

WIRRAL COUNCIL
EDUCATION AND INSPECTIONS ACT 2006
PROPOSAL TO CEASE TO MAINTAIN ARROWE HILL PRIMARY
SCHOOL

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006 that Wirral Council as the local education authority ("the Authority"), Town Hall, Brighton Street, Wallasey, Wirral, CH44 8ED intends to discontinue Arrowe Hill Primary School, Glebe Hey Road, Woodchurch, Wirral, CH49 8HE from 31st August 2009.

All statutory consultation requirements relating to this proposal have been complied with.

Parents of pupils on roll at Arrowe Hill Primary School at 31st August 2009 will be asked to express a preference for one of the alternative local schools. It is proposed to re-draw the catchment zones of Arrowe Hill Primary School and Fender Primary School to divide them between Fender Primary School and Overchurch Infant and Overchurch Junior schools. Pupils may transfer to any local primary school, subject to the availability of places and the admission arrangements published in the Authority's information booklet for parents.

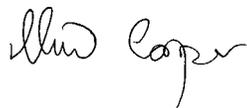
The travel distance from Arrowe Hill Primary School to the new zone school site is unlikely to result in any increase in car use. Applications for school transport to alternative schools will be considered on the basis of the Authority's school transport policy published in the Authority's information booklet for parents.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from the Primary Places Review website; www.wirral-abc.gov.uk/primaryplaces or on paper or CD-ROM by writing to the address below.

Within six weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to:

Howard Cooper, Director of Children's Services, Hamilton Building, Conway Street, Birkenhead, CH41 4FD.

Signed:



Dated this 22nd day of October 2008

Explanatory Notes

1) The purpose of this notice is to close Arrowe Hill Primary School and to advise parents of pupils who attend Arrowe Hill Primary School, and parents of pupils who live in the catchment zone served by Arrowe Hill Primary School, of alternative schools where their children may be educated.

2) The following streets from the Arrowe Hill catchment zone will be rezoned to Fender Primary School: Archers Court, Archers Way, Arrowe Brook Road, Arrowe Court, Arrowe Park Hospital, numbers 51 and above Arrowe Park Road, Atherton Drive, Beechwood Court, Belvedere Court, Berkeley Court, Berkley Avenue, Big Meadow Road, Brentwood Court, Caldwell Drive, Cheshire Acre, Cheswood Court, Childwall Green, Church Lane (Woodchurch), Colbert Close, number 86 to 156 Commonfield Road, Crewe Green, Domville Drive, Druids Way, Eltham Close, Eltham Green, Fleetcroft Road, Fletcher Close, Glebe Hey Road, Goodacres Court, Goodacres Meadow, Greenwood Road, Houghton Court, Houghton Road, Kiln Road, Leeswood Road, Lower Green, Maritime Court, Mavis Drive, Meadow Crescent, Merton Drive, Nantwich Close, Northbrooke Way, Parklands Court, numbers 56 and above, and 69 and above Pemberton Road, Pool Lane, Robin Way, Sandfield Road, School Lane (Woodchurch), Schoolfield Close, Schoolfield Road, Sherry Lane, Troutbeck Close, Whitefield Close, Woodchurch Lane (Woodchurch), Woodland Drive (Woodchurch), Woodland Road (Woodchurch), Woodvale Court and Yew Tree Close.

The following streets from the Arrowe Hill catchment zone will be rezoned to Overchurch Infant and Overchurch Junior Schools: Ford Way 1 to 121, Salacre Close, numbers 70 and above, and 77 and above Salacre Lane, Shortfield Road, Shortfield Way and Whiteside Close.

The following streets from the Fender Primary catchment zone will be rezoned to Overchurch Infant and Overchurch Junior Schools: Ford Close, Ford Drive, numbers 1 to 67 and 2 to 34 Ford Road and numbers 123 and above Ford Way.

A map showing the proposed alterations to catchment zones is available to view at Arrowe Hill Primary School, Fender Primary School, Overchurch Infant and Overchurch Junior Schools and on-line at:

www.wirral-abc.gov.uk/primaryplaces

3) The Authority's information booklets for parents are available on request from the Children and Young People's Department by calling 0151 606 2000 during office hours, or on-line at:

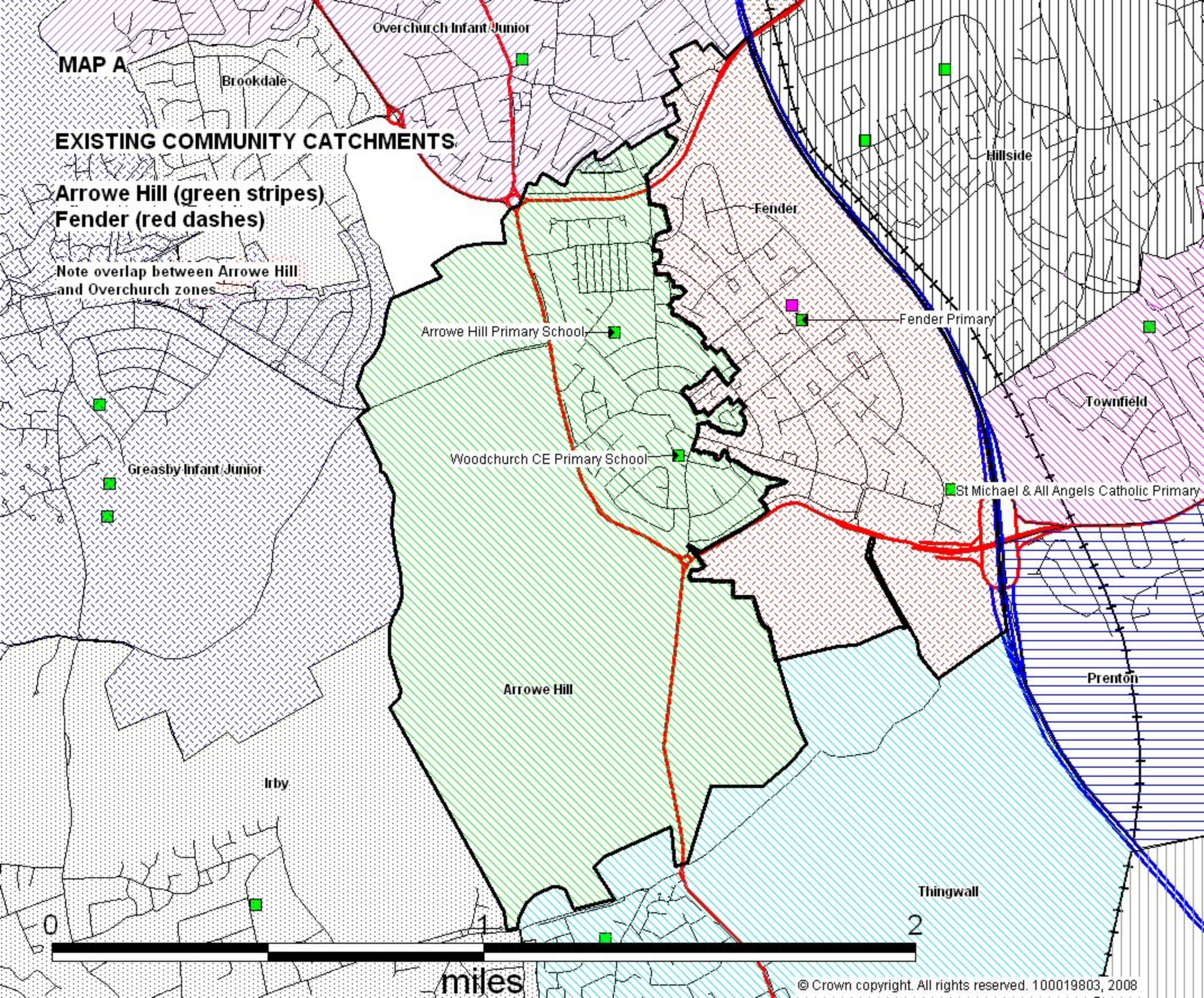
www.wirral-abc.gov.uk/admissions/primarybook.pdf

MAP A

EXISTING COMMUNITY CATCHMENTS

Arrowe Hill (green stripes)
Fender (red dashes)

Note overlap between Arrowe Hill and Overchurch zones



MAP B

Brookdale

Overchurch Infant/Junior

PROPOSED CHANGES TO CATCHMENTS

Combined zone (green dashes)

Note alteration to Overchurch Infant/Junior zone (purple stripes)

Hillside

Arrowe Hill Site

Fender Site

Greasby Infant/Junior

Woodchurch CE Primary School

St Michael & All Angels Catholic Primary

Townfield

Community primary zone

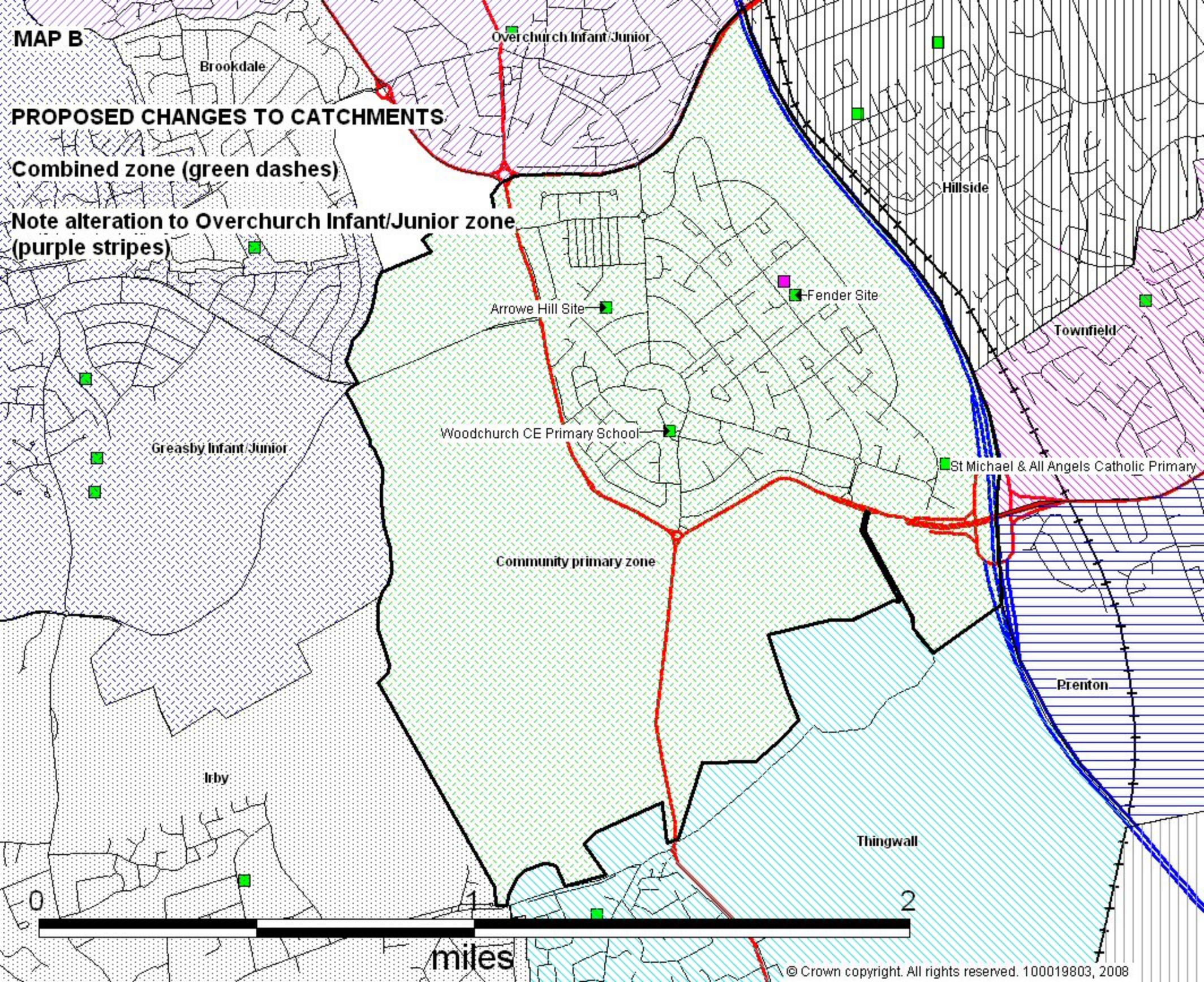
Prenton

Irby

Thingwall



miles



MATTERS TO BE SPECIFIED IN SECTION 15 PROPOSALS TO DISCONTINUE A SCHOOL

Insert the information asked for in the expandable box below each section.

Contact details

1. The name of the local education authority or governing body publishing the proposals, and a contact address, and the name of the school it is proposed that should be discontinued.

Wirral Council, Town Hall, Brighton Street, Wallasey, Wirral, CH44 8ED
Arrowe Hill Primary School

Implementation

2. The date when it is planned that the proposals will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

It is planned to implement this proposal from 31st August 2009.

Consultation

3. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals were complied with.

All statutory consultation requirements relating to this proposal have been complied with. Public consultations were held during January to March 2008, including a consultation meeting at Arrowe Hill Primary School on 29th January 2008 and at the neighbouring Fender Primary school on 31st January 2008. All statutory consultees were consulted in accordance with the relevant DCSF guidance and statutory requirements.

4. Evidence of the consultation before the proposals were published including—
- (a) a list of persons and/or parties who were consulted;
 - (b) minutes of all public consultation meetings;
 - (c) the views of the persons consulted; and
 - (d) copies of all consultation documents and a statement of how these were made available.

See Appendices A and B.

Objectives

5. The objectives of the proposal.

To discontinue Arrowe Hill Primary School.

Standards and Diversity

6. A statement and supporting evidence indicating how the proposals will impact on the standards, diversity and quality of education in the area.

