

APPENDIX 7

Standards at the end of Key Stage 2

DATA

This report contains information about 2006 Key Stage 2 results.

Actual Results

The % attainment of the cohort at Levels 4+ and 5+ for English, mathematics and science.

For benchmarking purposes, a table showing Wirral and England Average Results are shown.

Fischer Family Trust Estimates

Fischer Family Trust (FFT) is an independent organization which produces National data used by schools and LAs to support education. Estimates of potential attainment are provided based on pupils' own prior attainment (Estimate A), and pupils' prior attainment plus social context factors such as school's Free School Meal data (Estimate B, 'similar' schools). Use of the two estimates allows the impact of school context to be included in any discussion. The figures show the estimated result that a school should attain at the end of Key Stage 2 based on the results of that cohort's Key Stage 1 results.

Actual Results Minus Fischer Family Trust Estimates

Subtracting the FFT estimate from the actual result gives an indication of how well a school has performed based on:

- all schools nationally the Actual minus FFT A
- all 'similar' schools nationally the Actual minus FFT B

This is a value-added measure as it can be used to determine how well a school has performed related to national prior attainment figures.

DfES Performance Table Figures

The DfES publish annual tables which show data for Wirral Schools. The data includes Value Added and coverage indicators.

What is meant by value added?

Raw test results tell us whether pupils have scored above or below expected

national levels. They do not tell us whether a pupil has made more progress than expected from one Key Stage 1 to Key Stage 2.

The progress schools help individuals to make relative to their different starting points is usually referred to as **value added (VA)**. Value added measures are intended to allow more relevant comparisons between schools with different pupil intakes.

For example, pupils attending school 'A' may achieve results in Key Stage 2 tests above the expected national level while pupils at school 'B' achieve below. However, in value added terms, the pupils at school 'B' may have made more progress than other pupils relative to their Key Stage 1 starting point and, therefore, have a higher **value added**.

If the value added score is between 99 and 101 then pupils in the school are making progress in line with national expectations.

Other factors will have an impact on a school's VA score. The performance tables use the measures of coverage and mobility to indicate where a VA score may be unrepresentative.

Coverage

This shows the % of pupils eligible for KS2 assessment that are included in the VA calculation. It gives an indication where the VA measure may be unrepresentative; low coverage means that information was not available to calculate the VA scores of many of the school's pupils.

Wirral and National Figures

	English		Maths		Science	
	Level 4+	Level 5+	Level 4+	Level 5+	Level 4+	Level 5+
Wirral	81	35	77	34	89	48
England	79	32	76	33	87	46

School Figures

ENGLISH							
		Level 4+			Level 5+		
DfES	School	Actual	FFT A	FFT B	Actual	FFT A	FFT B
2244	Egremont Primary	55	75	72	11	19	16
2108	Kingsway Primary	56	79	76	8	20	15
2109	Poulton Primary	67	72	68	30	13	11
2111	Somerville Primary	83	92	90	16	30	25
2107	Riverside Primary	77	81	78	11	23	18
2110	Park Primary	79	79	76	29	21	18
3333	St Joseph's Catholic Primary	61	75	71	27	18	14
2224	Irby Primary	91	93	93	40	42	44
2267	Pensby Park Primary	93	88	87	20	24	22
2223	Pensby Junior	70	73	74	45	31	31
2264	Thingwall Primary	93	95	95	70	45	45
3351	Dawpool CE Primary	97	93	94	64	40	46
3365	Ladymount Catholic Primary	93	88	89	59	36	39
2115	Castleway Primary	64	81	78	25	20	16
2268	Leasowe Primary	42	85	82	13	23	17
3336	Our Lady of Lourdes Catholic Primary	67	74	68	17	23	15

MATHS							
		Level 4+			Level 5+		
DfES	School	Actual	FFT A	FFT B	Actual	FFT A	FFT B
2244	Egremont Primary	62	68	65	23	21	18
2108	Kingsway Primary	56	72	68	16	21	18
2109	Poulton Primary	44	64	60	7	13	11

