

Overchurch Infant School

Address: Moreton Road, Upton, Wirral, Merseyside, CH49 4NS

Unique reference number (URN): 105043

Inspection report: 14 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Staff work tirelessly to help each pupil to achieve their best. They know pupils extremely well as individuals and use this knowledge to remove barriers to learning and wellbeing. Staff take time to identify pupils' needs accurately and work closely with parents, carers and external agencies to secure the best possible outcomes for pupils.

Staff understand exactly what disadvantaged pupils need to succeed. They plan highly personalised support that enables pupils to make secure progress. Leaders use pupil premium funding effectively so that all pupils can access the school's wider offer and participate fully in school life. Leaders go above and beyond to provide disadvantaged pupils with experiences they may not otherwise have. These opportunities help pupils and their families to engage positively with education and develop positive attitudes to learning.

Leaders monitor pupils who face additional barriers to learning or wellbeing with diligence. They provide well-targeted support that has positive impact. For example, leaders' actions to address poor attendance among some disadvantaged families have resulted in pupils now attending regularly and thriving.

Expected standard ●

Achievement

Expected standard ●

Pupils typically achieve well and leave the infant school well prepared for the key stage 2 curriculum. Staff ensure that, from the early years, children gain the important knowledge they need for further learning and development. For example, children in the early years write with increasing accuracy. Children get off to a good start with their reading. They achieve in line with the national average for phonics. Pupils benefit from the range of opportunities that they have to apply their reading skills in their writing. Consequently, in all subjects, pupils make good progress from their starting points. Leaders make extra checks on the progress of vulnerable pupils. They use this to identify promptly where additional support is needed. As a result, these pupils achieve well, academically and beyond.

Attendance and behaviour

Expected standard ●

Most pupils attend school regularly. Where this is not the case, leaders take swift action to promote improvement. Leaders provide targeted support to families where concerns arise about attendance or punctuality. They strike a balance between sensitivity and making sure that their expectations are clear. For example, leaders share regular information with parents and carers about their child's attendance to keep them well informed. Leaders make their expectations for high attendance clear through newsletters and other regular communication with parents. Leaders make regular checks on the support they provide to make sure it has the intended impact on pupils' attendance over time. This is particularly the case where there are more significant concerns about attendance.

Pupils behave well and typically develop positive attitudes to learning. Staff make their expectations for pupils' behaviour and conduct clear. Pupils grow into confident learners who care about each other and the school environment. Pupils learn why it is important to think about others. They see it as their job to make sure that everyone follows the school rules and shows respect to others. This makes the school a happy and welcoming place to be. Pupils know how to recognise bullying. However, they do not worry about it happening because it is so rare and trust staff to deal with concerns quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders keep a close eye on the quality of the curriculum and teaching. They check regularly how well teaching supports pupils to build knowledge securely. Leaders have thought carefully about what pupils will learn and when, ensuring the curriculum is ordered so that new learning builds on what pupils already know. Staff receive focused training that helps them to understand leaders' vision for the curriculum. Consequently, typically staff explain new learning clearly and check what pupils know before moving on. This is effective because staff have the subject knowledge they need to deliver the curriculum well.

Staff use the information about pupils with special educational needs and/or disabilities well to ensure that the curriculum is inclusive. Staff skilfully break down learning into smaller steps where this is required. They act on advice given from external professionals to make learning accessible to all pupils. Recent improvements to the approach to writing mean that this is a focus across the school. Although improvements have been made, leaders recognise that some pupils' writing across the curriculum is not consistently of a high enough quality.

Early years

Expected standard 

Leaders make sure that children in the early years have a positive start to their education. Children arrive each day happy and ready to learn. The curriculum supports children to think about their learning and secure the important knowledge and skills that they need to prepare them well for the curriculum in Year 1. For example, children make a good start on the phonics programme. Children get to know a range of stories and rhymes off by heart, which inspires their independent writing.

Staff in the early years have a secure understanding of how young children learn. They balance purposeful adult support with opportunities for children to explore and try things independently, helping them to develop confidence and independence. Staff show clear consideration for children's development as individuals, following children's interests while ensuring that the curriculum builds on what children already know.

Staff nurture children's emotional development through warm and caring relationships that help children to feel safe and secure. This, alongside their academic development, prepares children well for their next steps in key stage 1.