Arrowe Hill Primary had 115 pupils on roll in January 2008, about a third of the number on roll 12 years ago (343). This is largely the result of the falling population, although 73% of potential community school parents living in the catchment zone choose to send their children elsewhere, principally to Woodchurch CE Primary School (37%, 101 pupils), Overchurch Infant and Junior (13%, 34 pupils) and Fender Primary School (11%, 30 pupils). There are a large number of surplus places (45%, 95 places), and this situation is not predicted to improve over the next five years.

A three year average of the overall value added score (2005 to 2007) shows that Arrowe Hill, Fender, Woodchurch CE and Overchurch Junior are making the expected rate of progress (100.8, 99.7, 100.0 and 100.3 respectively) with no significant difference in performance.

Ofsted reports of these schools are attached as Appendix D. The Woodchurch area will retain parental choice of a Community, Church of England and Catholic primary school following closure of Arrowe Hill Primary School.

Small schools inevitably cost more to maintain than larger schools. Wirral policy says that schools become increasingly more difficult to maintain as they fall below 180 pupils on roll. DCSF guidance says that "Schools with fewer than 150 pupils may be educationally and financially sustainable only through substantial subsidies via their local authorities funding formula".

Financially, the total sum available for spending on all our children does not increase if we choose as an Authority to organise our children in more schools than is necessary for the efficient and effective delivery of education. It follows that the maintenance of small schools, where this is not necessary, comes at the expense of all other children. In 2006-2007, expenditure per pupil at Arrowe Hill was £5,171 compared with the Wirral average of £3,249.

Closure of Arrowe Hill Primary School saves money for the overall schools budget. The saving is ring-fenced to the Wirral schools budget, which allows more funding to be spent on all Wirral's children and young people in order to raise standards across the borough.

Provision for 16 -19 year olds

7. Where the school proposed to be discontinued provides sixth form education, how the proposals will impact on—

- (a) the educational or training achievements;
- (b) participation in education or training; and
- (c) the range of educational or training opportunities,

for 16-19 year olds in the area.

Not applicable.

Need for places

8. A statement and supporting evidence about the need for places in the area including whether there is sufficient capacity to accommodate displaced pupils.

There are 21 alternative primary schools (counting Infant and Junior schools as a single school) within a 2 mile radius, at which in January 2008 there were 590 surplus places, compared to the number on roll of 115 pupils.

The number on roll at January 2008 at Arrowe Hill Primary was 115 pupils, and in September 2008 had fallen to 63 pupils. Excluding those pupils in Year 6 who will have moved onto secondary school in September 2009, there are expected to be 50 pupils to transfer to an alternative local primary school

At alternative primary schools in the Woodchurch planning area alone, there were 86 surplus places in January 2008. Dependant on parental preferences, additional accommodation may be required locally at Fender Primary School.

9. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.

Not applicable.

Current School Information

10. Information as to the numbers, age range, sex and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is made at the school.

Arrowe Hill is a mixed sex community primary school providing 210 places for day pupils aged 4 to 11. In January 2008 there were 115 pupils on roll, falling to 63 pupils in September 2008.

Displaced Pupils

11. Details of the schools or further education colleges which pupils at the school for whom provision is to be discontinued will be offered places, including—

- (a) any interim arrangements;
- (b) where the school included provision that is recognised by the local education authority as reserved for children with special educational needs, the alternative provision to be made for pupils in the school's reserved provision; and
- (c) in the case of special schools, alternative provision made by local education authorities other than the authority which maintains the school.

All current and projected pupils from Arrowe Hill Primary could be accommodated at primary schools within a reasonable distance without requiring any new classroom provision. See S.8 above.

The catchment area of the school is to be divided between Fender Primary School and Overchurch Infant and Junior School. Proposed changes to the catchment areas are attached as Appendix C.

12. Details of any other measures proposed to be taken to increase the number of school or further education college places available in consequence of the proposed discontinuance.

Dependant on parental preferences, additional places may be required at Fender Primary School. The current capacity of the Fender building is 210 pupils. If all former Arrowe Hill pupils on roll at 31st August 2009 opted to transfer to Fender Primary School, it is estimated that two additional classrooms would be required, bringing the capacity to 270 pupils.

Impact on the Community

13. A statement and supporting evidence about the impact on the community and any measures proposed to mitigate any adverse impact.

Large numbers of parents living within Arrowe Hill's zone already choose either Fender Primary or Overchurch Infant and Junior Schools, and there are 21 alternative primary schools within a 2 mile radius of the school. The catchment zone of Arrowe Hill Primary School following closure would, in the main, be allocated to Fender Primary, with the exception of a small area at the "top" of the zone which could be allocated to Overchurch Infant and Junior School. The intention of this division was to better match where parents live and choose to send their children to school. Parents currently in-zone for Overchurch Infant and Junior schools would continue to be in-zone and would be unaffected by this change. The proposed catchments are attached as Appendix C.

14. Details of extended services the school offered and what it is proposed for these services once the school has discontinued.

The school offers various out of school clubs including football, badminton and cricket, art, choir, ICT and French. A breakfast club operates from Arrowe Hill Primary School, with a joint afterschool club being held in collaboration with Woodchurch CE Primary School at the Woodchurch CE site. The school has also operated Family Learning courses in literacy, numeracy, ICT and parenting skills.

The afterschool club based at Woodchurch CE Primary School would not be affected by the closure of Arrowe Hill. Similar out of school activities are held at other primary schools in the area, and would be expected to continue.

For example, Fender Primary offers out of school clubs for football, baseball, netball, rugby, golf, athletics, yoga, dance, boxercise, choir, ICT, recorders, reading and study, art, sewing and cooking. The school participates in the Children's University. Various Family Learning courses are also operated, including parenting skills. A breakfast or afterschool club is not offered at present, with parents being directed to the facility at St Michael and All Angels Catholic Primary School, however, the school is currently undertaking a survey of parents to establish whether there is sufficient demand for before/afterschool care at the school itself. If Arrowe Hill were to close, funding for the breakfast club could be transferred to Fender Primary School.

Travel

15. Details of length and journeys to alternative provision.

All former Arrowe Hill Primary pupils on roll at this date who opt to transfer to Fender Primary School, regardless of home address, will be guaranteed a place at Fender Primary School. Arrowe Hill Primary School is 0.6 miles from Fender Primary School.

Of the 50 pupils expected to be on roll at September 2009, four would travel more than 2 miles to both Fender or Overchurch Infant/Junior, but all four already travel more than 2 miles to Arrowe Hill Primary, so can be expected to use whichever means of transport they are already utilising. Three pupils would be potentially be entitled to an in-zone place at Overchurch Infant or Junior School, should parents decide to apply. For just one pupil, the distance to Fender Primary is significantly further than the distance to Arrowe Hill Primary School.

An aerial photo showing the relative positions of these three schools is included as Appendix E.

Walking Distances

NCyearActual	Arrowe Hill	Fender	Overchurch Infant/Junior
0	2.36	2.28	2.43
0	0.22	0.51	1.09
0	0.38	0.53	0.91
0	0.57	0.26	1.41
0	0.64	0.32	1.28
0*	0.66	0.8	0.87
1	0.38	0.53	0.91
1	0.36	0.63	1.04
1	0.24	0.73	1.13
1	1	0.45	1.8
1	0.33	0.63	1.09
1	0.45	0.46	1.41
2	2.36	2.28	2.43
2*	0.53	0.68	0.83
2	0.4	0.74	1
2	0.39	0.42	1.08
2	0.48	0.27	1.32
2	0.57	0.26	1.41
2	2.73	2.89	3.64
2	0.07	0.57	1.2
2	0.34	0.8	0.88
2	0.43	0.88	1.38
3	0.66	0.34	1.3
3	0.4	0.74	1
3	0.71	0.16	1.52
3	0.36	0.63	1.04
3	0.43	0.6	0.99
3	0.06	0.59	1.17
3	0.31	0.83	0.91
3*	0.54	0.95	0.77
3	2.02	1.94	2.1
3	0.34	0.7	1.37
4	0.41	0.71	0.97
4	0.22	0.51	1.09
4	0.38	0.53	0.91
4	0.36	0.63	1.04
4	0.42	0.63	0.97

4	0.09	0.59	1.22
4	0.57	0.2	1.23
4	0.3	0.59	1.17
5	3	2.92	3.07
5	0.25	0.67	1.12
5	0.66	0.34	1.3
5	1.16	1.54	0.89
5	0.42	0.76	0.98
5	0.25	0.62	1.28
5	0.45	0.56	1.47
5	0.42	0.73	0.87
5	0.24	0.73	1.3
5	0.52	0.54	1.1
5	2.16	2.54	1.4
6	2.36	2.28	2.43
6	0.81	0.26	1.61
6	1.16	1.54	0.89
6	0.1	0.64	1.12
6	0.28	0.57	1.08
6	0.31	0.6	1.08
6	1.88	1.8	1.96
6	0.23	0.69	1.26
6	0.64	0.32	1.28
6	0.36	0.68	1.01
6	0.47	0.36	1.16
6	2.16	2.54	1.4

Under 1 mile
Under 1.5 miles
Under 2 miles
Over 2 miles

* indicates current home address would be within Overchurch Infant/Junior zone under new catchment arrangements

16. The proposed arrangements for travel of displaced pupils to other schools including how they will help to work against increased car use.

The distance to Fender Primary is not significantly longer than the current journey distance to Arrowe Hill Primary School and pupils can be expected to continue to travel to school by whichever means they are currently using, with no significant increase in car use.

Pupils may transfer to any local primary school, subject to availability of places and the admission arrangements published in the Authority's information booklet for parents.

There are a total of 21 alternative primary schools (counting Infant and Junior schools as a primary school) within a 2 mile radius.

Related Proposals.

17. A statement as to whether in the opinion of the local education authority or governing body, the proposals are related to any other proposals which may have been, are, or are about to be published.

There are no other proposals which are, or are about to be, published in relation to this

proposal.

Rural Primary Schools

18. Where proposals relate to a rural primary school designated as such by an order made for the purposes of section 15 of the EIA 2006, a statement that the local education authority or the governing body (as the case may be) considered—

- (a) the likely effect of discontinuance of the school on the local community;
- (b) the availability, and likely cost to the local education authority, of transport to other schools;
- (c) any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase; and
- (d) any alternatives to the discontinuance of the school,

as required by section 15(4) of the EIA 2006.

Not applicable

Maintained nursery schools

19. Where proposals relate to the discontinuance of a maintained nursery school, a statement setting out—

- (a) the consideration that has been given to developing the school into a children's centre and the grounds for not doing so;
- (b) the local education authority's assessment of the quality and quantity of the alternative provision compared to the school proposed to be discontinued and the proposed arrangements to ensure the expertise and specialism continues to be available; and
- (c) the accessibility and convenience of replacement provision for local parents.

Not applicable

Special educational provision

20. Where existing provision for pupils with special educational needs is being discontinued, a statement as to how the local education authority or the governing body believes the proposal is likely to lead to improvements in the standard, quality and/or range of the educational provision for these children.

Not applicable

Appendix A

The following bodies and persons were consulted:

- School staff
- Governors
- Parents/Carers of pupils at the two schools
- Local Councillors
- Local MP (Stephen Hesford)
- The Anglican Diocese of Chester and Catholic Diocese of Shrewsbury
- Governing bodies, teachers and other staff of all the primary phase schools within this small planning area, and Ganneys Meadow Early Years Centre
- Parents/Carers of pupils at all primary phase schools within the small planning area, and at Ganneys Meadow Early Years Centre.
- Trade union representatives

Responses	Total	Directly related	Others
Arrowe Hill	6	6	0
Fender	68	58	10
Ganneys Meadow	0	0	0
Other Woodchurch	11		

Consultation meetings held at each school were attended as follows:

Arrowe Hill Primary School

Present:

Cllr Phil Davies (Chairman)

Marie Stacey – LA

Chris Batman – LA

David Armstrong – LA

Sally Gibbs – LA

Phil Edwards – Technician

Hazel Williams –Headteacher

Jackie Grannell – Chair of Governors

Attended by 41 parents, 9 staff members, 5 governors, and 10 other interested persons.

38% of pupils were represented by at least one parent/carers.

Fender Primary School

Present:

Cllr Phil Davies (Chairman)
Marie Stacey – LA
Chris Batman – LA
David Armstrong – LA
Sally Gibbs – LA
Phil Edwards – Technician

Thelma Wiltshire - Headteacher
Gill Curry – Chair of Governors

Attended by 52 parents, 22 staff members, 4 governors and 17 other interested persons.

42% of pupils were represented by at least one parent/carer.

Ganneys Meadow Early Years Centre

Present:

Cllr Phil Davies (Chairman)
Marie Stacey – LA
Marie Lawrence - LA
David Armstrong – LA
Sally Gibbs – LA
Phil Edwards – Technician

Caroline Roberts - Headteacher
Hugh Lloyd – Chair of Governors

Attended by 7 parents, 5 staff members, 3 governors and 5 other interested persons.

In order for all stakeholders to have access to relevant background information and have the opportunity to comment and respond, the following methods of consultation were employed :

- (i) the full consultation document and review pack was sent to all schools in each area; local One-Stop shops, libraries and the Central Library; Wallasey Town Hall and relevant community centres;
- (ii) parents'/carers' consultation leaflets and comments forms to all parents/carers, via all schools named in the options;
- (iii) Standard letters to all the schools in the small planning areas, one format for schools named in the options and one for other schools in the small planning area.

