

Wilmslow Grange Community Primary and Nursery School

Ullswater Road, Handforth, Wilmslow, Cheshire SK9 3NG

Inspection dates

25–26 April 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The school is very effectively led and managed by the headteacher, senior leaders, governors and a team of staff who lead their areas of responsibility extremely well.
- The headteacher has ensured rapid improvements since his appointment in January 2015. As a result, outcomes have improved substantially and the progress of current pupils across a wide range of subjects is outstanding.
- Leaders have a very clear and strong vision, which all members of staff embrace fully.
- The quality of teaching has improved considerably since the previous inspection and is outstanding. Teachers and other staff value the training and support which is provided.
- Teachers work very well with support staff to plan learning carefully. They plan imaginative and creative lessons which engage pupils.
- The curriculum provides rich opportunities for pupils' learning. However, there are more limited opportunities for pupils to develop an understanding of the traditions and customs of wider world cultures. Reading, writing and mathematics are incorporated seamlessly across different areas of the curriculum.
- Pupils in all year groups make substantial and sustained progress. The majority of pupils start school with skills and abilities broadly typical for their age. They leave Year 6 with outcomes above those seen nationally in reading, writing and mathematics.
- The provision for pupils who have special educational needs and/or disabilities and for those who are disadvantaged is of very good quality. As a result, these pupils make consistently strong progress from their starting points.
- Pupils' spiritual, moral, social and cultural development is of high quality. Within this richly diverse community, pupils respect and learn from each other.
- Pupils' personal development is outstanding, they are safe and their behaviour is impeccable. There has been an improvement in the attendance of disadvantaged pupils. However, there are a very small number of pupils who do not attend regularly enough.
- The early years provision is led exceptionally well and children have a very good start to their education. They are prepared fully for the demands of Year 1.

Full report

What does the school need to do to improve further?

- Provide further opportunities for pupils to develop knowledge and understanding of the traditions and customs of wider world cultures.
- Continue to work with parents to further improve the attendance of the small number of pupils who do not attend school as regularly as they should.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leadership and management at all levels are exceptionally strong. The headteacher, who has been in post since January 2015, and deputy headteacher are dynamic leaders. They work very hard to ensure that pupils are at the centre of everything the school does. Leaders have quickly created a culture of high expectations of themselves, staff and pupils. All members of the school community rise to these high expectations.
- Senior leaders share the headteacher's passion for every child to succeed. They are committed to the vision of 'very high expectations of academic success, behaviour, excitement and fun'. This vision is evident in all aspects of school life. The constant focus on pupils' outcomes is borne out in the rapid improvement in outcomes for pupils, including for disadvantaged pupils. Disadvantaged pupils make outstanding progress from their different starting points.
- Middle leaders are highly effective. There are very clear and effective structures in place and leaders ensure that staff have the necessary time and skills to carry out their work effectively. As a result, leaders monitor the standards rigorously and put actions into place which provide continuous improvements to teaching and learning. This contributes well to the outstanding rates of progress pupils make across the curriculum.
- The special educational needs coordinator (SENCo) is highly knowledgeable and experienced. She is passionate about maximising the opportunities for pupils who have special educational needs and/or disabilities to be educated alongside their peers. As a result, most pupils who attend the resourced provision spend the vast majority of their time working within the mainstream classes.
- The SENCo works very successfully with the highly skilled and committed team of adults to provide exceptional support to pupils who have special educational needs and/or disabilities. As a result of this support and the activities planned to meet their specific needs, this group of pupils make at least good progress from their starting points and are fully included in all aspects of school life. The additional funding the school receives for pupils who have special educational needs and/or disabilities is spent exceptionally well.
- Staff are very happy in this supportive working environment where all work as a team and are treated equally. Staff development is given a high priority and, as a result, staff feel extremely well supported. Teachers are encouraged to try out new ideas and are trusted to use their professionalism to improve their practice.
- The vast majority of parents are very supportive of the school. They welcome the changes brought about by the headteacher and appreciate the fact that both the headteacher and deputy headteacher are visible and approachable. Parents say that teachers 'go the extra mile' to ensure that pupils receive the help and support they need. They are highly appreciative of the additional opportunities adults provide, such as after-school clubs and visits.
- The curriculum on offer is a real strength of the school. The clear focus on English and

mathematics is matched by work across the whole curriculum. Innovative approaches to curriculum design enable pupils to make very good progress in almost all areas of the curriculum, as well as giving pupils exciting opportunities to learn. All pupils learn to play a musical instrument and specialist teaching in art contributes to the high-quality work and exceptional progress made in this area. The school has an orchestra, a brass band, a steel band and a recorder ensemble.

- The carefully planned curriculum contributes exceptionally well to pupils' outstanding personal development and to the promotion of British values. Pupils are given regular opportunities to discuss and debate issues that matter to them. Visitors to school give pupils opportunities to make meaningful links between the curriculum and their own lives. However, while the curriculum is designed to provide excellent opportunities to study different world religions, it provides more limited opportunities to study the traditions and customs of wider world cultures.
- The 'Wilmslow Grange Exciting Times' project enhances pupils' knowledge, understanding and skills development across the curriculum. For example, the whole school took part in a 'Wilmslow Gets Making Project' to design a garden for the Royal Horticultural Society Tatton Flower Show. The project involved working with outside agencies to design, build, plant and install the garden. The garden was awarded a commendation and this success has been the springboard for further work in this area.

