merseyside, CH46 7UQ

Unique reference number (URN): 105005

Inspection report: 2 June 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.

Strong standard ●

Inclusion

Strong standard ●

Leaders have developed a culture of high expectations for all pupils. Leaders have ensured that robust systems are in place so that staff are able to accurately identify pupils' needs. Staff get to know each pupil well. When additional needs are identified, leaders take swift action to put appropriate support in place. Where necessary, leaders engage with external agencies.

Staff have high expectations for each pupil. They adapt lessons carefully to ensure that all pupils, including those with special educational needs and/or disabilities, are able to take part and succeed. This means that pupils can access an ambitious curriculum and enjoy high levels of success alongside their peers.

Leaders have ensured that staff have the knowledge and confidence to make informed, accurate decisions in response to pupils' needs. Leaders make careful checks on the progress pupils make. They use effective systems to review what is working well and what needs to be improved. As a result, staff adjust any support given in a timely manner.

Leaders use additional funding effectively to support disadvantaged pupils. They choose strategies that are proven to make a difference. Leaders treat each pupil as a unique individual, celebrating their strengths and achievements. Leaders make effective use of alternative provision as part of their overall strategies to support vulnerable pupils.

Expected standard ●

Achievement

Expected standard ●

Children in the early years successfully grasp the knowledge and skills they need to succeed in reading, writing and number. This prepares them well to be able to access the curriculums in key stages 1 and 2. By the time pupils reach Year 6, they are typically well prepared for the next stage of their education. Pupils attain well in mathematics and writing in national assessments. However, reading lags behind. Leaders are aware of this and have taken effective action. This is having a positive impact, as demonstrated in the positive phonics screening check outcomes and in the increased fluency of reading of pupils across school.

Pupils take great pride in their work. Their written work is generally clear and concise. They develop fluency and stamina. This helps them to write accurately and at length. Secure knowledge of number helps pupils to tackle mathematical problems with confidence. Pupils can recall much of their learning in the wider curriculum. They can, for example, articulate views on impressionist artists and explain why the Vikings were successful invaders.

Leaders have carefully considered how the curriculum builds over time and the impact this has for pupils. As a result, there are well-designed, ambitious curriculums in place across different subjects. There is a clear, shared understanding of the knowledge that pupils need to develop over time from the Nursery class to Year 6.

Leaders provide training and support to improve staff knowledge and expertise. There is a commonly understood approach to teaching that ensures consistency in the delivery of the curriculum. Teachers use their subject knowledge effectively to introduce new learning. They take particular care to introduce new vocabulary to support pupils' knowledge and understanding. Leaders know which aspects of the curriculum are being taught well and what needs to improve further.

Leaders have prioritised securing basic skills in reading, writing and number. They ensure that pupils who fall behind get the focused support that they need to catch up quickly. This means that children from the early years onwards have a secure foundation on which to build as they move through the school.

Staff are consistent in how they use assessment to understand how well pupils learn. This helps staff to build lessons effectively on what pupils have previously learned. Teachers are skilled in addressing gaps in pupils' knowledge and any misconceptions that arise. They make adaptations to the curriculum. This helps to ensure that effective support is provided for pupils, including those who have special educational needs and/or disabilities and those who are disadvantaged.

Early years

Expected standard

The recently updated early years curriculum is ambitious for all. It clearly identifies the key knowledge children will learn. Staff are well trained to deliver the curriculum effectively.

Staff focus on language, communication and emotional development. Children are encouraged to manage their own needs, such as washing hands and putting on coats. These routines help to develop independence. When adults do intervene, high-quality interactions support language development. This cements and extends new vocabulary for children.

Effective phonics teaching empowers children to use their knowledge of letters and sounds to read simple words. This also helps children to write with increasing confidence and accuracy. Staff focus on developing children's basic skills. As a result, children quickly master pencil grip and accurate formation of numbers and letters. Children learn in a language-rich environment. They revisit key texts 'again and again' to build a memory store of treasured, familiar tales. This equips them well for future learning.