- (iv) A dedicated web-site on the Wirral Learning Grid was established and advertised on the council web-site, the council Intranet, and in the parents' consultation leaflets and the standard letters to schools. This site provided access to all the information produced in paper form and allowed e-mail responses to a dedicated e-mail address.
- (v) Meetings were arranged for all interested stakeholders at each of the schools named in options for closure or amalgamation. These meetings followed the same format, with a presentation on the overall position and the school specific position followed by around ninety minutes of time for audience comments, feedback and questions. The meetings were attended by parents, carers, staff, governors, Ward members and various other interested persons and bodies, including Diocesan representatives where appropriate. Each meeting was chaired by the Cabinet member for Children's Services and Lifelong Learning. The dates for the meetings were in the parents' leaflets and on the specific web-site and a general notice was published in the local press.
- (vi) Opportunities were provided for other means of response. Submissions were received in paper and e-mail formats – all of which were made available before and at the Cabinet meeting, in addition to the summaries contained in the report.
- (vii) All of the relevant LA documentation produced for the consultation was shared with the Diocesan Bodies.

APPENDIX B
Summary of responses by school
People allied to Arrowe Hill Primary School

Falling rolls

- Data on school rolls is incorrect
- Other schools on the estate are also small and have surplus places
- New houses being built on estate
- What if more children are born in future?
- Teenage mums are put off having more children

Staff and Standards

- A family school
- Concerns about loss of teaching and non-teaching staff
- Small schools may be harder to run, but we do it well
- Good with special needs pupils
- Teachers from other schools place their children here
- Good results
- Concerns about impact of age and experience on redeployment prospects since young teachers are cheaper to employ
- Mixed age teaching can be good
- Excellent school with good teaching
- Small schools have more time for children
- Top 2% of primary schools in the country
- Outstanding Ofsted report
- Offer diverse events
- Staff are personal, consistent and cater for children's needs

Pupils

- Children go on to do really well in secondary school
- Would take children out of area if school closed
- I bring my child here from out of area
- My child loves coming to school here
- No bullying or racism here
- Pupils feel secure and safe
- Concerns about disruption to education
- I moved schools when I was young, do not want that for my child

- Children with asthma makes it difficult to walk to another school
- Disruption to education for children in Year 6

The Options

- Children from the two schools would not mix well
- Why are there no options involving St Michael and All Angels?
- Parents would have to buy new uniforms
- How would a new school building be funded?
- Support for a new school building
- I don't want my child to go to Fender as children are from different background
- Concerns about future use of land

The Process

- Letters to parents sent out too late
- Decision already been made
- Taking away parents choice
- If amalgamation means competition, does this make it less likely to go forward?
- Does competition mean anyone could run the new school?

Building and site

- Money spent refurbishing the school would be wasted
- School has only just moved from two buildings to one
- Cheaper to build here
- Closing the Infant building has already saved money and reduced surplus places

Traffic and transport

- Concerns about drop off and parking at Fender Primary
- Long walk to Overchurch

Financial

- Does every child get same amount of money in budget?

Other comments

- Concerns about impact on the community
- Generations have been to this school
- New houses built on Arrowe Hill site would cause traffic congestion for residents

People allied to Fender Primary School

Falling rolls

- School population is growing
- Fender has more pupils on roll than Arrowe Hill
- Admissions for September 2008 are healthy
- More people are coming to live in the UK
- There are no spare classrooms
- Birth rate is rising
- New housing will generate more children

Staff and Standards

- Inclusive school
- Positive staff attitude sorts out any bullying or bad behaviour
- School works closely with parents
- Helpful, approachable, caring, supportive staff
- Excellent school
- Reading recovery classes and reading buddies programme
- Safe and well organised school
- Special Needs Bases at Fender have excellent reputation
- Staff have time for pupils and parents
- Calm and relaxed atmosphere
- Lots of outside school activities and trips
- Can trust staff with our children
- School has worked hard to come out of Special Measures
- Supportive governing body
- Headteacher is proactive
- Concerns about increased class sizes
- It has been proved that small is best
- Concerns about staff losing jobs
- Behaviour is good – no fighting, bullying, swearing or stealing
- Staff are hard working, committed and kind
- School has quality marks
- Year 6 makes visits to Woodchurch High school

Building and site

- If school closes, less people will use Ganneys Meadow
- Links with Ganneys Meadow EYC

- Disabled access is good
- Proximity to local amenities such as library, community centre and leisure centre
- Near to Woodchurch High
- Open land behind the school to expand into if needed
- Concerns about parking and access at Arrowe Hill
- Two EIB classes
- Good grounds and facilities, including ballpark and gazebos for shade in hot weather
- Centrally located
- Good ICT facilities
- Sound facilities in classrooms for hearing impaired
- Good sized bright classrooms with lovely atmosphere
- Fabric of the building has been improved
- Infant EIB has its own playground and toilets
- Close to Holy Cross Church

Pupils

- Pleased with my child's progress here
- Children love coming to school
- Children gain confidence here
- Options will compromise children's education and affect their progress
- Concerns about additional disruption for children with ASD and special needs
- Children should not have to go back to schools they were bullied at
- Pupils go on to do well in secondary school
- Children would miss their friends
- SEN pupils are well integrated into mainstream classes
- Children cope better in a smaller setting
- I am being rehoused outside the area, but will keep my children at Fender
- My children have gone on to get good jobs
- Plenty of friends
- My child is happy and settled here
- Children need stability and to feel safe and comfortable

The Options

- Arrowe Hill is already half-closed
- More children can come to Fender
- Closing Arrowe Hill would disrupt less children
- Can use Arrowe Hill site for new housing
- If both Fender and Arrowe Hill closed without a new school, more parents would want Woodchurch CE than St Michaels
- Better to amalgamate on one site than close one and keep the other
- Fender site better for amalgamation
- Keeping Fender site would be less disruptive for SEN pupils
- If Fender closes, fewer people will use Ganneys Meadow
- Would there be enough places for all the children of both schools if amalgamated?
- Would mean less schools
- Could there be an amalgamation with St Michael and All Angels?
- Why not build a primary school on the Woodchurch High site?

Traffic and transport

- Easier for parents with younger children at Ganneys to bring older children to Fender than to get to Arrowe Hill
- Safe roads around school with speed bumps
- Fender is on the main bus route
- Near to Woodchurch High makes it easier to drop off younger and older children
- Concerns about traffic and congestion around Arrowe Hill site
- More parking at Fender
- Concerns about distance to alternative schools
- Minibuses bring children in from outside the area

Financial

- This is all about money
- Other schools are not suffering by keeping Arrowe Hill and Fender open
- Investment in the building and site would be wasted if closed
- Would there be funding for a new school building or extensions if needed?

The Process

- You've already made a decision

- Important to make a speedy decision to remove uncertainty

Other comments

- Centre of its community
- First school built on Woodchurch
- Generations have gone to this school
- Open for over 50 years

People allied to Ganneys Meadow EYC

Staff and standards

- Concerns that review discussion may affect KS2 test results
- Mixed age teaching can be beneficial
- Concerns about larger class sizes
- All schools need more emphasis on respect for the community, for adults and for all cultures/faiths

Financial

- Why do small schools cost more than larger schools?
- Good idea to run one school with the savings reinvested

Other comments from the Woodchurch area

Staff and standards

- Training courses run from the Fender site
- Arrowe Hill is a really good school
- Concerns about large class sizes
- Concerns about insufficient staff numbers

Building and site

- Fender is centrally located
- Fender is close to library and Ganneys Meadow
- Arrowe Hill has just had a lot of money spent on the facilities which would be wasted if it closed

The Options

- Shame either school must close, but would be financially more beneficial to run just one school
- Makes more sense to keep Fender because of proximity to Ganneys Meadow for people with younger and older children
- Should amalgamate at Arrowe Hill and use Fender as a community facility

Arrowe Hill Primary School Public Meeting- 29.1.08

Introduction by HT Brief review of the school
Top 2% of schools in added value.

Introduction by Councillor Davies

Introduction by CB/DA/SG

Marie Stacey – presentation 7.20 pm

Question and Answer 7.50pm

- *Any response to a speaker is in italics*

Parent Have all the evidence – what can we say to save it?
Can we change your mind? Child wants to come to school.

Phil Davies I have an open mind – genuine consultation.

Parent Our area will suffer if the school closes.

Parent Figures wrong for St Michael's – why are only two schools
under review?

*CB Decision made at Cabinet – CofE is large and full. RC
school is smaller and does have surplus. We have to
ensure faith provision. Only RC school on the estate. RC
school owned and run by the Diocese, without RC
cooperation very difficult to close a Catholic school.*

Parent Already closed the infants, hasn't that saved money?

*CB Yes it has led to a saving and we have invested to take
space out. Problem has not gone away.*

Parent No issues with mixed aged classes.

*CB Falling rolls issue does not go away – talked re challenges
of falling rolls when schools are good.*

Parent Question re investment in premises.

DA Answered

Former pupil Question re 25% surplus

DA Answered

Former parent Wanted to highlight positives of the school – quoted
strengths – no bullying, children keen to learn. Praise for
teaching staff – good pupil relationships. Children are
secure and safe. I moved schools twice due to closures in
Birkenhead, my education was “knackered” by this. Primary
is key – school produces the goods.
Land is worth £1million to the council.
Who will pay for new uniforms at £80 a go? – I have 3

	children.
Parent	Nobody has asked the teachers if they want to move to another school. Pupils seem safe and secure and the staff would want to stay as they are.
CB	<i>Responded setting out general points re treatment of staff in amalgamations and closures. Outlined process to date for all staff – teachers and non teachers.</i>
Parent	Need to think of the children – moving them will have an effect on them. don't want to be merged with Fender (audience agreed). Stated there had been issues with Fender – bullying.
Phil Davies	<i>Not helpful to criticise other schools.</i>
Parent	Woodchurch is a thriving area. What will happen in the future? "Baby boom" in the area.
CB	<i>Gave background to how we predict numbers. 73% of pupils go to other schools now so only 3 in 10 of any future pupils are likely to come to Arrowe Hill on current pattern.</i>
Parent & Gov	Child in school. Chose Arrowe Hill out of 4 schools. Chose it as the best school. Child doing well – will impact badly on my child and will take my choice away. I will have to make further choices. V positive about teachers. Query re amalgamation – could the school be run by someone else. Is that more likely to make the council stick with a straightforward closure.
CB	<i>Answered – gave background re opening new schools/competitions/school types. Councillors will be invited to make the best decision in the interests of the children. Explained differences between closure and amalgamation – in effect opening a new school.</i>
Parent	My daughter will sit her SATs in 2009, she will be badly affected and it would not be fair.
Parent	Child moved from St Michael's. I moved five times and got worse and worse each time – I don't want that to happen to my child.
Teacher	Thanks for the parents' comments. Would the work on our site make it cheaper to be based at Arrowe Hill.
DA	<i>We haven't done the sums ahead of consultation</i>
Same teacher	Younger teachers are cheaper, that will impact upon our re-deployment prospects.
CB	<i>Responded re: new governing body of an amalgamated</i>

school. Seek support from governing body of any new school – who will also want to make the new school work and have the best staff.

- Same teacher Schools have a certain budget – some schools will take a cheaper teacher over a more experienced teacher.
- CB *Responded re continued need for same numbers of staff if not opportunity to have more staff and further background to the situation in respect of staffing.*
- Parent Chose Arrowe Hill over Fender and Overchurch, moved from Overchurch to Arrowe Hill. Issues re the length of walk to Overchurch, particularly for children with asthma. Not right to consider closure.
- Child SAT results are higher here than at Fender. Lower ability children from Fender will pull down standards on Arrowe Hill pupils.
- Parent 3 generations of my family came to this school. I walk past Fender to come here – issues re bullying. My choice “I chose to bring my children out of the estate”.
- Parent People have kids at 16 and the pain puts them off having any more. Don't want to mix with Fender kids.

2nd Time Questions

- Parent Traffic issue if you put all the children at Fender.
- Parent Arrow Hill is a family school – many families with several generations have attended the schools. Need to consider the effects on children.
- Parent Why not build a primary school at Woodchurch?
- DA *Answered*
- Parent Teachers want to place their children here.
- Parent No, Arrowe Hill, 115 children not in school.
- Parent Does each school get the same amount of money per pupil.
- CB *Explained that budget is formula driven largely due to pupil numbers.*
- Parent School has dealt well with a pupil with special needs.
- Headteacher Thanks to parents for support. Harder to run a smaller school but tonight shows we do it double well.
- Question re capital building funding.
- DA *Answered re Primary Capital Strategy*
- Chair of Govs Thanks to everyone. We love our school and want it to stay open.

You have presented us with stark facts.

We are a community school. The children grow into productive adults.

Please consider us wisely.

Could plan for a new school alongside the new high school.

We would support a new school.

This is our lovely community school

Closing comments.

Councillor
Davies

Post meeting – Parking round Arrowe Hill is residents only?

Ganney's Meadow Children's Centre Public Meeting- 5.2.08

Approx 20 people present including Head, staff and governors

Introductions :

- Councillor Davies - no proposals for Ganney's, just wish to share the issues re surplus places in Woodchurch
- Marie Stacey - presentation altered to suit setting.
Re-stated no proposals in respect of Ganney's

Questions/comments

- *Any response to a speaker is in italics*

- Parent Arrowe Hill and Ganney's – have school closures influenced SAT results?
- MS Answered*
DA Answered re school size/budgets
ML Answered re class sizes/mixed age teaching/standards
- Parent Want Woodchurch CofE. What are the Ofsted's on Fender and Arrowe Hill.
- MS Answered*
- Parent Thinks it's a good idea to reduce costs on empty places. One school can meet the need. Savings can be invested. Could we emphasise greater respect in pupils and respect equal opportunities. Guidance on the faith side needed – Christian faith. Greater emphasis on the basics – respect/love/share.
- MS Responded : including reference to Neighbourhood Management Board.*
- DA Answered re new Woodchurch and possibility of new primary near Woodchurch.*
- Councillor Thanks for coming/closing remarks.
Davies

Fender Primary School Public Meeting- 31.1.08

Introductions by Councillor Davies

Marie Stacey – presentation 7.10 – 7.45 pm

Introductions – Marie Lawrence, David Armstrong, Sally Gibbs

Question and Answers

- *Any response to a speaker is in italics*

Parent Praise to the school staff (applause). National boom in childbirth. will need the spaces we are taking away. We are here for the needs of our children.