2111	Somerville Primary	83	88	86	22	36	32
2107	Riverside Primary	82	76	73	20	28	24
2110	Park Primary	71	74	72	29	26	23
3333	St Joseph's Catholic Primary	59	70	66	16	20	17
2224	Irby Primary	91	90	91	51	51	52
2267	Pensby Park Primary	87	84	83	33	27	25
2223	Pensby Junior	65	71	71	35	34	34
2264	Thingwall Primary	85	89	89	48	45	45
3351	Dawpool CE Primary	82	88	90	45	41	45
3365	Ladymount Catholic Primary	93	87	88	56	45	48
2115	Castleway Primary	44	73	70	17	21	17
2268	Leasowe Primary	75	82	79	21	37	32
3336	Our Lady of Lourdes Catholic Primary	67	71	59	33	25	23

SCIENCE							
DfES	School	Level 4+			Level 5+		
		Actual	FFT A	FFT B	Actual	FFT A	FFT B
2244	Egremont Primary	77	85	82	30	37	32
2108	Kingsway Primary	80	86	83	12	41	34
2109	Poulton Primary	70	84	81	26	30	25
2111	Somerville Primary	95	95	93	45	55	49
2107	Riverside Primary	91	87	85	41	44	38
2110	Park Primary	87	88	86	34	42	38
3333	St Joseph's Catholic Primary	73	85	83	27	37	31
2224	Irby Primary	91	95	96	57	65	67
2267	Pensby Park Primary	100	93	93	33	47	44
2223	Pensby Junior	75	83	83	45	49	49
2264	Thingwall Primary	96	96	96	67	63	63
3351	Dawpool CE Primary	94	95	96	73	60	66
3365	Ladymount Catholic Primary	96	93	94	63	62	66
2115	Castleway Primary	78	89	86	19	40	33
2268	Leasowe Primary	75	91	89	17	52	45
3336	Our Lady of Lourdes Catholic	67	83	78	39	40	34

Actuals and FFT Value Added Scores

ENGLISH							
DfES	School	Level 4+			Level 5+		
		Actual	- FFT A	- FFT B	Actual	- FFT A	- FFT B
2244	Egremont Primary	55	-20	-17	11	-8	-5
2108	Kingsway Primary	56	-23	-20	8	-12	-7
2109	Poulton Primary	67	-5	-1	30	17	19
2111	Somerville Primary	83	-9	-7	16	-14	-9
2107	Riverside Primary	77	-4	-1	11	-12	-7
2110	Park Primary	79	0	3	29	8	11
3333	St Joseph's Catholic Primary	61	-14	-10	27	9	13
2224	Irby Primary	91	-2	-2	40	-2	-4
2267	Pensby Park Primary	93	5	6	20	-4	-2
2223	Pensby Junior	70	-3	-4	45	14	14
2264	Thingwall Primary	93	-2	-2	70	25	25
3351	Dawpool CE Primary	97	4	3	64	24	18
3365	Ladymount Catholic Primary	93	5	4	59	23	20
2115	Castleway Primary	64	-17	-14	25	5	9
2268	Leasowe Primary	42	-43	-40	13	-10	-4
3336	Our Lady of Lourdes Catholic	67	-7	1	17	-6	2

MATHS							
DfES	School	Level 4+			Level 5+		
		Actual	- FFT A	- FFT B	Actual	- FFT A	- FFT B
2244	Egremont Primary	62	-6	-3	23	2	5
2108	Kingsway Primary	56	-16	-12	16	-5	-2
2109	Poulton Primary	44	-20	-16	7	-6	-4
2111	Somerville Primary	83	-5	-3	22	-14	-10
2107	Riverside Primary	82	6	9	20	-8	-4
2110	Park Primary	71	-3	-1	29	3	6
3333	St Joseph's Catholic Primary	59	-11	-7	16	-4	-1
2224	Irby Primary	91	1	0	51	0	-1