Governance of the school

- Governance is highly effective. Governors are very ambitious for the school. They share the ambition of the leadership team to further drive improvements. Governors receive high-quality information from all leaders about the work of the school and, in particular, about pupils' achievements.
- Governors have a clear understanding of the strengths of the school and areas for further improvement. This is as a result of leaders' clear plans for future development. They use their skills to challenge leaders rigorously to ensure the very best outcomes for pupils.
- The additional support disadvantaged pupils receive to help them to catch up with their peers is very effective. The adults who support these pupils have high expectations, excellent subject knowledge and a very good understanding of the needs of these pupils. As a result, the pupil premium spending on this support is highly effective and disadvantaged pupils of all abilities make outstanding progress. Governors have a good understanding of the impact of this spending.
- Governors have ensured that the primary school sports funding has been used well. A specialist provider contributes to the very good progress seen in physical education and sports. Teachers use this expertise to further develop their own teaching and offer a wide range of additional sporting opportunities. As a result, there have been several successes for school sports teams and a greater proportion of pupils than previously take part in organised sport.

Safeguarding

- The arrangements for safeguarding are effective.
- Governors ensure that all robust policies and procedures are in place, including safeguarding checks on teachers and governors. The designated safeguarding lead has a good knowledge of individual pupils and of their families. She works effectively with external agencies to ensure that potentially vulnerable pupils receive appropriate support and protection.
- Staff receive up-to-date training and are ever vigilant of pupils' safety and welfare. Leaders ensure that staff, pupils and parents receive ongoing education and support about safeguarding issues. For example, pupils in Year 5 and Year 6 have received information about stereotyping, bullying, grooming and internet safety. Pupils say that they feel safe and are safe.
- Leaders and governors have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of a high quality.

Quality of teaching, learning and assessment

Outstanding

- Leaders describe the focus on the quality of teaching and learning as the 'key to the whole school improvement journey'. This clear focus has resulted in the significant improvements seen in the quality of teaching since the previous inspection. Teaching is now consistently very effective for all groups of pupils in key stages 1 and 2, including disadvantaged pupils. As a result, pupils make outstanding progress. Adults work exceptionally well together and this teamwork is seamless in lessons.
- All adults have very high expectations and are aspirational for pupils. This is consistent across the school for different groups of pupils and across all subjects. Teaching is clear and precise. Adults ask skilful questions which enable pupils to develop their own thinking.
- Teachers look for innovative and creative ways to deliver the exciting and rich curriculum. They understand their subjects very well across all areas of the curriculum. Teachers use this knowledge to plan highly engaging lessons which contribute to pupils' outstanding progress. Little learning time is lost during lessons, including between sessions.
- Teachers set very high standards. They ensure that pupils of all abilities achieve their potential by providing good support, including for those pupils who have special educational needs and/or disabilities. Lower-attaining pupils receive additional support of a high quality, which enables them to rapidly catch up with their peers.
- Pupils appreciate the support they are given. They listen closely and one comment was: 'Adults help you read around a problem, they don't just give you the answer. Teachers give us ideas to get us started.' This was evident during lessons when teachers modelled writing for pupils.
- Teachers know their pupils exceptionally well and plan lessons which build quickly on pupils' previous knowledge. Adults constantly check on what pupils know and understand during lessons and challenge mistakes before these become embedded. As

a result, pupils learn quickly and mistakes are rarely repeated. Pupils bounce back from failure and learn from their mistakes. Regular assessments ensure that leaders have a very good understanding of pupils' attainment and progress in all subjects.

- Teachers consistently challenge pupils of all abilities to extend their thinking. For example, in a Year 5 reading lesson, the teacher ensured that pupils had understood the vocabulary within a poem. The most able pupils were challenged to think about the impact of this vocabulary on the reader and to discuss what effect this had had on them personally. The responses demonstrated a high degree of maturity.
- Information about achievement in the early years is used effectively to inform planning and targets for pupils as they move into Year 1. As a result, there is no disruption to pupils' learning. Leaders have made changes to the deployment of staff, which further contributes to a smooth transition.
- Regular routines give opportunities for the reinforcement of key learning. Pupils have opportunities to practise their reading, writing and mathematical skills across the curriculum. Teachers make links to other subject areas in English and mathematics. This is done particularly powerfully in English, where pupils begin a unit of work with an especially exciting activity linked to their topic work. For example, in Year 1 and Year 2, work began with a visit from dancers and African drummers. This work developed to incorporate work in history, geography, art and design technology. The knowledge and understanding that pupils gained were used as a starting point for writing. Final pieces of writing are given high status and pupils are proud of the quality of their finished work.
- Phonics is taught well and contributes to pupils' outstanding progress in reading.
- Teachers consistently reinforce grammar, punctuation and spelling in pupils' writing in English and other subjects. Opportunities are taken to further develop pupils' understanding within the lesson. For example, in a Year 1 lesson, pupils were using words to describe a monster. The teacher extended pupils' understanding of punctuation by showing them where to use a comma to separate two different descriptive words.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are highly confident and self-assured learners. They are proud of their school and of their achievements. Pupils speak very positively about their experiences in school. They speak confidently about the broad range of activities and additional opportunities they receive.
- Pupils are supported very well by adults and have high aspirations for their future lives. Adults show a high level of respect for pupils. They develop warm and positive relationships. As a result, pupils trust and respect the adults in school. Pupils feel they can go to an adult if they are worried about anything and know help will be available. Pupils say that adults support them well with their work but also point out that 'Adults

don't tell us the answer, they help us to work it out for ourselves.'