DA Answered

Parent Brought my children here from another school, having looked at all the schools. If you amalgamate you bring in more teachers and more children. Issues re class sizes. Children will not learn in larger classes.

MS Responded

Parent Issue re keeping the bases.

Parent Moved to school from Arrowe Hill – critical of school – good progress since moving.

Parent Asked for details re new housing.

DA Answered

Parent Private housing will generate new pupils.

Classroom Ass Spoke very positively re the school and the work and progress of the pupils. – Wouldn't be fair to change things.

Parent Why not amalgamate with St Michaels?

DA Answered

Parent Child in special unit. Very positive about the school. Lives in Prenton. No bullying here. Outlined great progress in unit by a child with additional needs. Child would find transition to new school very difficult.

MS Answered re location of special units.

Same Parent Not satisfied with answers re special units.

Parent Pupil in base. School is warm and the inclusion bases are fantastic. Makes sense to keep the site with the Children's Centre next door.

Grandma & dinner lady	Upsetting for children if they have to move. All that's being talked about here is money (applause).
<i>Phil Davies</i>	<i>Responded</i>
Parent	Traffic conditions at Arrowe Hill. Nightmare to drop children off. Fender is on a clear main road. All the schools on the estate come to the Fender site to use the library. Fender can access the library etc. without leaving the site. Closer to Woodchurch High School leisure centre.
Former pupil	School is near bus route, shops. Arrowe Hill was built as an overspill to Fender. Fender is the best site.
Parent	Child moved from Woodchurch CofE. I got the first positive comments on my child at Fender. Kept my child at this school even when parent moved some distance away.
Past Parent	School has a strong bond between parents and teachers. School has full support of parents.
Parent	Moved child from another school, having realized the work of the school. It is the Head and teachers who make the school – not the site.
Parent	Money is not an issue in this school. Child has special needs and school funds the additional support. I would not send my child to Arrowe Hill!
Parent	All the school is used, all is in good condition. I would not take my children up to Arrowe Hill. There are traffic issues at Arrowe Hill. We want to see the school stay here. The school works hard with the pupils. We will fight to keep the school open.
Non teacher	Traffic conditions at Arrowe Hill. I live near Arrowe Hill and worry about the roads. Fender is a friendly school.
Staff member	Numbers have gone up. School is becoming more popular. Children are a pleasure. Would like to thank parents for the comments made about the teachers.
Parent	Special needs child. Fender supported my child even when she was in Ganneys Meadow. Child has made great progress. I don't want my child to go to Arrowe Hill.
Parent	Special needs -autistic spectrum. Good progress made. Change would be very difficult for staff and location.
Parent	Child should have gone to Arrowe Hill. Chose Fender. My children have reading Recovery. Should close Arrowe Hill.
Parent	Issues re change applies to all children, not only children in inclusion bases. Normally only move children by choice, not

forced upon us.

MS Gave background on previous moves.

Parent What will happen if a child who has been bullied at Arrowe Hill has to go back there?

MS Answered

Parent Arrowe Hill would have expressed some concerns to us. Fender pushes pupils and got decent results for my child and he now does better at Woodchurch High than he would have done. Should wait a few years to see what happens with numbers.

Parent Very positive comments re school – after school clubs praised.

2nd Comments

Parent I couldn't get a child to Ganneys in the morning and then a child to Arrowe Hill nor could I collect in the afternoon from two sites.

Chair of Govs Thanked Marie Stacey
Proud of comments made by parents.

Parent Why not build a primary school at Woodchurch High?

DA Answered

Parent Teachers want to place their children here.

Parent No, Fender, 115 children not in school!

Parent Does each school get the same amount of money per pupil.

CB Explained that budget is formula driven largely due to pupil numbers.

Parent School has dealt well with a pupil with special needs.

Headteacher Thanks to parents for support. Harder to run a smaller school but tonight shows we do it double well.

Question re capital building funding.

Chair of Govs Thanks to everyone. We love our school and want it to stay open.

You have presented us with stark facts.

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We would support a new school.

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Councillor
Davies

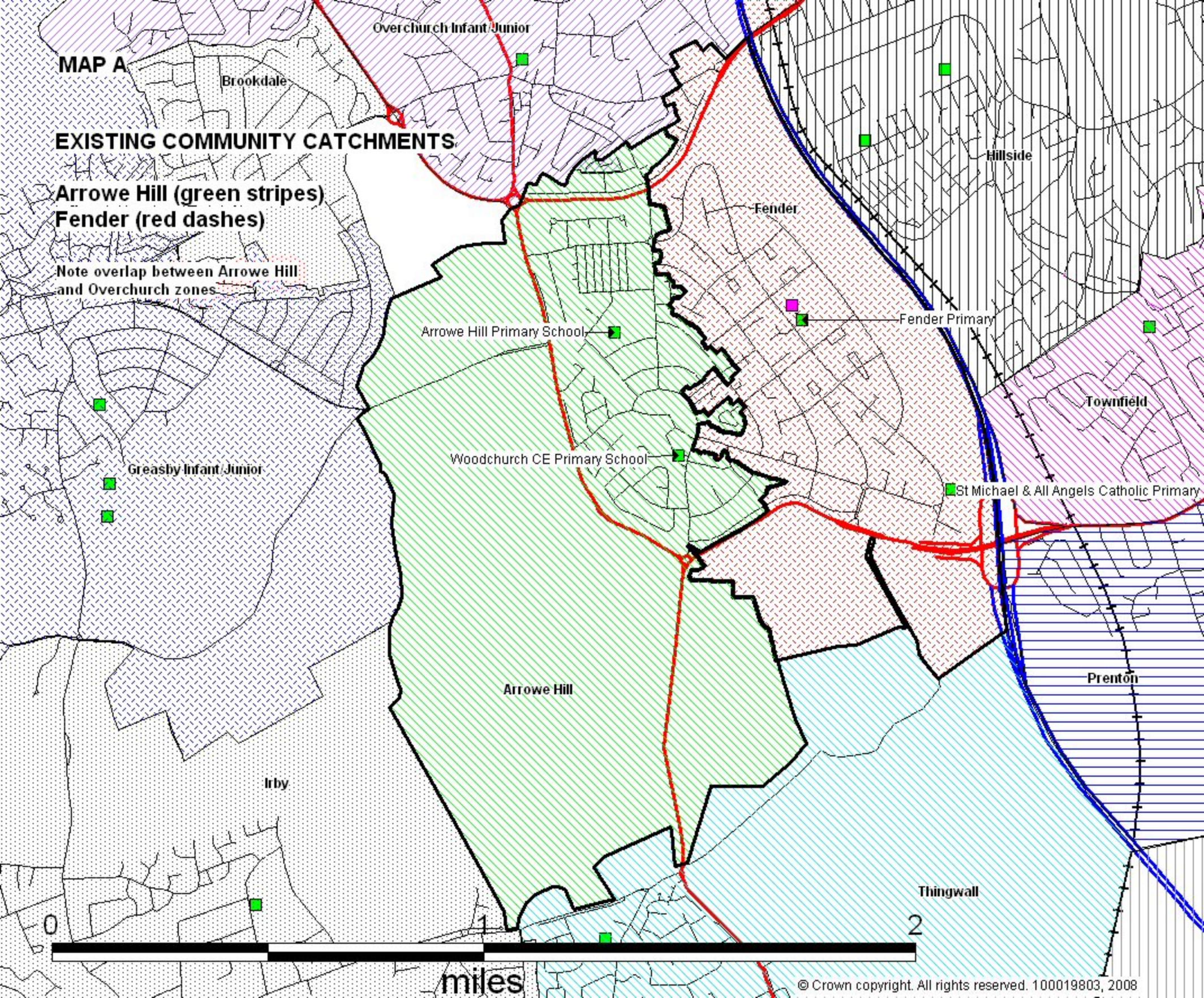
Closing comments.

MAP A

EXISTING COMMUNITY CATCHMENTS

Arrove Hill (green stripes)
Fender (red dashes)

Note overlap between Arrove Hill and Overchurch zones



Overchurch Infant/Junior

Brookdale

Hillside

Fender

Arrove Hill Primary School

Fender Primary

Townfield

Greasby Infant/Junior

Woodchurch CE Primary School

St Michael & All Angels Catholic Primary

Prenton

Arrove Hill

Irby

Thingwall

miles

MAP B

Brookdale

Overchurch Infant Junior

PROPOSED CHANGES TO CATCHMENTS

Combined zone (green dashes)

Note alteration to Overchurch Infant/Junior zone (purple stripes)

Hillside

Arrowe Hill Site

Fender Site

Greasby Infant Junior

Woodchurch CE Primary School

St Michael & All Angels Catholic Primary

Townfield

Community primary zone

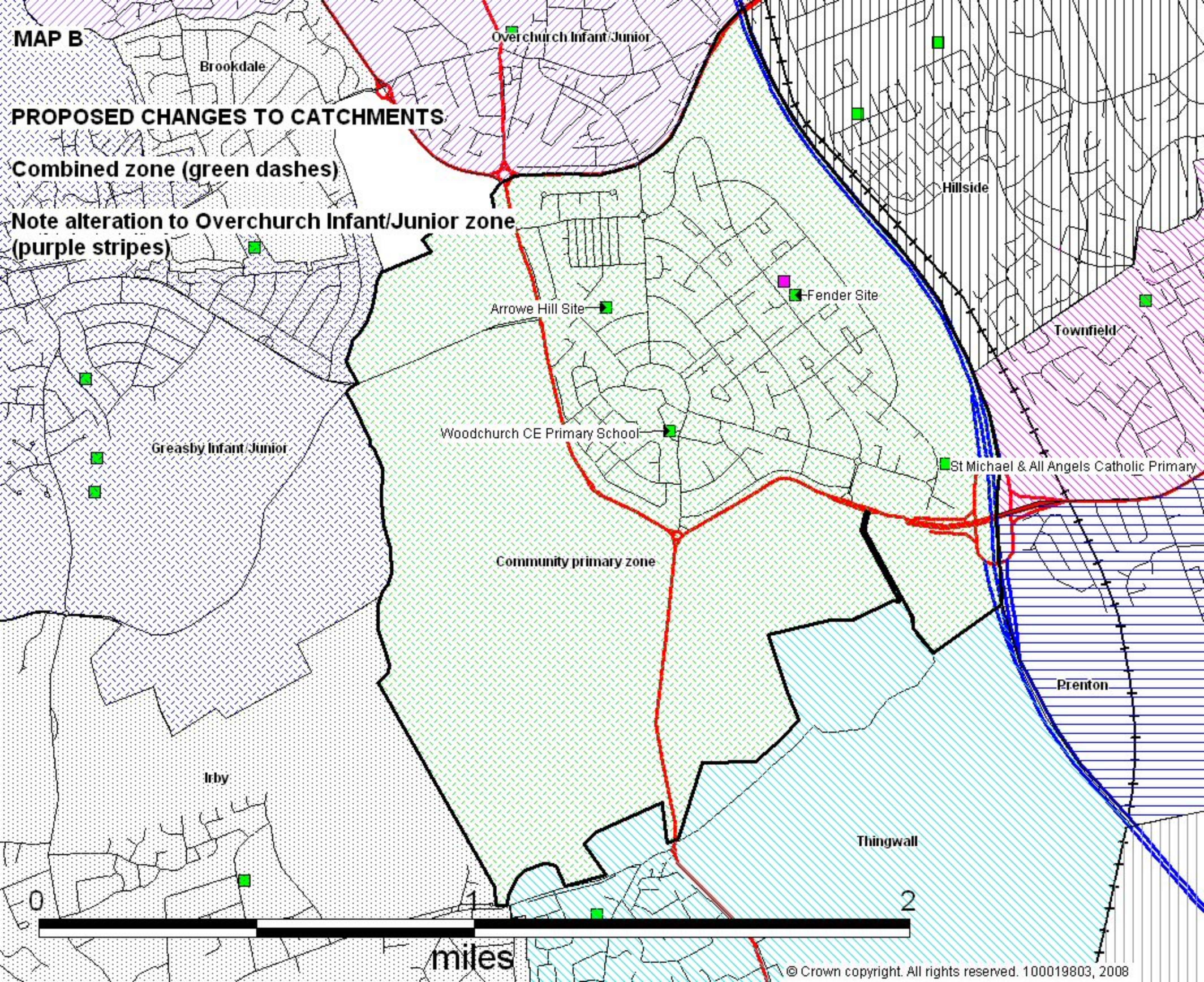
Prenton

Irby

Thingwall



miles



Arrowe Hill Primary School

Inspection report

Unique Reference Number	105052
Local Authority	Wirral
Inspection number	308753
Inspection dates	13–14 November 2007
Reporting inspector	Michael McIlroy HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	115
School	
Appropriate authority	The governing body
Chair	Ms J Granell
Headteacher	Miss H Williams
Date of previous school inspection	24 March 2003
School address	Glebe Hey Road Woodchurch Wirral Merseyside CH49 8HE
Telephone number	0151 6785064
Fax number	0

Age group	4–11
Inspection dates	13–14 November 2007
Inspection number	308753

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

The school is smaller than most primary schools and serves an area that experiences deprivation that is more than twice the national average. The proportion of pupils entitled to free school meals is over three times the average. Most pupils are White British. Very few pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average.

The school holds a number of awards including the Healthy Schools Award and the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with a number of outstanding features. The school's strengths lie in the outstanding provision in the Foundation Stage and in the excellent personal development and well-being of its pupils. The care and support which learners receive is also very good.