2267	Pensby Park Primary	87	3	4	33	6	8
2223	Pensby Junior	65	-6	-6	35	1	1
2264	Thingwall Primary	85	-4	-4	48	3	3
3351	Dawpool CE Primary	82	-6	-8	45	4	0
3365	Ladymount Catholic Primary	93	6	5	56	11	8
2115	Castleway Primary	44	-29	-26	17	-4	0
2268	Leasowe Primary	75	-7	-4	21	-16	-11
3336	Our Lady of Lourdes Catholic Primary	67	-4	8	33	8	10

SCIENCE							
DfES	School	Level 4+			Level 5+		
		Actual	- FFT A	- FFT B	Actual	- FFT A	- FFT B
2244	Egremont Primary	77	-8	-5	30	-7	-2
2108	Kingsway Primary	80	-6	-3	12	-29	-22
2109	Poulton Primary	70	-14	-11	26	-4	1
2111	Somerville Primary	95	0	2	45	-10	-4
2107	Riverside Primary	91	4	6	41	-3	3
2110	Park Primary	87	-1	1	34	-8	-4
3333	St Joseph's Catholic Primary	73	-12	-10	27	-10	-4
2224	Irby Primary	91	-4	-5	57	-8	-10
2267	Pensby Park Primary	100	7	7	33	-14	-11
2223	Pensby Junior	75	-8	-8	45	-4	-4
2264	Thingwall Primary	96	0	0	67	4	4
3351	Dawpool CE Primary	94	-1	-2	73	13	7
3365	Ladymount Catholic Primary	96	3	2	63	1	-3
2115	Castleway Primary	78	-11	-8	19	-21	-14
2268	Leasowe Primary	75	-16	-14	17	-35	-28
3336	Our Lady of Lourdes Catholic Primary	67	-16	-11	39	-1	5

Performance Table Data

DfES	School	VA SCORE	COVERAGE
2244	Egremont Primary	99.1	98
2108	Kingsway Primary	98.0	96
2109	Poulton Primary	99.5	96
2111	Somerville Primary	98.7	100
2107	Riverside Primary	99.6	95
2110	Park Primary	99.6	95
3333	St Joseph's Catholic Primary	98.5	93
2224	Irby Primary	99.9	97
2267	Pensby Park Primary	100.1	100
2223	Pensby Junior	99.3	98
2264	Thingwall Primary	100.3	96
3351	Dawpool CE Primary	100.3	97
3365	Ladymount Catholic Primary	101.0	89
2115	Castleway Primary	98.1	97
2268	Leasowe Primary	96.8	100
3336	Our Lady of Lourdes Catholic Primary	98.9	94

Blue shading indicates below the expected rate of progress, green indicates the expected rate of progress, and pink above the expected rate of progress.

Egremont Primary School

There were 53 pupils in the 2006 Year 6 cohort at Egremont Primary, with each child being represented as 1.9%.

Results at Egremont Primary in all core subjects at L4+ and 5 are below both the Wirral and national averages.

Actual results for English and Science L4+ and L5, and for Maths L4+ are below both FFT Estimates A and B. In Maths L5+ the results are above both FFT Estimate A and FFT Estimate B.

The Performance Table overall value added score of 99.1 indicates that pupils at Egremont Primary School are making above expected rate of progress.

Kingsway Primary School

There were 25 pupils in the 2006 Year 6 cohort at Kingsway Primary School, with each child being represented as 4%.

Results at Kingsway Primary in all core subjects at L4+ and 5 are below both the Wirral and national averages.

Actual results for all core subjects at L4+ and L5 are below both FFT Estimates A and B.

The Performance Table overall value added score of 98.0 indicates that pupils at Kingsway Primary School are not making the expected rate of progress.

Poulton Primary School

There were 27 pupils in the 2006 Year 6 cohort at Poulton Primary, with each child being represented as 3.7%.

Results at Poulton Primary in all core subjects at L4+ and 5 are below both the Wirral and national averages.

Actual results at L4+ in all core subjects and in Maths L5 are below FFT Estimates A and B. In English L5 they are above both FFT Estimates A and B. In Science L5 they are below FFT A but below FFT B.