Warm relationships are at the heart of the early years. Children settle quickly and cooperate positively with their peers. They learn to take turns and know how to share. This helps them to feel a sense of belonging. Staff work closely with families. When needed, they engage

with external professionals to secure the right support. By the end of Reception, children are increasingly ready for Year 1.

Leadership and governance

Expected standard 

Leaders, along with those responsible for governance, know their school well. They have an accurate understanding of the school's strengths and areas for development. They have a clear vision for the school and its pupils. They act with purpose and make decisions in the best interests of all. This work has had a positive impact on the school since the last inspection.

Governors are knowledgeable about their role and carry out their duties with diligence. They successfully hold leaders to account while maintaining a sensitive balance of professional support and challenge. Governors spend time in school both formally and informally. They have a secure understanding of their statutory duties, including managing resources and arrangements for safeguarding effectively. They maintain clear oversight of how well pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, are supported to achieve well.

Leaders are proactive in working collaboratively with other schools and the local authority to strengthen expertise across the staff team. Staff feel valued and are proud to work at the school. Effective professional development empowers staff to embrace the many recent changes. It allows them to be skilled at supporting all pupils, especially those with SEND. Leaders manage staff wellbeing and workload carefully. They make strategic decisions that maintain morale and sustain the culture of collaboration and high expectations across the school.

Parents and carers appreciate the school's work and would recommend the school to others.

Personal development and wellbeing

Expected standard 

Leaders' well-planned approach to personal development and wellbeing begins in the early years. The inclusive approach is rooted in the school's values and its comprehensive personal, social and health education curriculum.

Pupils know how to keep safe online and in their local community. They know what to do if they are worried and how to get help. The relationships, sex and health education is effective. Pupils understand relationships and can explain how they change over time. Adaptations are used well to support pupils with barriers to their learning. As a result, they are able to access the curriculum well.

Pupils learn to understand their own mental health and how to actively support it. At Lingham, staff and pupils view kindness as an important value to hold. They live this out through their actions. Pupils understand the difference between right and wrong. They understand that their voice is important and valued. For example, pupils are able to articulate the impact of changes made to improve behaviour in school and at breaktimes. They can explain how this has impacted positively on their wellbeing and safety.

The school's pastoral support is well considered and responsive. Staff know pupils well and provide precise help and guidance. Pupils understand the fundamental British values and the significance of these in their lives and in their time in school. Pupils understand, and respect, that everyone is unique. They develop an appreciation of difference and diversity. For example, pupils can discuss how families are not all the same and compare world faiths.

Pupils benefit from residential visits and other wider enrichment activities, such as geography fieldwork to Hilbre to study erosion. Authors visit school to share their talents and inspire a love of reading. Clubs and opportunities are available for all. Pupils who attend the cricket or tag rugby clubs often get the opportunity to represent the school in local competitions. Leaders actively support pupils with barriers to learning to participate in these opportunities.

Needs attention

Attendance and behaviour

Needs attention 

Some pupils, including those with special educational needs and/or disabilities, do not attend school regularly enough. Leaders are prioritising improvement in this area. Leaders now analyse attendance patterns more rigorously. As a result, they intervene quickly and curiously when pupils are absent. They contact parents and carers when concerns arise and promote routines that help pupils to attend more regularly. This has enabled leaders to understand the barriers that some pupils and their families face. When required, leaders work with external agencies to secure support for families who might need it. However, these approaches have not been in place long enough to see the lasting impact on attendance overall.

Pupils' behaviour is extremely positive. There is a shared, consistent understanding of rules and routines. Consequently, the school is a calm and orderly place. Pupils engage wholeheartedly in their learning. They fulfil staff's high expectations of them. Pupils replicate this conduct during less-structured times of the school day, such as during playtime and lunch break. They play cooperatively and creatively with their friends. Pupils show caring attitudes towards one another. Pupils learn in an environment where any form of discrimination or harassment is not tolerated. This includes bullying. Pupils who struggle with their social, emotional and mental health are well supported through specific plans, support and approaches.

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

As pupils walk through the school gates, they are greeted warmly by staff. This positivity is infectious. For almost all pupils, the school day begins with breakfast. This provides pupils with food, drinks and the opportunity to check in with a friend or a trusted adult. Pupils value this wholesome start. It helps them to feel a sense of belonging. Pupils are proud to attend their school. Relationships between staff and pupils are extremely positive. Pupils feel safe

and say that bullying is rare. If they have any concerns, pupils know that staff will listen to them and help.