The achievement of pupils is good. By the time pupils leave the school, results are consistently above average. Children enter the school with abilities in learning that are below that expected for their age group. They receive an excellent start to their education in the Foundation Stage and make good progress. Pupils in Key Stage 1 are currently making good progress, but this has not always been the case in recent years due to some discontinuity in staffing. Standards in this key stage in 2007 were broadly average but there are some weaknesses in provision for the more able pupils in reading and writing. Pupils' progress accelerates in Key Stage 2 and standards have risen steadily over the last five years. The most recent assessments indicate that in 2007 overall standards were well above average.

The good progress made by pupils rests on a number of factors, including the very good personal development and well-being of pupils. Pupils enjoy school thoroughly. They particularly appreciate the many clubs and activities which school provides, some of which are thoughtfully aimed at enhancing their personal development and social skills. They have a very strong understanding of how to keep safe. Pupils' very good awareness of how to lead healthy lives is exemplified by their own decision to ban sweets in school. The school's strong emphasis on raising pupils' expectations of what they can achieve and how they should conduct themselves means that behaviour and attitudes to learning are good. Attendance and punctuality are satisfactory, despite the best efforts of the school.

The care guidance and support which pupils receive is good overall. The exceptional care and support provided by the school and other agencies strongly develop pupils' personal skills, reduce potential barriers to learning and enable pupils to focus on learning. Staff know their pupils well and as a result individual needs are well met. Very good support ensures that pupils with learning difficulties and/or disabilities make good progress. Pupils are given very good pastoral guidance but there are inconsistencies in the academic guidance which they receive.

The quality of teaching is good overall and some is outstanding. A good curriculum is appropriately focused on developing pupils' basic skills, although provision in information and communication technology (ICT) is underdeveloped. Leadership and management are good. The headteacher, ably assisted by her deputy headteacher, provides clear direction for the school and has created a calm, caring and positive learning environment where expectations of what pupils can achieve are high. Subject leadership is good overall. Governance is good. The school works hard to engage parents in their children's education and those who returned questionnaires are very supportive of the school's work. The school provides good value for money and has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 1

The Foundation Stage is outstanding. Under the very good leadership of the Foundation Stage manager, provision is well organised and staff work as an effective team. Close liaison with parents and a nearby Children's Centre ensures that children are carefully and sensitively welcomed into the school and settle quickly.

Children experience a wide and rich variety of activities which are well matched to their needs and abilities in all the relevant areas of learning. The learning environment is bright, welcoming and well-resourced. Good opportunities are created for developing children's speaking and listening, mathematical understanding and independent learning. Children are given roles, such as that of the 'milk inspector' in order to develop their sense of responsibility. Very good teaching ensures that children make good progress and by the time they leave the Reception class most are working at the level typical for their age group. Learners' progress in each area of the curriculum is very carefully tracked and recorded. Consequently, staff have a clear view of children's strengths and weaknesses and of the next steps learners must take. There is a high level of care and support for children. The needs of children with learning difficulties and/or disabilities are identified early and appropriate support put in place.

What the school should do to improve further

- Improve provision for the more able pupils in Key Stage 1 in reading and writing.
- Improve the consistency of the academic guidance which pupils receive.

Achievement and standards

Grade: 2

The school judges this area of its work to be satisfactory. Inspectors found it to be good overall. Since 2004, standards in Key Stage 2 have been above average and have improved year-on-year. The most recent assessments indicate that in 2007 overall standards were well above average. Pupils performed most strongly in science. The progress made by pupils in 2006 was well above average and provisional data suggests that in 2007 it has remained so.

The good progress made by children in the Foundation Stage has not always been sustained in Key Stage 1 in recent years and the overall standards attained by pupils have been inconsistent. This was due to some discontinuity in staffing. In 2005, standards were above average but in 2006 were well below. Provisional results indicate that pupils' attainment in 2007 improved and was broadly average. Pupils performed best in mathematics. Whilst some achieved the higher Level 3 in this subject, none achieved this level in writing or reading. Currently, pupils in this Key Stage are making good progress.

Learners with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy school. They feel safe and know who to turn to if they have any concerns. Their strong understanding about how to stay safe is developed from their earliest days in school. For example, in the Reception class one child confidently explained the importance of wearing safety hats when working on building sites. Pupils' appreciation of the need for healthy lifestyles is reflected by the very good take up of sporting activities provided by the school. Pupils have a wide range of opportunities to exercise positions of responsibility, such as office monitors, elected school councillors and as play-leaders. Older pupils regularly choose the music played in school assemblies. Pupils make the most of the many opportunities to make positive contributions to the local and wider community. They raise funds for charities active at home and abroad. They produced an anti-bullying leaflet which was distributed to local children and designed the winning poster in a local campaign against anti-social behaviour. Behaviour is good and pupils are courteous and helpful to visitors. Above average attainment

in numeracy and literacy and specific training for older pupils in financial literacy develops pupils' economic understanding well. Team working skills are well developed. For example, in one good literacy lesson pupils quickly and efficiently organised writing and speaking roles for each other in a collaborative writing exercise. The spiritual, moral, social and cultural development of pupils is very good. The school works hard to improve punctuality and also attendance, which is satisfactory due to parental holidays taken in term time.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and some is outstanding. Good relationships exist between pupils and adults and expectations of behaviour and what pupils can achieve are high. Careful explanations ensure that learners know what they must do. Skilful use of questioning encourages pupils to think carefully about their answers and is also used to assess learners' progress in lessons. Lesson planning is good and staff evaluate well what pupils have learned. Teachers' subject knowledge is good and skilled additional adults are well used, particularly to ensure that vulnerable pupils make good progress in their learning. Work is challenging as it is well matched to pupils' differing needs. Assessment data is used effectively to track the progress of pupils and to identify and target underachievement. Pupils' attitudes to learning are good. They listen carefully to teachers and other pupils and work well together when asked to do so.

Curriculum and other activities

Grade: 2

The curriculum is good and meets statutory requirements. It is focused appropriately on the core subjects of English, mathematics and science and this has contributed to the steady improvement of results at Key Stage 2. Homework is aptly linked to work carried out in class. However, provision for ICT is not as well developed as it could be, partly due to recent building work. The school has appropriate plans to address this. The curriculum is enriched by a wide programme of visitors and educational visits. There is also a very broad range of extra-curricular activities such as judo, sailing and football. Some of these are specifically aimed at developing pupils' social and personal development. Older pupils have the opportunity to learn German and there are close links with a German school. An effective range of strategies are employed to ensure that pupils with learning difficulties and/or disabilities make good progress.

Gifted and talented pupils have good opportunities to develop their abilities, for example, through music clubs and competitions against other schools. A link with a local secondary school is effectively used to provide additional lessons for the more able pupils in mathematics.

Care, guidance and support

Grade: 2

The care and support which pupils receive are very good. Pupils are well supervised in the school's very supportive atmosphere. Risk assessments and child protection procedures are robust and there is regular monitoring of any accidents in school. Teachers know their pupils well and are strongly committed to both their academic and personal development. Pupils who join the school other than in the Reception class are made to feel welcome and settle quickly. Older pupils are well prepared for the next stage of their education. Pupils with learning difficulties and/or disabilities and other vulnerable pupils are well supported. Their needs are

identified early and prompt action ensures they make good progress in their learning. The pastoral guidance pupils receive is very good. Very good links with health and other agencies ensure that pupils receive strong and regular advice on how to stay safe and healthy. Older pupils receive appropriate guidance on growing up. 'Aspiration walls' and involvement in the 'Aim Higher' project encourage pupils to have high expectations of what they can achieve in later life. However, academic guidance is satisfactory. Not all pupils know their targets or the National Curriculum levels they are working at. Work is marked, but not all of it ensures that pupils know the next steps they must take in order to improve.

Leadership and management

Grade: 2

The school judges this aspect of its work to be good and inspectors agree. The senior leadership team, consisting of headteacher and deputy headteacher, leads and manages the school well and is focused on raising standards as well as promoting pupils' personal development. Together, they have created a welcoming, inclusive and supportive ethos in which learning can thrive. A good sense of teamwork permeates the school and expectations of what pupils can achieve are high.

Good use is made of assessment information to track pupils' progress and to target support, particularly at Key Stage 2. Statutory performance management procedures are usefully linked to raising standards. The school met and exceeded its challenging targets. The school improvement plan is well-focused on improvement. The school's evaluation of its effectiveness is broadly accurate. Regular monitoring of the school's work is carried out. Resources are generally well used and careful thought is given to how initiatives will contribute to the school's improvement. Issues raised at the last inspection have been well addressed. Subject leadership is good overall. Managers of the core subjects monitor work in their areas and have drawn up action plans. The good leadership of the two coordinators for special educational needs ensures that the needs of pupils with learning difficulties and/or disabilities are addressed.

The school works hard to engage the support of parents and their views and those of pupils are regularly checked. Governance is good. Governors are well informed about the work of the school and provide both support and challenge for the headteacher.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

Inspection of Arrowe Hill Primary School, Wirral, CH49 8HE

Thank you for being so kind and helpful when we inspected your school recently. I thought it would be good to write and tell you what we found. We judged your school to be a good school with a number of outstanding features. Some of the best things which we saw were:

- you really enjoy school and your behaviour is good
- you know how to stay safe and healthy
- you make a very good contribution to your local community
- you get a really good start to school in the Reception class
- you are very well cared for and supported by the staff
- your school is well led and you are well taught
- you have a very wide range of clubs and activities to take part in.

To make your school even better, we have asked the headteacher, staff and governors to make some changes. These are:

- to help some of you in Key Stage 1 to do better in reading and writing
- to improve marking so that all of you know what it is you have to do to get better at your work.

Once again, many thanks for being so helpful and polite when we visited your school.

Fender Primary School

Inspection report

Unique Reference Number	105039
Local Authority	Wirral
Inspection number	287102
Inspection dates	8–9 May 2007
Reporting inspector	Julie Price Grimshaw

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	177
School	
Appropriate authority	The governing body
Chair	Mrs G Curry
Headteacher	Mrs Thelma Wiltshire
Date of previous school inspection	14 October 2002
School address	New Hey Road Woodchurch Wirral Merseyside CH49 8HB
Telephone number	0151 6770425
Fax number	0151 6770425

Age group	4–11
Inspection dates	8–9 May 2007
Inspection number	287102

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average school that serves an area of significant social and economic deprivation. The proportion of pupils entitled to free school meals is well above the national average, as is the number of pupils with learning difficulties and/or disabilities. The school's population is mainly White British, with very few pupils from minority ethnic backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Fender Primary School is a good school with several outstanding features. Improvements over the last three years can be seen in the rising trend in pupils' achievement and standards. Evidence gathered during the inspection shows that the school is continuing to improve all aspects of its work. This is an exceptionally caring school, where the many complex and varied needs of the pupils are successfully met through the work of teachers and support staff together with outside agencies. High expectations encourage pupils to develop a desire to achieve: 'our teachers tell us we can do really well, and we want to work hard' is a view shared by the majority of pupils.

Children's skills on entry to the Reception class are particularly low in language and communication. As a result of good quality provision they progress well during this year, especially in the development of their early communication skills. Pupils make satisfactory progress during Key Stage 1. Although data from 2006 indicated a dip in standards at the end of Year 2, the school has now begun to address this. Systems for tracking progress have been improved so that any underachievement can be addressed by providing additional tailored support for those pupils who need it. Although standards at the end of Key Stage 2 are below the national average, pupils make good progress overall. Those with learning difficulties and/or disabilities achieve well due to the high quality support provided and a number of these pupils make outstanding progress in relation to their needs and ability.

Pupils' personal development and well-being are good. They have a secure understanding of healthy lifestyles and although bullying is rare, they are confident that staff will deal with any incidents effectively. Behaviour is good, both in classrooms and around the school. Positive attitudes towards learning are evident across the school and there is much emphasis on the development of skills in literacy, numeracy and information and communication technology (ICT). This, combined with successful work on economic awareness, helps to ensure that pupils are well prepared for the next stage of their education and the world of work. Pupils clearly articulate their future plans, which show that they are ambitious and highly motivated.

The quality of teaching and learning is good. Typically, lessons include a variety of interesting activities that successfully engage and inspire pupils. Pupils are praised for their efforts and encouraged to attempt tasks with confidence: they respond to this enthusiastically. Effective use of interactive whiteboards helps to enhance learning and maintain a brisk pace, which in turn supports pupils' good behaviour in the classroom. A minority of lessons are satisfactory rather than good as the pace is occasionally too slow and there is too much emphasis on teacher-led activities rather than independent learning.

The recent move to a theme-based curriculum is already having a positive impact on pupils' learning, although this initiative is not yet fully embedded across the school.

Systems for pastoral care are outstanding. The school works very effectively in partnership with outside agencies to ensure that the needs of individual pupils are met. All staff show a very high level of commitment to the welfare of the pupils and the great majority of parents are delighted with the school's work.

Very good leadership and management have helped to bring about the significant improvements since the last inspection. Rigorous systems for monitoring and evaluating the quality of provision across the school inform good quality action planning, which clearly and accurately identifies priorities for future development. Although the school has a good understanding of its strengths

and weaknesses, it has been too modest in evaluating most aspects of the provision. The school uses resources well in order to achieve good value for money and the capacity for further improvement is also good.

What the school should do to improve further

- Improve the consistency of teaching and learning so that it is all of at least good quality.
- Ensure that recent improvements to the curriculum are fully embedded across the school.