The value added score of 99.5 shows that pupils at Poulton Primary School are making the expected rate of progress.

Somerville Primary School

There were 59 pupils in the 2006 Year 6 cohort at Somerville Primary School, with each child being represented as 1.7%.

Results at Somerville Primary for all core subjects at L4+ are above both Wirral and national averages. At L5 all core subjects are below both Wirral and national averages.

Actual results for English and Maths at L4+ and L5 are below both FFT Estimates A and B. In Science, L4+ is equal to FFT A and above FFT B, while L5 is below both FFT A and B.

The Performance Table overall value added score of 98.7 indicates that pupils at Somerville Primary School are not making the expected rate of progress.

Riverside Primary School

There were 45 pupils in the 2006 Year 6 cohort at Riverside Primary School, with each child being represented as 2.2%.

Results at Riverside Primary for English L4+ and L5 are below both Wirral and national averages. In Maths and Science, results L4+ are above Wirral and national averages, while results at L5 are below both Wirral and national averages.

Actual results for English L4+ and L5, and Maths L5 are below both FFT Estimates A and B. In Maths, L4+ is above both FFT A and FFT B. In Science, L4+ is above both FFT A and FFT B, while L5 is below FFT A but above FFT B.

The Performance Table overall value added score of 99.6 indicates that pupils at Riverside Primary School are making the expected rate of progress.

Park Primary School

There were 38 pupils in the 2006 Year 6 cohort at Park Primary School, with each child being represented as 2.6%.

Results at Park Primary for Maths and Science L4+ and L5, Science L4+ and English L5+ are below both Wirral and national averages. English L4+ is below the Wirral average but above the national average.

Actual results in English and Maths at L5 are above both FFT Estimates A and B. Maths L4+ and Science L5 are below both FFT A and FFT B. English L4+ is equal to FFT A and above FFT B, while Science L4+ is below FFT A but above FFT B.

The Performance Table overall value added score of 99.6 indicates that pupils at Park Primary School are making the expected rate of progress.

St Joseph's Catholic Primary School, Wallasey

There were 45 pupils in the 2006 Year 6 cohort at St Joseph's Catholic Primary School, with each child being represented as 2.2%.

Results at St Joseph's Catholic Primary for all core subjects are below both Wirral and national averages.

Actual results for all core subjects at L4+ and Level 5+ are below both FFT Estimates A and B with the exception of L5+ English that is greater than FFT Estimate B.

The Performance Table overall value added score of 98.5 indicates that pupils at St Joseph's Catholic Primary School, Wallasey are not making the expected rate of progress.

Irby Primary School

There were 34 pupils in the 2006 Year 6 cohort at Irby Primary, with each child being represented as 2.9%.

Results at Irby Primary for all core subjects at both L4+ and L5+ are above both the Wirral and national averages.

Actual results for English and Science at L4+ and Level 5 are below both FFT Estimates A and B. Maths results at L4+ are above FFT A and equal to FFT B, while at L5+ they are equal to FFT A and below FFT B.

The Performance Table overall value added score of 99.9 indicates that pupils at Irby Primary School are making the expected rate of progress.

Pensby Park Primary School

There were 16 pupils in the 2006 Year 6 cohort at Pensby Park Primary School, with each child being represented as 6.3%.

Results at Pensby Park Primary for all core subjects at L4+ are above both Wirral and national averages. In English and Science at L5 are below both Wirral and national averages. In Maths, L5 results were below the Wirral average and equal to the national average.

Actual results for all core subjects at L4+ are greater than both FFT Estimates A and B. At L5, they are above both FFT A and FFT B in Maths, but below both FFT A and FFT B in English and Science.

The Performance Table overall value added score of 100.1 indicates that pupils at Pensby Park Primary School are making the expected rate of progress.

Pensby Junior School

There were 40 pupils in the 2006 Year 6 cohort at Pensby Junior School, with each child being represented as 2.5%.