Leadership and governance

Expected standard 

Leaders and governors know the school well and accurately evaluate each aspect of the school. Leaders' plans for further improvement are realistic and generally well considered. Leaders' actions to improve aspects of the school are well placed. They effectively balance the need for continual improvement with staff workload and wellbeing. Consequently, staff feel well supported in their roles. Staff receive the training they need to fulfil their roles and responsibilities well. Leaders provide them with suitable time to understand and embed new ideas. As a result, the staff team are cohesive and work together well to provide a consistent approach to teaching and wellbeing for pupils. However, some checks leaders make do not always provide sufficiently precise information to support further improvement.

Several leaders are involved in local networks linked to curriculum subjects. This helps them to gain a wider understanding of good practice. Leaders are proactive in sharing ideas they gain from training and are clear about how new ideas will positively impact pupils' experience at the school.

Governors have an accurate understanding of the school's current effectiveness. They ask the right questions to check that leaders' actions have the most impact on pupils' learning and wellbeing. Governors' oversight of safeguarding is particularly robust. Governors regularly engage with stakeholders to gain their views and check that information leaders share with them is accurate. As a result, governors support and challenge leaders well about the quality of education that pupils receive.

Personal development and wellbeing

Expected standard 

Pupils benefit from a well-crafted programme for their personal development. Leaders make sure that pupils gain the knowledge that they need to understand the world in an age-appropriate way. For example, in the early years, children benefit from books and resources that reflect different cultures. Staff encourage pupils to be inquisitive. They respectfully ask questions that develop their understanding of the range of ways people can be different. Pupils have meaningful opportunities to learn about the fundamental British values, such as when young children vote for book choices. This prepares them well for life in modern Britain.

Pupils learn how to be safe in the community as well as online. They recognise dangers and know who to turn to with any worries. Leaders invite a range of visitors into school to enhance pupils' learning about safety. This helps pupils to develop an age-appropriate understanding of keeping safe and healthy relationships.

Pupils benefit from a wide range of experiences that develop their talents and interests. Staff find out about pupils' interests and plan opportunities for these within the curriculum and during social times. Staff make sure that all pupils can benefit from the wider offer. For example, they reduce the financial burden of activities where this supports families.

Leaders make sure that the pastoral support offer for pupils and families meets their needs well. Staff respond promptly and thoughtfully to pupils' needs and those that may arise within the school community. Parents and carers speak very positively about this aspect of

the school's work. They wholeheartedly appreciate leaders' actions to support them through times of need and how they keep pupils at the centre of their work.

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

Pupils begin their education journey at Overchurch Infant School with enthusiasm. They arrive each day eager to learn and describe the school as a happy, friendly place. They attend regularly and enjoy learning alongside one another in a happy, friendly environment. Pupils treat one another with kindness and respect. Staff and pupils build warm relationships across the school. This helps pupils feel safe and secure.

Pupils behave well. Staff provide the care and nurture pupils need to grow into confident learners. Pupils learn and play happily together. They develop the skills to resolve any issues that arise. Staff know pupils well and offer the academic and pastoral support they need to flourish. Pupils do not worry about bullying. They say it happens rarely and trust staff will help if anything concerns them. Parents and carers speak positively about the care and compassion staff show pupils and families. They value how this creates a caring school community.

Pupils enjoy learning and approach challenges with confidence. They show interest and engagement in learning, work collaboratively with others, and follow instructions carefully. These positive learning habits help pupils to achieve well across the curriculum. Clear routines and high expectations prepare them well for continued success as they move on to junior school.

Pupils take part in a wide range of experiences that enrich school life. They learn to think about others. Pupils also participate in projects within the local community. These experiences prepare them to be active citizens who understand how their voice can make a difference.

Next steps

- Leaders should make sure that pupils' writing across the curriculum is consistently of a high quality, so that pupils apply their skills effectively in all subjects.
- Leaders should make sure that monitoring at all levels gives the most useful and precise information to secure further improvements, enabling them to identify priorities accurately and secure further improvements.

About this inspection

The chair of the board of governors is Michael Larsen.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, deputy headteacher, assistant headteacher and other staff during the inspection. They also met with parents and carers and pupils to find out what it is like to be a member of the school community.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school runs on-site provision for pupils in the before- and after-school club.

Headteacher : Steven Elliott

Lead inspector:

Jane Dennis, His Majesty's Inspector

Team inspectors:

Sue Mills, Ofsted Inspector

Louise Finlay, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

286

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

322

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.62%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.50%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.68%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	6.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	17.1%	13.3%	Above
2023/24 (3 term)	10.4%	14.6%	Below

Year	This school	National average	Compared with national average
2022/23 (3 term)	16.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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