Achievement and standards

Grade: 2

Pupils achieve well because of good quality teaching and close monitoring of their performance. Standards have improved steadily over the past three years and current evidence indicates further improvement is taking place. Children's attainment on entry to the Reception class is well below that expected for their age. Good quality care and teaching in the Foundation Stage help children to settle in to school life quickly and become confident learners. Although standards on entry to Year 1 are below national expectations, given the children's low starting point this represents good progress. The slight dip in the 2006 test results is being successfully tackled through additional support for pupils. As a consequence, current evidence shows that achievement for Key Stage 1 pupils is improving. Pupils make good progress during Key Stage 2 due to good quality teaching, including a shared focus on 'assessment for learning'. Although pupils' standards at the end of Year 6 are below those expected for their age, the improving trend shows that the school is gradually closing the gap and moving towards the national average. This reflects the importance placed on high expectations for all pupils, which is a cornerstone of the school's work.

Personal development and well-being

Grade: 2

The pupils' spiritual, moral, social and cultural development is good and pupils are taught to respect other faiths and cultures. Spiritual development is enhanced through uplifting assemblies. The school's motto, 'Learn to Live', is acted upon so that pupils are nurtured and valued as individuals: high self-esteem is promoted and all are encouraged to reach the highest standards they are capable of. Pupils treat visitors very well. They are polite and well behaved and very keen to describe their enjoyment of school life. Pupils adopt healthy lifestyles through a comprehensive programme of physical education each week combined with a healthy diet in school. The school has achieved considerable success in encouraging parents and carers to provide healthy packed lunches and the school council has been very active in improving the food choices in the dining room. School staff, in partnership with outside agencies, have worked hard to improve attendance, which is now close to the national average. Relationships with the community are excellent and pupils are keen and generous fund-raisers both locally and internationally. Parents hold the school in high regard.

Quality of provision

Teaching and learning

Grade: 2

Good relationships between teachers and pupils are evident in all lessons. Teachers have high expectations and use praise and encouragement very effectively to build pupils' confidence.

As a consequence, pupils are highly motivated and keen to learn: several expressed the view that 'It's always good to have a go, even if you don't get it right first time!' Most lessons include a good variety of activities that help to keep pupils on task. However, in a small minority of lessons the pace is not sufficiently brisk and teachers do not give pupils enough opportunity to learn independently. Support staff are deployed well and help to ensure that all pupils make good progress. Marking of pupils' work is thorough and constructive: teachers' written comments make clear to pupils what they need to do next.

Curriculum and other activities

Grade: 2

The school has recently started to move towards a thematic approach to the curriculum, with much emphasis on creativity. There is already firm evidence that this new method is having a positive impact on pupils' learning. Staff are encouraged by the initiative and welcome the opportunity to explore how certain concepts and skills may be taught, whilst pupils are inspired by the imaginative approach and clearly enjoy their learning as a result. For example, one group of pupils developed their knowledge and understanding of a variety of subjects through a topic on 'Circus', which included a very popular and enjoyable workshop on circus skills. Pupils in Key Stage 2 enjoy their Spanish lessons, led by specialist teachers from a local secondary school. The curriculum is enhanced through a range of activities, including after school clubs and workshops, some of which are attended by parents. Enrichment activities include residential trips and activities led by visitors: for example, some particularly good work has been carried out in conjunction with a local artist, resulting in very high quality displays of art work. These opportunities contribute a great deal to pupils' personal development and self-esteem.

Care, guidance and support

Grade: 1

All staff are extremely committed to the welfare of their pupils and devote a great deal of time and effort to their care and support. The school works very closely with outside agencies, including social workers and health professionals, and the work carried out through this partnership is an outstanding feature of the school's provision. Arrangements for safeguarding pupils are in place. A range of strategies, including additional support and booster classes for identified pupils, ensures that the needs of all are very effectively met. Attention to detail in the planning of teaching and monitoring of pupils' work reflects a whole school commitment to ensuring equality of opportunity for all learners. As a result pupils with learning difficulties and/or disabilities are quickly identified and appropriate support is organised. This helps them to make good progress, matching that of their classmates. Looked-after children make excellent progress both in their academic performance and personal development. The school's very good use of data on pupils' progress enables staff to provide high quality academic guidance: as a result, pupils are fully aware of individual targets for their future development. Links with the local high school are excellent and pupils are well prepared to move on.

Leadership and management

Grade: 2

The strong dedication of leaders and managers at all levels has been a major factor in bringing about the improvements evident in the school's work over recent years. The outstanding leadership of the headteacher has been instrumental in driving improvement, through a very

thorough and rigorous process of monitoring, evaluation and action planning. All staff take their responsibilities seriously and carry out their roles with great care. Middle managers, some of whom are relatively new to their role, are having an increasing influence on bringing about improvements in their subjects. A well-established system of performance management helps to focus teachers on raising standards and achievement as well as identifying professional development needs, which are then addressed through a range of training activities. The whole of the school workforce is managed well and support staff are included in performance management arrangements. Governance is good: members of the governing body assist school leaders by discussing issues in detail and are fully committed to all aspects of the school's work, in particular the role of the school within the local community.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	1

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Thank you very much for making us feel so welcome in your school. We really enjoyed talking to you, hearing your views and watching you learn.

We think that Fender Primary is a good school with some excellent features. You told us that your teachers are always praising you and encouraging you to 'have a go', and we saw this in your lessons. You told us that your teachers try to make the lessons fun and exciting and we were impressed that so many of you said that mathematics was your favourite subject! We can see that because you are working hard in mathematics your test results are getting better all the time. The artwork around school was absolutely lovely: we enjoyed hearing about your work with the local artist and you are lucky to have the beautiful butterfly sculpture in the playground. We attended one of your assemblies and enjoyed it very much. You have done so well in raising money for the children of Chernobyl and also for the local charity.

One of the best things about your school is that it is such a caring place. All the staff want you to feel happy and settled so that you learn well. The teachers, support staff and the school nurse all work very well together to make sure you are very well cared for in school. You told us that there is always someone to talk to, and it is also good that you care for each other so well.

We know that some of you have been doing some work based on themes such as 'chocolate' and 'treasure'. The circus workshop looked like great fun, and you told us how much you enjoyed it! We were impressed with the quality of work you had produced on these themes and we have asked the school to consider how they might extend this type of work across the whole school. We have also suggested that the staff think about how they can make all of your lessons as good as the very best.

One of the things we enjoyed the most during our time in your school was hearing about your ambitions for the future. It is fantastic that you want to work hard so that you can follow the career of your choice. Your headteacher and all the staff are there to help you achieve this: of course, you have to do your bit by continuing to 'have a go' and taking on board your teachers' advice on how to improve your work even more!

Woodchurch CofE Primary School

Inspection report

Unique Reference Number	105067
Local Authority	Wirral
Inspection number	287110
Inspection dates	6–7 June 2007
Reporting inspector	Graham Martin

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	217
Appropriate authority	The governing body
Chair	Mrs Alison Cretney
Headteacher	Mr Brian McGregor
Date of previous school inspection	10 March 2003
School address	Church Lane Woodchurch Wirral Merseyside CH49 7LS
Telephone number	0151 6774788
Fax number	0151 6779306

Age group	4–11
Inspection dates	6–7 June 2007
Inspection number	287110

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized school, which has strong links with the local church and largely serves the surrounding housing estate. Some pupils travel from further afield to this popular, oversubscribed school. The proportion of pupils claiming free school meals is twice the national average. The number of pupils with learning difficulties and/or disabilities is lower than average, as is the number of pupils with a statement of special educational need. The majority of pupils are of White British heritage. A small minority of pupils are from minority ethnic groups, a very small proportion of them speaking English as an additional language. Attainment on entry is below that expected nationally. The headteacher has been in post since January 2006 and the deputy headteacher since only January 2007. The school holds the ArtsMark and ActiveMark gold awards and has the Healthy Schools bronze award for being a health-promoting school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspectors agree with the school's own judgement that it is a good school. A new leadership team has made a good start to improving the school's work. Pupils achieve well and standards are broadly average by the end of Year 6. When they enter the Reception class, the children's skills are generally below those expected for their age. Good provision in the Foundation Stage means that the children achieve well. Most of them reach the expected goals by the time they enter Year 1. In Years 1 to 6 teaching and learning are good overall and pupils continue to achieve well, so that by the end of Years 2 and 6 they reach standards similar to the national averages in reading, writing, aspects of mathematics and science. The skills of problem solving in mathematics are, however, lower than average, leading to overall standards in mathematics lower than in other subjects. Pupils' progress in learning how to apply mathematical knowledge to solve problems is inconsistent because learning targets, especially for more able pupils, are not challenging enough. Where targets are well defined, such as in Year 6, expectations are higher and pupils make better progress.

The school has a good curriculum which meets pupils' interests well. Recent work, based around themes, makes the curriculum more accessible and 'friendly' to pupils. Pupils say that they enjoy learning this way because lessons are more interesting. Pupils' personal development and well-being are good. There are very evident strengths in pupils' spiritual, moral, social and cultural development which add great value to their personal development. Pupils behave well and enjoy school. They are exceptionally courteous and polite. The care of pupils is good overall, with exceptional pastoral care being a reflection of the school's very good atmosphere. Parents say they are pleased with the high quality of care shown for their children. Teaching and learning overall are good. However, academic guidance for pupils, such as in teachers' comments and marking, does not always sufficiently inform them how to improve.

Leadership and management are good overall. The headteacher and deputy headteacher, in the early days of establishing a new approach to leading the school, show good qualities of leadership in their vision and aspirations. However, although the skills of middle leaders are developing well, they do not yet have a detailed enough knowledge of pupils' achievement. Good systems have been set in place to improve team leadership and the responsibility of governors to hold the school to account. Together with strong local and community partnerships, this all gives the school good capacity to improve. Resources are managed and used well and, overall, the school provides good value for money.

What the school should do to improve further

- Improve use and application of pupils' number skills in practical and problem-solving situations to raise the standards of the more able pupils in mathematics.
- Improve the quality and reliability of marking, feedback to pupils and target setting to ensure that progress is consistently good in all classes.
- Increase accountability of middle leaders for checking that pupils' achievement is improving.

Achievement and standards

Grade: 2

On entry to the Foundation Stage there is a wide range of attainment but, overall, children's skills on entry are below those expected for their age. In the Reception class, good emphasis on the key skills of speaking, listening, reading, writing and number enables the children to

progress well enough for many of them, though not all, to reach the early goals for their learning. Those learning English as an additional language make similar progress to others. This represents good achievement. This good progress continues in Years 1 to 6 so that, by the end of Year 6, pupils generally reach standards in English, mathematics and science that are close to the average found nationally. However, standards in mathematics are lower than in the other subjects. This is because pupils, particularly the more able, are not consistently achieving as well as they should in applying their knowledge to solving problems. Where challenges are good, such as in Year 6, pupils' capabilities are reflected in the better rate of progress. Individual differences between year groups result in some fluctuation in standards from year to year, but pupils' good achievement is generally sustained. The progress of pupils currently in Year 6, including those with learning difficulties and/or disabilities, shows that they are on course to achieve the realistic targets set for them.

Personal development and well-being

Grade: 2

Pupils' behaviour in lessons and around the school is good. They are exceptionally polite and friendly with each other and very confident and courteous when talking to adults. They have positive attitudes to learning and good relationships with their teachers. Pupils say they enjoy coming to school, and this is reflected in the school's improving attendance figures, presently a little above the national average. Pupils have a clear sense of moral and social responsibility, and this enables them to contribute well to the life of the school. For example, very good work by the Year 6 play leaders helps younger children to learn to play fairly at breaktimes, adding value to the quality of relationships between pupils throughout the school. Pupils contribute well to the well-being of their wider community through fundraising for charities. Representatives of the school council reported how much they enjoy helping the school. They are proud of the success of their work, for instance to improve school meals and to persuade adults to invest in a cycle shelter. Pupils' spiritual, social and moral development has very evident strengths, provided through thought-provoking assemblies and a well structured personal, social and health education programme. Pupils know the importance of leading healthy lifestyles and are aware of the benefits of exercise and good nutrition, as evidenced in the school's bronze award for being a health-promoting school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Teaching and learning in the Foundation Stage is consistently good, adding a high level of value to the children's learning. In Years 1 to 6, teaching is mainly good but, where it is satisfactory, expectations are not as high as they could be because assessment is not used well enough to set challenging learning targets. This is especially the case for more able pupils in mathematics. While the teaching and learning of number skills is good, the use of these skills for solving problems is weaker, leading to inconsistent progress in pupils' ability to use their mathematical knowledge and understanding in practical situations. Teachers' comments and the quality of marking are not always sufficient to help pupils improve. Progress is more rapid where marking and feedback to pupils are used well, such as in Year 6. This is because consistently good academic guidance raises the levels of challenge and expectation. Pupils then catch up to some extent, but not enough to enable them to achieve standards as good, for instance, as those in reading and writing.

Curriculum and other activities

Grade: 2

The curriculum exceeds current requirements with Spanish being taught throughout the school. Pupils say they enjoy this and other opportunities to make their learning interesting. The school taps into valuable local and community partnerships to add variety to the curriculum and to meet pupils' individual interests. These include a sports partnership with the local high school to enable high school staff to teach physical education skills to pupils in Years 5 and 6, and gardening for Year 2 pupils, who work with a horticulturalist to grow vegetables in soil beds that they have helped to build and prepare. There are examples of good quality artwork on display. The school has made a good start on developing a curriculum based on learning themes; feedback from pupils is very positive. 'This is much better than having a book for each subject and I learn more,' explained a Year 5 pupil after a lesson on night and day which developed skills and knowledge in literacy, numeracy and science.