Results at Pensby Junior for all core subjects at L4+ and Science L5 are below both Wirral and national averages. In English and Maths at L5 results are above both Wirral and national averages.

Actual results for English, maths and science at L4+ and at L5 in English and Science, are below both FFT Estimates A and B. In Maths L5 they are above both FFT A and FFT B.

The Performance Table overall value added score of 99.3 indicates that pupils at

Pensby Junior School are making the expected rate of progress.

Thingwall Primary School

There were 28 pupils in the 2006 Year 6 cohort at Thingwall Primary School, with each child being represented as 3.6%.

Results at Thingwall Primary for all core subjects at L4+ and L5 are above both Wirral and national averages.

Actual results for English and Maths at L4+ are below both FFT Estimates A and B. English and Maths L5 are above both FFT Estimates A and B. In Science, L4+ is equal to both FFT A and FFT B, while L5 is greater than both FFT Estimates A and B.

The Performance Table overall value added score of 100.3 indicates that pupils at Thingwall Primary School are making the expected rate of progress.

Dawpool CE Primary School

There were 33 pupils in the 2006 Year 6 cohort at Dawpool CE Primary, with each child being represented as 3%.

Results at Dawpool CE Primary for all core subjects at L4+ and L5 are above both Wirral and national averages.

Actual results for all core subjects at L5 are greater than both FFT Estimates A and B. In English L4+ results are greater than both FFT A and B, while in Maths and science at L4+ they are below both FFT Estimates A and B.

The Performance Table overall value added score of 100.3 indicates that pupils at Dawpool CE Primary School are making the expected rate of progress.

Ladymount Catholic Primary School

There were 27 pupils in the 2006 Year 6 cohort at Ladymount Catholic Primary, with each child being represented as 3.7%.

Results at Ladymount Catholic Primary for all core subjects at L4+ and L5 are above both Wirral and national averages.

Actual results for English and Maths L4+ and L5, and Science L4+ are greater than both FFT Estimates A and B. Science L5 is above FFT Estimate A and

below FFT Estimate B.

The Performance Table overall value added score of 101.0 indicates that pupils at Ladymount Catholic Primary School are making above the expected rate of progress.

Castleway Primary School

There were 36 pupils in the 2006 Year 6 cohort at Castleway Primary, with each child being represented as 2.7%.

Results at Castleway Primary for all core subjects at L4+ and L5 are below both Wirral and national averages.

Actual results for English, Maths and Science L4+, and Science L5 are below both FFT Estimates A and B. English L5 is above both FFT A and B. Maths L5 is below FFT A and equal to FFT B.

The Performance Table overall value added score of 98.1 indicates that pupils at Castleway Primary School are not making the expected rate of progress.

Leasowe Primary School

There were 24 pupils in the 2006 Year 6 cohort at Leasowe Primary, with each child being represented as 4.2%.

Results at Leasowe Primary for all core subjects at L4+ and L5 are below both Wirral and national averages.

Actual results for English, maths and science at L4+ and 5 are lower than both FFT Estimates A and B.

The Performance Table overall value added score of 96.8 indicates that pupils at Leasowe Primary School are making significantly less progress than expected.

Our Lady of Lourdes Catholic Primary School

There were 18 pupils in the 2006 Year 6 cohort at Our Lady of Lourdes Catholic Primary, with each child being represented as 5.6%.

Results at Our Lady of Lourdes for all core subjects at L4+ and L5 are below both Wirral and national averages, except Maths L5 which is equal to the national average.

Actual results for English L5 and Science L4+ are lower than both FFT Estimates A and B. English and Maths L4+, and Science L5 are below FFT A and greater than FFT B. Maths L5 is greater than both FFT A and FFT B.

The Performance Table overall value added score of 98.9 indicates that pupils at Our Lady of Lourdes Catholic Primary School are not making the expected rate of progress.