Pupils are polite and respectful towards adults and each other. Behaviour around the school is calm and orderly. Pupils understand the school's high expectations. They value the support provided by staff. However, not all pupils attend school as well as they should. This means important learning time is missed. Leaders recognise this issue. They are working with families to improve attendance and remove other barriers to learning.

Pupils understand the importance of respect and kindness. They strive to do things the 'Lingham Way'. Pupils welcome opportunities to contribute to school life through roles such as school councillors and classroom monitors. These responsibilities help pupils to develop confidence and leadership skills. Pupils enjoy the wider opportunities available to them. Educational visits, themed curriculum events and enrichment activities enhance their learning and contribute positively to their enjoyment of school. Pupils speak enthusiastically about these experiences and value the opportunities they provide to learn beyond the classroom.

Across school, pupils, including those in the early years, demonstrate excellent attitudes to learning. They are keen to participate in lessons. They have learned to be resilient when faced with challenges. This helps pupils to quickly develop the knowledge and skills they need to succeed.

Next steps

- Leaders should strengthen their work to improve attendance and punctuality, so that the recent improvements in attendance are sustained.
 - Leaders should continue their focus on improving achievement for all groups of pupils, striving to reach national expectations in reading by the end of key stage 2.
 - Leaders should ensure that they embed recent developments in the curriculum, including in the early years, so that pupils secure a deep knowledge across all subjects.
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About this inspection

The chair of the board of governors in this school is Jillian Claire Billinge.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other school leaders and staff during the inspection. The lead inspector met with members of the governing body, including the chair of governors. The lead inspector also spoke with representatives of the local authority and representatives from the virtual school.

The school currently makes use of one alternative provision, which is unregistered.

Headteacher: Lucy Dewhurst-Doyle

Lead inspector:

Nichola Tomkow, His Majesty's Inspector

Team inspectors:

Juliet Francis, Ofsted Inspector

Pat Speed, 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 2 June 2026

School and pupil context

Total pupils

307

Close to 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

399

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)

39.65%

Above 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

2.61%

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

25.73%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above 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	55%	61%	Close to average
2024/25 (final)	60%	62%	Close to average
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	50%	60%	Below

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	67%	74%	Below
2024/25 (final)	68%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	66%	73%	Below

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	70%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	72%	71%	Close to average

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%	73%	Close to average
2024/25 (final)	74%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	70%	73%	Close to average

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	47%	46%	Close to average
2024/25 (final)	52%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	52%	46%	Close to average
2022/23 (final)	39%	44%	Close to average

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	61%	62%	Close to average
2024/25 (final)	57%	63%	Close to average
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	61%	60%	Close to average

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	65%	59%	Close to average
2024/25 (final)	62%	59%	Close to average
2023/24 (final)	68%	58%	Close to average
2022/23 (final)	65%	58%	Close to average

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	66%	60%	Close to average
2024/25 (final)	62%	61%	Close to average
2023/24 (final)	72%	59%	Above
2022/23 (final)	65%	59%	Close to average

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	47%	68%	-21 pp
2024/25 (final)	52%	69%	-17 pp
2023/24 (final)	52%	67%	-15 pp
2022/23 (final)	39%	66%	-28 pp

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	61%	80%	-19 pp
2024/25 (final)	57%	81%	-24 pp
2023/24 (final)	64%	80%	-16 pp
2022/23 (final)	61%	78%	-17 pp

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	65%	78%	-13 pp
2024/25 (final)	62%	78%	-16 pp
2023/24 (final)	68%	78%	-10 pp
2022/23 (final)	65%	77%	-13 pp

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	66%	80%	-13 pp
2024/25 (final)	62%	81%	-19 pp
2023/24 (final)	72%	79%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	65%	79%	-15 pp

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)	6.8%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	7.3%	5.9%	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)	18.0%	13.0%	Above
2023/24 (3 term)	22.1%	14.6%	Above
2022/23 (3 term)	22.0%	16.2%	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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