Care, guidance and support

Grade: 2

Exceptionally good pastoral care is a noticeable strength of the school. Pupils feel safe and very well supported. They say that they know who to turn to for help if they are anxious or worried. When discussing a recent anti-bullying week, one Year 3 pupil said, 'There are no bullies at our school.' The school's very caring atmosphere is much appreciated by parents. They have faith and trust in the staff, knowing that their children are very well cared for, with someone pupils can seek out for advice and support if they are worried or anxious. The required arrangements for safeguarding pupils are in place. Improved pupil tracking arrangements help to identify pupils who need extra support in order to do their best. At present, however, academic guidance for pupils is inconsistent. The use of marking and the process of setting targets to help pupils to understand what they need to do to improve varies between classes. Very strong links with the local high school for sport and academic development aid pupils' transition to their next school. Year 6 pupils say that they feel well prepared for this move.

Leadership and management

Grade: 2

Leadership and management are good. The leadership of the headteacher and the recently appointed but experienced deputy headteacher is good. Their skills and expertise complement each other well. The appointment of a deputy headteacher has restored the leadership team to full strength. Particular impact is seen in the school's priorities for moving forward with introducing learning based on themed lessons, which pupils enjoy, and assessment for learning to set more challenging targets. Much evidence of supportive teamwork shows that staff morale is very good. The headteacher has implemented a number of key improvements. The clear vision for the school's improvement is shared effectively with all relevant groups. The headteacher has defined leadership roles clearly and shared them among staff. Key leaders are, therefore, empowered to steer improvements, but this work is at an early stage of development. While middle leaders have begun to make an impact by leading the development of their subjects, they do not yet monitor pupils' progress and standards in sufficient detail. Good use is made, however, of data on pupils' progress to identify areas for improvement. The detailed, three-year school improvement plan identifies the correct priorities for development. The headteacher

and governors are responsive the views of parents' and pupils'. For example, the school's format for reporting to parents has been improved as a result of parental feedback. Governors are very supportive. They know the school well and play their part in helping to shape its direction, but are not critical enough in holding the school to account for its performance. The school gives good value for money because the budget is managed carefully to assist in raising standards and improving provision in a purposeful learning environment.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

First of all, thank you very much for the welcome that you gave Mrs Flitcroft and me when we visited Woodchurch Church of England Primary School. You were very friendly and helpful. We were very impressed with how polite and well behaved you all are. We enjoyed our visit and it didn't take us long to realise that you enjoy learning very much. Thank you for all the discussions we had that helped us to find out how well your school works. You told me that you think you have a good school. I am sure that you will be pleased to know that we agree with you!

These are the things that we were most impressed by.

- Your good behaviour and your friendship and care towards each other.
- Your interest in the school's activities and your eagerness to learn. This means that you learn well and are keen to try your best to reach the standards expected of you - well done!
- The good care that your school gives you. You told us that you appreciate how well your school cares for you, especially when you have any worries, upsets or concerns.

There are just three things that we would like your school to do better.

- To improve your mathematical skills to help you to solve problems.
- Your teachers could improve the ways they mark your work and tell you what you need to do to improve it.
- How your teachers check that you are doing your best in all subjects could be improved.

Mrs Flitcroft and I would like to send you our best wishes for the future. We hope that you all carry on trying your best and enjoying learning.

Overchurch Infant School

Inspection report

Unique Reference Number	105043
Local Authority	Wirral
Inspection number	308750
Inspection dates	25–26 June 2008
Reporting inspector	Eithne Proffitt

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	294
Appropriate authority	The governing body
Chair	Mr Andre Baird
Headteacher	Mrs M Chambers
Date of previous school inspection	12 October 2004
School address	Moreton Road Upton Wirral Merseyside CH49 4NS
Telephone number	0151 6773335
Fax number	0151 6773335

Age group	3–7
Inspection dates	25–26 June 2008
Inspection number	308750

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Overchurch Infant school is larger than average size. The majority of pupils attend from the immediate residential area. The proportion of pupils eligible for free school meals is lower than the national average. Almost all pupils are of White British heritage and within the very small number of pupils from minority ethnic groups, very few are at an early stage of learning to speak English. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is below average. Special provision is made to welcome pupils with additional medical and physical needs.

The school has gained the Artsmark Gold, Activemark, the National Healthy Schools Award, Eco Status and the International Schools Intermediate Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Overchurch Infants is a good school with some outstanding features. This is because it aims high for its pupils, knows itself exceptionally well, and takes exceptional care of its pupils. Pupils place their trust in the adults in school and are developing into mature young people with a real sense of responsibility. The well-being and academic achievement of pupils is never off the headteacher's agenda and, with the support of a strong management system and perceptive governance, the school is successfully being driven forward after a short period of instability at leadership level. Through this time, there was a decline in standards to broadly average and also some pockets of underachievement, especially among the boys. The school is now rapidly recouping features of the outstanding achievement of the recent past and boys are now making notable strides in their learning.

Very close links between school and home and with other settings ensure that children's first days in Nursery or Reception are settled and happy times. These children come to school with skills that are broadly similar to children of their age. They make good progress through the Foundation Stage because of the wide range of learning experiences provided for them. By the end of Reception, children are working securely within the levels expected of them. This is especially so in their personal and social development. Pupils continue to make this good progress across Years 1 and 2. Current standards in Key Stage 1 indicate that standards are rising and are generally above average. Boys are now performing much better but the more able pupils could achieve at a better rate. Evidence from the school's outstanding tracking systems shows clearly that pupils in Years 1 and 2 are currently making good progress.

Pupils' personal development and well-being is outstanding. Their confidence and social awareness develops excellently in their time in the school. They play very well together, behave exceptionally well and work hard. They care particularly about each other, their school, their community and the world in which they live. Attendance at school is satisfactory overall. The school is active in working with parents to improve this but some parents still insist on taking family holidays during term time.

The quality of teaching and learning is good overall with some that is outstanding. Teachers ensure that lessons capture pupils' interests and encourage them to be effective learners. In some lessons, however, teachers do not expect enough of the more able pupils and consequently they do not always make the progress of which they are capable.

The curriculum focuses on the development of pupils' skills and is delivered through a wide variety of topics that are specifically planned to interest all pupils. Learning is suitably enhanced through an array of visiting specialists. Pupils' academic guidance is outstanding and, for such young children, they have an unusually clear understanding of their targets and how to achieve them. The drive, determination and direction of the headteacher have assured that all staff are suitably focused and accountable for pupils' progress. This effective school provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

When they first come to Overchurch Infants, the majority of children have generally acquired skills at a level expected for children of their age, although an increasing number are experiencing some speech and language difficulties. Induction to both Nursery and Reception is meticulously

planned to ensure that children, from the first moment, feel happy and secure. The teamwork of the Foundation Stage staff is the key to the provision's success. The children experience consistently good and outstanding teaching. Staff are not afraid to 'think outside the box' and take risks to provide exciting and engaging learning experiences. As a result, children have fun and do well in their learning. Planning is collaborative and increasingly focused on children's different needs and interests. Assessment of how children are progressing is firmly rooted in observations and this valuable information informs the next steps for the provision. Staff are creative in how they provide opportunities both indoor and outdoor that will capture and nurture all children, successfully supporting the whole-school target of engaging boys in their learning. When children leave the Foundation Stage, they are working securely within the levels expected for children of their age and are therefore well equipped for their next stage of learning. Comments such as 'My child's confidence has grown and their creativity has been developed,' typify parents' appreciation of the school. The setting is well led and managed with a shared vision of successful early years education.

What the school should do to improve further

- Increase the level of challenge for the more able pupils in all lessons.
- Work with parents to raise levels of attendance.

Achievement and standards

Grade: 2

Building effectively on the good start children make in the Foundation Stage, pupils achieve well and reach standards that are generally above average by the end of Year 2. In recent year, pupils made very good progress to reach standards by the end of Key Stage 1 that were significantly above national figures. In 2007, as a consequence of the instability in leadership, standards dipped. The biggest impact was felt in pupils' achievement in writing with boys underachieving in all subjects. An immediate, resolute refocus on standards, ensured that the school quickly got back on track. Current standards are above average with boys performing particularly well. Some of the more able pupils, however, do not achieve as well as they can because in some classes expectations are not high enough and these pupils are not provided with sufficiently challenging activities. School tracking procedures are impressive and give clear messages about pupils' progress. The monitoring of individual pupils is very finely tuned and currently shows accelerated progress for the majority of pupils across the school. This better picture of achievement is beginning to have a significant impact on current standards. Pupils with learning difficulties and/or disabilities and those pupils with additional medical and physical needs are given good support and help. In this inclusive school these pupils thrive and make good progress alongside their peers.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is at the core of the school's work and contributes overwhelmingly to pupils' confidence and achievement. The spiritual, moral, social and cultural development of pupils is also outstanding. The school's award of Eco Status confirms its commitment to eco issues to the whole school and the wider community. Pupils express their spiritual development in a number of ways, for example in the assembly led by representatives from the church spirituality was tangible in pupils' singing and the awe in which they listened to and reflected on the story of Moses and Miriam. The pupils' acceptance of the differences

that exist among people around them and across the wider world supports their cultural development extremely well and lays the foundations for life in our culturally diverse society. 'The standards of cultural awareness are impressive,' is a reflection of the large number of positive parental views. From an early age, pupils are aware of healthy lifestyle choices and how to stay safe, including knowing some of the dangers of internet use. They willingly take on responsibilities, for example through the school council, the members of which speak with pride about their fundraising for the needy in other parts of the world. The Planet Patrollers also appreciate the important role they have in school - their distinctive hats add to their feeling of belonging to this important group! In lessons, even the very youngest pupils are beginning to show skills of perseverance, persistence and collaboration, preparing them well for their future.

Attendance at school is satisfactory overall. However, detailed school analysis shows significant numbers of pupils whose attendance is above and well above average. This analysis also highlights the large number of parents who insist on taking family holidays during term time. The school works hard to remind parents of the need to take holidays out of term time.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning is good overall with some that is outstanding. All teachers have a strong commitment to capturing pupils' interests, encouraging eager learners and personalised learning. In outstanding lessons, teachers capitalise fully on all pupils' potential, leading to rapid progress. Crystal clear explanations, quick-fire pace, active learning, well targeted and challenging questioning and a strong inclusive ethos prompt pupils to think hard and stretch themselves to achieve the objectives set for them. For example, in one lesson the teacher was able to build on an educational visit to Dunham Massey Hall and pupils acted as detectives to 'sift' evidence on how holidays have changed over a hundred years. Pupils were engrossed in old photographs and demonstrated teamwork and collaboration, with the more able pupils meeting their own challenging objectives and also supporting other pupils to achieve theirs. In some lessons, however, insufficiently high expectations of the more able pupils means that they do not always make the progress of which they are capable. Teaching assistants play an active role in lessons, providing high quality, well planned support for pupils with learning difficulties and/or disabilities. This contributes well to the good progress they make. Outstanding use is made of assessment on a day-to-day basis and also to check on the pupils' progress towards their targets. School leaders are working hard to ensure that all teaching is of the highest standard possible with some teachers training to be 'coaches' to share the best teaching and learning provision across the school.

Curriculum and other activities

Grade: 2

Pupils really enjoy topics that cross subject boundaries and the Artsmark Gold, Activemark, eco and Healthy Schools awards and Intermediate International School status all add to the breadth of high quality experiences that pupils receive. Information and communication technology (ICT) is used to develop key skills. It is effectively integrated into lessons. Investigative and problem-solving techniques and the inclusion of speaking and listening activities also feature strongly, preparing pupils well for future phases in their school life. In some lessons however,

activities are not always planned to sufficiently challenge the more able pupils. Writing is very well promoted through the 'Big Write' and through collaboration with creative partnerships. While a single modern foreign language is not yet a strong feature of school life, pupils are introduced to a variety of languages through, for example, registration in French and Maori. Visiting artists, Junior Chef Week, arts weeks, extra-curricular activities at lunchtime and after school and a wealth of multicultural activities, alongside targeted activities to improve boys' writing, have all helped to raise standards across the school.

Care, guidance and support

Grade: 1

This is a truly inclusive school where the pastoral care and support for all pupils, including those with severe medical and physical needs, is outstanding. All statutory requirements and procedures for safeguarding and protecting pupils are in place and robustly applied. All staff know individual pupils very well and work very hard to ensure that pupils feel safe and happy in school. 'It's great here, I love it!' typifies the view of many pupils. This very effective pastoral support ensures that all pupils, and especially the most vulnerable, have someone with whom they can share any worries or go to when they need time to reflect. Those with learning difficulties and/or disabilities are very well supported through individual education plans that set out clearly how their needs should be met. Procedures for checking pupils' progress are outstanding from the moment children start at the school and underpin the pupils' outstanding personal development and good academic achievement. Academic guidance is outstanding. Very detailed, regular checks ensure that no child slips through the net. Teachers make exceptional use of this information and their knowledge of pupils to set individual targets to guide their future learning. Even the youngest of children know these targets very well and are clear about what they need to do to achieve them.

Leadership and management

Grade: 2

Since her return from secondment, the tenacious leadership of the headteacher has been responsible for a thorough review of expectation and rigour in teaching and learning. The recent decline in standards was viewed as unacceptable. With renewed vigour and with the full support of the leadership team and staff, a culture of accountability has been re-established. This now permeates the school and is the driving force for improvement. Structures for providing leadership and management at different levels have been clarified and middle managers play a full and active role in helping to raise standards and achievement in all subjects. The impressive systems and detailed information gathered on pupils' progress, alongside assessment data from class teachers, assure corporate responsibility for standards and achievement. School self-evaluation is accurately fed by a wide range of internal and external contributions. Governors play a major part in the work of the school, providing a good level of both challenge and dedicated support. Governors, led by a dynamic chair, are firmly focused on the key priority to raise standards and achievement even further. Given pupils' good progress, the headteacher's purposeful leadership, her powerful vision for the future of the school, and the governors and staff's high expectations of what pupils can achieve, the school has the commitment and good capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	2
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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	1

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

Inspection of Overchurch Infant School, Wirral, CH49 4NS

Thank you very much for welcoming us in such a friendly manner to your school. We enjoyed our visit very much and agree with you that Overchurch Infants is a good school. We thought many of the things about your school were good and we would love to share with you those that particularly pleased us.