APPENDIX 7B

OFSTED

The following are extracts from the most recent Ofsted report

Egremont Primary School (2004)

This is a satisfactory school. Teaching and learning are good and most pupils achieve satisfactorily from a very low base. Pupils with special educational needs achieve well. In Year 2 and Year 6, pupils' standards are well below the national expectations in English and mathematics but those pupils who can achieve well are helped to do so. Pupils are very well cared for. Most pupils behave well and relationships throughout the school are good. The school has good systems for ensuring that pupils develop their spiritual, moral, social and cultural skill. The leadership and management of the school are good. The headteacher provides very clear educational direction. The school provides satisfactory value for money

Kingsway Primary School (2006)

This is a good school. Children's personal development and well-being are successfully promoted. The care and support provided are outstanding. Teaching is good overall. Leadership and management are well focused and sensitive. As a result of these strengths, children's achievement is good. Children leave the school attaining broadly average standards in English, mathematics and science, having entered the nursery with very low language and number skills. There are some relative weaknesses in reading, speaking skills and in the achievements of the more able children in Key Stage 1. Children benefit from a rich curriculum which generally matches their needs well. However, not enough is done to make them aware of different cultures. Quality of provision in the Foundation Stage is good. All children are provided for equally well and close partnerships with parents and outside agencies contribute significantly to children's achievements and personal development, particularly for the high proportion of vulnerable children. Overall, there has been good improvement since the last inspection, particularly in information and communication technology (ICT). The school is constantly seeking ways to improve further and provides good value for money.

Poulton Primary School (2002)

This is a good school which is very successful in promoting pupils' personal and social development. Pupils make very good gains in attitudes, maturity and the ability to behave responsibly. Pupils also make good gains in their learning. At age eleven, they achieve well in relation to their attainment when they started out. This reflects the good quality of the teaching and the very good leadership and management of the school. The school has many strengths and no significant weaknesses. It provides very good value for money.

Somerville Primary School (2005)

This is an effective school with very good features. As a result of good leadership and management and good teaching overall, pupils achieve well over time. The school provides good value for money.

Riverside Primary School (2005)

Riverside Primary School provides a good quality and effective education for its pupils. The pupils achieve well from their very low starting base and, whilst standards are below average overall at the end of Year 6, pupils make consistently good progress through the school. The school is led very well by the headteacher who has built a strong team of staff who are firmly committed to the care and welfare of every pupil. The school is very successful in overcoming the barriers to achievement that arise from the substantial personal, social and economic disadvantage experienced by many pupils. The quality of teaching and learning is good and pupils' attitudes, relationships and behaviour are strengths. The school gives good value for money.

Park Primary School (2002)

Park Primary School is an improving school that is effective in providing a sound education for its pupils. Current standards are broadly in line with the national average, the pupils achieve satisfactorily overall and the quality of teaching and learning is satisfactory. The leadership and management of the school are good and the school gives sound value for money.

St Joseph's Catholic Primary School, Wallasey (2006)

The school has too positive a view of its performance and evaluates its effectiveness as satisfactory. Inspectors judge it to be inadequate because there are significant weaknesses in pupils' achievement, the quality of teaching and in the way the school is led and managed. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the

school are not demonstrating the capacity to secure the necessary improvement in the school. Teaching and learning are inadequate with the result that pupils do not make the progress that they should. Provision in the Foundation Stage is satisfactory. Children make satisfactory and sometimes good progress and work towards the national standards expected by the end of their Reception year. Pupils make satisfactory progress in Years 1 and 2 and attain standards that are close to average. Progress slows badly in Years 3 to 6 and pupils underachieve. As a result, standards are below average. Work seen during the inspection indicates that standards are falling. The school is a safe and friendly place so that most pupils are happy to be there. They are generally well behaved and enjoy learning. Pupils' personal development is satisfactory, as is the school's arrangements for their care. The curriculum is satisfactory; learning is enriched by a number of extra-curricular opportunities. Attendance is satisfactory and improving. Leadership and management are inadequate. The school has made insufficient progress since its last inspection because it has not had clear enough direction for improvement. Initiatives put in place since January 2006 have led to some improvement but it is too early to see a significant impact. Governors are very supportive but have not made the school's management fully accountable for its performance. Following a period of declining standards, the school does not have sufficient capacity to improve and therefore value for money is inadequate.

