

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



03 September 2025

Mrs Lucy Dewhurst-Doyle
Headteacher
Lingham Primary School
Townmeadow Lane
Moreton
Wirral
Merseyside
CH46 7UQ

Dear Mrs Dewhurst-Doyle

Monitoring inspection of a school not in a category of concern of Lingham Primary School

This letter sets out the findings from the monitoring inspection that took place on 18 June 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, governors and the local authority the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also spoke with pupils, met with staff, and looked at curriculum documentation and pupils' books. I reviewed the single central record and the school improvement plan. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but some aspects of the school need further improvement.

The school should take further action to:

- ensure that the school supports staff to address gaps in pupils' knowledge before introducing new learning
- ensure that activities provided are well matched to pupils' needs, including pupils with special educational needs and/or disabilities (SEND).

Main findings

The school has responded swiftly to the identified areas for improvement. At the time of the last inspection, the school was at the early stages of implementing new curriculums. The school has now turned a corner in getting these curriculums embedded. Staff are more confident and increasingly effective in delivering the curriculum, including the reading curriculum. Pupils are better supported to make connections between their previous and current learning. As a result, many pupils are building their knowledge more securely than they did in the past.

The school is providing teachers with relevant professional development. For instance, teachers are benefiting from training in checking what pupils know and remember. This is giving them more confidence in addressing pupils' misconceptions. In some subject areas, the school's use of these strategies is further developed than in others. As a result, in some subjects, gaps in some pupils' learning are not addressed as effectively as they could be. This means that some pupils are being introduced to new learning without having the prior knowledge that they need.

Developments to the curriculum are ensuring that staff have greater clarity about the important learning that they need to focus on with their class. Teachers increasingly select activities that enable them to implement the new curriculums effectively. This is beginning to bear fruit because pupils are developing their knowledge in a more logical and coherent way. Nevertheless, there are still some activities that pupils complete that do not support them to deepen their knowledge of the topics they study. Occasionally, this continues to hinder how well some pupils learn.

Alongside the advancements in the curriculum, the school continues to strengthen the provision for pupils with SEND. There are increasingly effective processes for staff to respond to the needs of pupils with SEND. Information about pupils' needs is shared more systematically, resulting in teachers being better equipped to adapt their teaching.

The new behaviour policy has refined the expectations for pupils' conduct. The new approach means that pupils and staff are much clearer about the rules and routines of the school. As a result, pupils' behaviour is improving during lessons and around school. Staff encourage pupils to behave sensibly and to treat others with respect. Staff are also more responsive when pupils need help to follow the school's rules or to regulate their own emotions. This means there is greater consistency across the school in the implementation of the behaviour policy.

The effectiveness of the governing body is improving. Governors have also benefited from training in recent times. This is helping the governing body to offer a greater level of challenge to the school. It now has more accurate information about the curriculum and how well pupils achieve.

The school is making the most of the support available from the local authority to improve the quality of education on offer. The school works closely with a local authority adviser and external school improvement partner who visit regularly. The school is using this support to help it to move forward at pace.

I am copying this letter to the chair of the board of governors, the Department for Education's regional director and the director of children's services for Wirral. This letter will be published on the Ofsted reports website.

Yours sincerely

Victoria Burnside
His Majesty's Inspector