- You are really enthusiastic about learning and you work hard.
- You are helpful and very considerate of other people's needs.
- You make good progress and many of you achieve well by the end of Year 2.
- Your teachers organise your learning in exciting ways that also make it fun. They also use ICT very well and so do you!
- Staff take good care of you and, through your targets, help you to understand clearly how to make your work even better.
- Your headteacher is extremely good at working out what improvements are needed and helping all the staff to put them into practice.

This is what we have asked the school to do next to make it even better.

- Make sure that all your teachers ensure that those of you who find your work easy are always challenged to do your best in all lessons.
- Work with your parents to make sure that they bring you to school every day.

You can help your school too by continuing to enjoy finding out about and doing new things and by working really hard.



Overchurch Junior School

Inspection Report

Unique Reference Number 105056
LEA Wirral
Inspection number 277283
Inspection dates 7 February 2006 to 8 February 2006
Reporting inspector Mr Michael McIlroy HMI

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

Type of school	Primary	School address	Moreton Road
School category	Community		Upton
Age range of pupils	7 to 11		Wirral, Merseyside CH49 4NS
Gender of pupils	Mixed	Telephone number	0151 6774150
Number on roll	395	Fax number	0151 5220518
Appropriate authority	The governing body	Chair of governors	Dr P Elliot
Date of previous inspection	21 November 2000	Headteacher	Mr G Sumner

Age group 7 to 11	Inspection dates 7 February 2006 - 8 February 2006	Inspection number 277283
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Overchurch Junior School is situated in Upton, a suburb on the Wirral. The school is larger than average. About a quarter of the pupils are eligible for free school meals, which is above average. Very few pupils are of minority ethnic origin or have English as a second language. Four pupils have a statement of special educational need. The school has a few pupils who have learning difficulties and/or disabilities. The majority of pupils join the school from the neighbouring infant school. On entry, the skills and knowledge of pupils are above average. The school has been awarded the Basic Skills Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Overchurch Junior School provides a satisfactory education for its pupils and has a number of good features.

Pupils enter the school with standards in learning that are above average. By Year 6, standards achieved remain just above average. This is because the progress pupils make in the school is satisfactory. In the past, the school enjoyed a sustained period of higher levels of pupil achievement, under the leadership of the current headteacher. Since his secondment to another post in 2003/04, the school has lost some momentum and pupils' progress has slowed.

Leadership and management are satisfactory. The headteacher has a good understanding of the strengths and weaknesses of the school. He has begun to remedy the weaknesses and under his leadership the school is well placed to move forward again. Middle management is satisfactory but some aspects of subject leadership are underdeveloped. Systems for monitoring and evaluating the work of the school are not rigorous enough. The use of outcomes from these in planning for improvement requires development. Governance of the school is satisfactory.

The personal development of pupils is good and the school promotes this well. Pupils are well behaved and willing to learn. Attendance is good and learners enjoy their education. The care and support that pupils receive are also good.

The curriculum is good and meets the needs of learners. Teaching is satisfactory overall but assessment is not used effectively enough to ensure that work is matched to the different abilities of learners. Pupils with learning difficulties and/or disabilities make good progress and most other pupils make satisfactory progress. Some more able pupils do not achieve as well as they could.

The school provides satisfactory value for money.

What the school should do to improve further

- Increase the proportion of good teaching.
- Make monitoring and evaluation more robust and use the outcomes more effectively in strategic planning.
- Make more effective use of assessment information to inform lesson planning and improve the challenge presented to all pupils, particularly the more able.

Achievement and standards

Grade: 3

Achievement by pupils is satisfactory. They enter the school with levels of attainment in learning that are above average for children of their age. By the time they leave the school, their level of attainment is still above average overall. This represents satisfactory progress.

At the time of the last inspection, the progress made by pupils in their learning was very good. In recent years, however, this has slowed. Over the last three years it was broadly satisfactory. In the 2005 national tests, the achievement of pupils improved in science but dipped in mathematics. In English, fewer of the more able pupils gained the higher Level 5 due to weaknesses in writing. Consequently, the school did not meet all of its targets in 2005.

Pupils with learning difficulties and/or disabilities make good progress. More able pupils do not make as much progress as they could, particularly in English. This is because some of their work is not matched to their abilities and because the pace of learning in some lessons is not fast enough.

The school is aware of these weaknesses and is beginning to remedy them.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. They enjoy being at school as shown by their above average attendance and participation in extra-curricular activities. Pupils cooperate well with each other and adults, and most work hard. Behaviour is good in lessons and around school. Attitudes to learning are positive, although occasionally chatter spoils the concentration of others. Pupils willingly accept responsibility and are cheerful, polite and helpful. The school council provides good opportunities for pupils to develop their understanding of citizenship. Pupils are pleased that their views are acted upon; for example, their requests that the toilets be improved and for a quiet area on the playground have been met.

The spiritual, moral, social and cultural development of pupils is good. Lessons in personal and social education help pupils to reflect on issues and develop a sense of right and wrong. Their self-esteem is developed through their involvement in enrichment activities and the celebration of their achievements in assemblies. They gain a knowledge and understanding of world religions and different cultures through lessons. Close attention is given to the development of basic skills and pupils learn to work well independently and collaboratively. These factors are valuable in securing their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The school judges teaching to be good but inspectors found it to be satisfactory overall. In the best lessons, teaching was lively, interesting and learning proceeded at a good pace. Teachers had high expectations of behaviour, the most able pupils were stretched and learning was enriched by a variety of exciting activities. In one good

science lesson, for example, pupils enthusiastically played an exciting revision quiz prior

to their main learning activity.

Weaknesses in the satisfactory teaching included slow pace, activities that did not hold

pupils' attention, and a lack of challenge for more able pupils. Work was not always well

matched to the ability of pupils.

When lessons were not stimulating or well structured enough, the rate of learning was slower, but the good personal development of pupils meant that almost all pupils were well behaved. Skilled teaching assistants ensure that pupils with learning difficulties and/or disabilities learn well. Assessment procedures are satisfactory but are not used effectively enough to identify underachievement and improve the pupils' progress.

Curriculum and other activities

Grade: 2

The curriculum is good and meets statutory requirements. It meets the needs of most groups of pupils well, including those with learning difficulties and/or disabilities. However, it does not always meet the needs of the more able pupils. Close attention is paid to developing the basic skills in literacy and numeracy. A good start has been made to the linking of subjects in a cross-curricular manner in order to make learning more relevant. An emphasis on the arts on special curriculum days and themed weeks extend the creative opportunities presented to pupils. The impact of these is visible in the outstanding artwork on display. Good use is made of visits and visitors to enrich learning. Pupils in Year 6 benefit from a residential visit, which boosts their academic and social development well. A wide range of extra-curricular activities is available, including sports, recorders, chess and choir. The school has its own orchestra. Careful attention is given to developing awareness of the need to exercise regularly, to stay healthy, and to avoid the temptations and risks that they may face as they get older.

Care, guidance and support

Grade: 2

Pupils are well cared for and there are good procedures for health and safety. Consequently, pupils feel safe in school, trust staff and know where to turn for help. Pupils with learning difficulties and/or disabilities are fully included in activities. They have clear individual educational plans, and parents and outside agencies are fully consulted. Procedures for tracking the progress of pupils and analysing what they need to do next are inconsistent. There are pockets of good practice which need to be shared throughout the school. Academic targets for more able pupils are not always sufficiently challenging.

The great majority of parents are supportive of the school and most consider that their children are extremely well cared for. Child protection procedures are in place. Staff praise pupils for their positive attitudes to work, for their politeness and the care and consideration they show to others. In this way, pupils are well prepared for the next stage in their education and later life. Year 6 pupils are adequately prepared for secondary education. They visit local high schools for lessons. Specialist teachers from these schools visit to give taster lessons in subjects ranging from design technology to physical education.

The school encourages pupils to embrace healthy lifestyles. There are healthy options offered at lunchtime. On Tuesdays, the Parent Council sells toast at playtime and on 'Fruity Fridays' pupils can purchase fruit.

Leadership and management

Grade: 3

The school judges the quality of leadership and management to be good. Inspectors found it to be satisfactory.

The headteacher has led the school successfully for many years. He has successfully fostered the good personal development of pupils which has created the basis for good

learning. Since his temporary secondment, however, the school has lost some momentum. While standards overall remain above national averages, they have declined from their previously high level. This is because the rate of progress made by

the pupils has slowed.

The school's self-evaluation is sound. The headteacher has a good understanding of the strengths of the school and of where it needs to improve. He has identified key weaknesses and begun to remedy them. His good track record over many years and some improvements since the last inspection, such as the introduction of procedures to

track pupils' progress, demonstrate that the school under his leadership has the capacity to improve.

Subject leaders and other postholders provide satisfactory leadership and management in their areas of responsibility. They monitor planning and have an understanding of the

strengths and weaknesses in their areas. Some aspects of subject leadership, however, are underdeveloped. There is a lack of consistency in the application of whole-school

policies. The monitoring and evaluation of subjects are not sufficiently rigorous to enable

issues that affect pupils' progress to be identified at an early stage and tackled effectively. The school is inclusive. Parents and pupils are consulted about developments. Positive suggestions, such as the creation of a chess club, have been adopted.

Governance is satisfactory. Governors are very supportive of the headteacher. They are

informed about the work of the school but do not always provide enough challenge to its

leadership. The school provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	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	NA	NA
The effectiveness of the school's self-evaluation	3	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

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

Personal development and well-being

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 being so polite and helpful when we inspected your school recently. I am writing to let you know some of the things we saw during our visit.

Some of the best things we saw at your school were:

- your behaviour is good and you are polite and kind to each other and to visitors
- you are well looked after by your teachers and other adults
- you enjoy your school and know how to live healthily and stay safe
- the wide range of sports and clubs that you can participate in
- your art and display work - much of this is outstanding.

We have asked your headteacher, staff and governors to make your school even better. We would like the school to:

- carry out more visits to classes to see that all of you are learning well and to see how things can be made even better for you
- check that the work you receive is hard enough for you
- make your lessons more interesting for you by speeding up the activities you do and by adding greater variety to what you do in class.

Once again, many thanks for your help and politeness when we visited your school.



Overchurch Junior School
Overchurch Infant School

St Joseph's Catholic (Upton) Primary

Brookdale Primary School

Arrowe Hill Primary School

Woodchurch CE Primary School

Fender Primary

St Michael & All Angels Catholic Prima

0 0.5 1
miles

	Admission number		Year Groups	Capacity and forecasts		
	2007	2008	2008	2007	2008	2009-2012
Schools within a 2 mile radius						
Sacred Heart Catholic Primary School	55	55	7	385	330	330
Sandbrook Primary School	30	30	7	210	210	210
Christchurch CE Primary School (Moreton)	56	56	7	350	392	392
St Paul's Catholic Primary School	19	19	7	117	117	117
Manor Primary School	30	30	7	210	210	210
Overchurch Infant School	99	90	3	269	269	269
Overchurch Junior School	103	103	4	412	412	412
St Joseph's Catholic Primary School (Upton)	42	42	7	301	315	315
Hillside Primary School	30	30	7	210	210	210
St Peter's Catholic Primary School	22	22	7	175	150	150
Townfield Primary School	60	60	7	442	420	420
Prenton Primary School	60	60	7	429	420	420
St Michael and All Angels Catholic Primary School	30	30	7	204	204	204
Thingwall Primary School	30	30	7	241	210	210
Irby Primary School	30	30	7	210	210	210
Woodchurch CE Primary School	30	30	7	224	210	210
Fender Primary School	30	30	7	210	210	270 *
Brookdale Primary School	38	38	7	264	237	237
Greasby Infant School	60	60	3	189	189	189
Greasby Junior School	77	77	4	308	308	308
Our Lady of Pity Catholic Primary School	60	60	7	420	420	420

	Number on Roll, and forecasts					
Schools within a 2 mile radius	2008	2009	2010	2011	2012	2013
Sacred Heart Catholic Primary School	310	319	324	325	340	348
Sandbrook Primary School	137	146	140	141	149	151
Christchurch CE Primary School (Moreton)	371	372	371	368	373	368
St Paul's Catholic Primary School	88	86	96	97	97	96
Manor Primary School	122	116	118	111	105	103
Overchurch Infant School	241	250	251	256	252	253
Overchurch Junior School	371	340	348	326	329	332
St Joseph's Catholic Primary School (Upton)	325	310	316	325	323	316
Hillside Primary School	155	151	157	156	162	172
St Peter's Catholic Primary School	148	152	150	150	141	143
Townfield Primary School	400	400	415	413	413	420
Prenton Primary School	391	383	384	387	385	388
St Michael and All Angels Catholic Primary School	148	170	132	128	132	136
Thingwall Primary School	220	214	210	207	205	206
Irby Primary School	211	208	200	193	185	187
Woodchurch CE Primary School	218	216	214	212	210	210
Fender Primary School	180	192	177	179	181	180
Brookdale Primary School	212	221	221	219	217	220
Greasby Infant School	159	169	178	179	178	179
Greasby Junior School	281	254	225	220	219	223
Our Lady of Pity Catholic Primary School	408	414	402	391	386	374
Empty places (excluding schools with no surplus places)	586	582	691	743	750	727
Total on roll at Arrowe Hill (as at Jan 08)	115	63	51			

After Y6 leaves in Summer 2008

* Projected capacity at Fender Primary School assumes all former Arrowe Hill pupils transfer to the school. Actual future capacity will depend on parental preferences.

**September 2008 numbers on roll are given here as a proxy for January 2009 Census, as reported by schools w/c 29th September 2008. 2010-2013 forecasts remain based on January 2008 data.