Irby Primary School (2006)

This is a good school which gives good value for money. Since the previous inspection, good management has maintained the high standards in English, mathematics and science and fully addressed the issues identified for improvement. Managers check all areas of provision thoroughly. Their clear understanding of the school's strengths and areas for development contribute significantly to the school's good capacity to improve further. For example, the progress of all pupils is carefully checked and this information is used effectively to inform teaching. However, full account was not taken of all its strengths and the school was over-cautious when it made judgements about its performance. The governing body is supportive and fulfils its role of being a critical friend well.

Pensby Park Primary School (2004)

This is a good school, which is getting better under the very good leadership of the new headteacher. The progress of pupils in the reception and infant classes is improving under the current staff, though their achievement at the moment is lower than it should be. Pupils' achievement grows and becomes good higher up the school. The teaching for junior pupils, especially, is often lively and challenging, so this key stage buzzes with interested learners. The standards pupils reach by the time they leave are above average and the school provides good value for money.

Pensby Infant School (2006)

This is a good school with some outstanding features and offers good value for money. In its self-evaluation, which is otherwise accurate, the school underestimated the children's exceptionally good personal development and the outstanding quality of the care and support it provides for them. Standards are good and children achieve well overall, acquiring effective basic skills in reading, writing, number and in using ICT. However, more-able boys do not do as well as they should in reading. The quality and standards are good in the Foundation Stage. The children achieve well because of the effective curriculum. However, despite having access to good quality resources, there are some limitations in the outdoor provision for children in the Foundation Stage. Children behave extremely well and relate well to each other. They are confident, independent and responsible. Most are very aware of the need for healthy eating, take regular exercise and contribute in many ways to the life of the school. The quality of teaching and learning is consistently good and specialist teaching in drama, music and sport adds extra value to children's achievements. Parents, whose views are overwhelmingly positive, rightly comment in glowing terms how confident they are that their children are extremely well looked after. The headteacher is very effective. She sets high standards for children and staff, and promotes an openness to change with a clear agenda for improvement. The school has demonstrated its capacity to improve by the good record of improvement since the last inspection.

Pensby Junior School (2006)

This is a satisfactory school with some good features. Parents and outside agencies give adequate support to the school in helping to overcome barriers. The majority of parents are supportive of its work. Most reported that they were happy with the standard of education provided.

Progress is satisfactory rather than good because teachers' questioning is sometimes not focused sufficiently on how to move pupils' learning forwards, assessment information is under-used to set targets and the curriculum is at an early stage in enabling children to reinforce their basic skills across their subjects. In recent years, standards at the school have remained just above average. However, pupils do not achieve as well in mathematics as in their other subjects. This is because they often do not receive work that fully extends their learning. Pupils with learning difficulties and/or disabilities, including those in the Education Inclusion Base, make satisfactory progress overall. The variations in the effectiveness of teaching mean that, although there are some aspects of good teaching in the school, the overall quality of teaching and learning is satisfactory. The school achieves good outcomes for its pupils in their personal development. Pupils behave well. They develop a good understanding of how to live healthy lifestyles and how to contribute to the well-being of others. Relationships throughout the school are good and the result of this shows in the way pupils enjoy school. The good range of activities outside lessons also contributes to pupils' enjoyment of school. This helps enrich the curriculum well,

although the quality of the curriculum is only satisfactory overall because work is not fully adapted to pupils' needs, and new developments and initiatives, for example, in ICT, are not yet embedded. The care the school gives to its pupils is satisfactory overall. Day-to-day pastoral care is the stronger element and this helps the large majority of pupils to feel safe and valued. Academic guidance is weaker as targets are not used well enough to spur pupils on. Leadership and management have strengths in the way they promote pupils' personal and social development. However, the overall quality of leadership and management is satisfactory as, despite these strengths, the school does not yet enable all groups of pupils to achieve as well as they can. Some monitoring, evaluation and review arrangements throughout the school are insufficiently robust. The small size of the school has encouraged too much informality in some procedures and systems, and in checking the quality of the school's work. This has impacted on the quality of strategic planning. The school has a reasonably accurate 'broad-brush' overview of its performance but does not yet measure improvement sharply enough in relation to pupils' progress and the standards they achieve. The maintenance of standards over recent years, the willingness to adopt new initiatives and the expertise offered by experienced staff indicate satisfactory capacity to improve.

Thingwall Primary School (2003)

The school is very effective and provides a very good education for its pupils. The standards are often very high due to the often very good quality teaching and the very effective learning ethos created in the school. The leadership and management are very good overall and the headteacher and senior members of staff provide the school with a clear educational direction ensuring very good progress in learning basic skills but also enriching the curriculum offered through the arts, physical development, the use of ICT and very good personal development. Considering all factors, the school provides very good value for money.

Dawpool CE Primary School (2005)

This is a very good school. Its Christian ethos is reflected very strongly in its work; it celebrates and nurtures children's personal qualities exceptionally well. Attainment, as children start school, is higher than average. Teaching is very good, overall, ensuring good achievement and above average standards. The vision and drive of the new headteacher, working in partnership with a strong and well-organised governing body and a dedicated staff team, ensures the school's increasing success. On a relatively low budget, the school gives very good value for money.

Ladymount Catholic Primary School (2004)

The school is effective in providing a good quality education within a caring Catholic Christian ethos that supports pupils' good achievement. Teaching is good overall with some very good features that enable pupils' successful learning. The acting headteacher has made a good impact in a very short time and together with staff and governors is leading the school forward. Within a very tight budget and despite the current uncertainties in leadership, the school provides good value for money.

Castleway Primary School (2006)

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its children an acceptable standard of education and persons responsible for leading and managing the school are not demonstrating the capacity to secure the necessary improvements. The school does not offer value for money.

The school faced a period of disruption in 2003-04 associated with some difficult staffing issues. These contributed to, and accelerated, the already declining standards in Key Stage 2. The school's self-evaluation is inaccurate and not based on rigorous monitoring. The quality of teaching and learning is inadequate in Key Stage 2; consequently standards and achievement are significantly low by the time the children reach the end of Year 6. Although there has been some recent improvement in teaching, the pace of learning is slow and teachers' expectations of what the children can achieve are not high enough. Quality and standards in the Foundation Stage are good. From a starting point that is well below average, the children make good progress through to Year 2. By Year 2 standards are broadly average. Despite recent support from the local authority, leadership and management are inadequate. The school has not fully responded to the issues raised from the last inspection, and many important aspects such as the quality of teaching and leadership have declined. Improvement in the use made of ICT to support teaching and learning has been good. Attendance has risen significantly this school year and is satisfactory, as is the quality of the care and support children receive. There are strengths in children's personal development and well-being, and children's behaviour is good.

Leasowe Primary School (2005)

This is an effective school. The pupils achieve well because of the very good attention to their personal skills and the good teaching which challenges them academically. The attainment of the current Year 2 and Year 6 pupils is generally well below average. However, the school adds a great deal to pupils' personal development. This is particularly well developed, especially in the Foundation Stage and in the discovery class. The high degree of skilful support for pupils' additional needs means that they do very well. Leadership and management are good overall. The school provides good value for money.

Our Lady of Lourdes Catholic Primary School (2005)

In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

Our Lady of Lourdes RC Primary School is providing a good education for its pupils. This is the result of the very good leadership of the headteacher and the hard work and commitment of the teachers. Standards are below national expectations, and lower than they should be, but they are rising as a consequence of good teaching and curriculum planning which takes account of the pupils' learning needs. The pupils make at least satisfactory progress and in the Foundation Stage they achieve well. The pupils' attitudes and behaviour are good, reflecting an atmosphere of mutual respect and trust founded on the school's Christian ethos. The pupils benefit from visits and participate enthusiastically in an appropriate range of extracurricular activities.