- Leaders have created a very positive climate for learning in which pupils support one another very well. Individual differences are celebrated. For example, pupils talked with enthusiasm about a pupil who could read the Koran.
- Pupils have many opportunities to access cultural events and activities. They produce regular plays and every child has the opportunity to learn to play a musical instrument. They celebrate the art and culture of other countries and talk with enthusiasm about the visit of a group of African drummers.
- Pupils enjoy music and some of the school's talented musicians have played with the Halle Orchestra. They visit art galleries and museums. These opportunities help develop pupils' understanding of different cultures. However, leaders recognise that more could be done to further develop pupils' understanding of the traditions and customs of wider world cultures.
- Pupils' knowledge and understanding of different world religions are particularly well developed. For example, in a religious education lesson, pupils examined different religious artefacts. They discussed the meanings behind the artefacts and could consider them in a mature way.
- British values are promoted exceptionally well. Children know about the democratic process in Britain and can talk about how the rule of law applies to them. They accept differences as a matter of course and show high levels of respect for themselves and one another. Pupils are given good opportunities to think about their values and beliefs. Adults encourage pupils to think about the impact their actions have on others. They have a good understanding of right and wrong and understand that actions have consequences.
- Pupils demonstrate very mature attitudes. For example, in a discussion about different groups, pupils showed a mature understanding and awareness of lesbian, gay and bisexual issues.
- Bullying is rare but is dealt with well so that there are no reoccurrences.
- Pupils are taught how to keep themselves safe, including when online, as a result of the carefully planned curriculum. Pupils understand the potential dangers of talking to other people when online. They told inspectors that, if they saw something that made them uncomfortable, they would tell an adult. They are taught how to stay safe on the road and what to do in the event of a fire. Pupils say that there is almost no bullying but are confident that, if there are any problems, they are dealt with quickly by adults. As a result, pupils feel very safe in school and know that they have someone who will listen to them if they have a problem.
- Pupils are taught how to stay healthy. Pupils talked eagerly about their daily run. They enjoy this and know that it helps to keep them fit and active. Lunchtime staff carve fruit into interesting shapes; for example, a melon was carved into the shape of a shark. This has increased the uptake of fruit.

Behaviour

- The behaviour of pupils is outstanding. Pupils' behaviour is exemplary around school and in lessons. This is true for all groups of pupils. The school is a calm, purposeful learning environment. There is almost no low-level disruption and pupils have a strong desire to learn.
- Pupils get on very well together, showing a high degree of respect for each other and adults. They regularly help each other in lessons and they are proud of their own and other pupils' achievements. Pupils are very appreciative of the new behaviour policy and know that this is applied consistently.
- Pupils have a high level of respect for individual differences and recognise that some pupils require more support than others. This is evident in the way that pupils from the resourced provision are included as a matter of course in all aspects of classroom life. One pupil stated: 'Sometimes when children misbehave, it might be because they have specific problems. We need to help and support them.'
- Attendance has improved since the previous inspection and overall attendance rates are above those seen nationally. This improvement is the result of the actions of leaders to promote good attendance. A system of support and education is in place to show parents the value of education and how important it is that children attend regularly. Despite this, a small minority of disadvantaged pupils do not attend school as often as they should. Pupils who attend the resourced provision have particularly high rates of attendance.

Outcomes for pupils

Outstanding

- Children start school with skills and abilities which are broadly typical for their age. However, there are wide variations within this. Due to the outstanding teaching they receive, pupils leave school with attainment which is higher than that seen nationally in reading, writing and mathematics. Pupils receive excellent support and, as a result, they are prepared exceptionally well academically, socially and emotionally for the next stages in their education.
- Pupils make substantial progress in key stage 1 to build on the skills developed in the early years. Consequently, the results of national assessments at the end of key stage 1 are higher than the national average for different groups of pupils. Current work in books shows that most pupils are working at the standard expected for their age, with a significant proportion working at higher standards across the curriculum.
- Pupils make rapid progress in key stage 2. Pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, make better progress than other pupils nationally with the same starting points. The pupil premium is used effectively to support disadvantaged pupils. As a result, disadvantaged pupils make the same outstanding rates of progress as their peers. Work seen in books shows that this rapid rate of progress is being maintained in all subject areas, including for the most able pupils.
- Pupils make exceptional progress in mathematics. The results of the national assessments for pupils at the end of Year 6 in mathematics are well above the national average. Work seen in books shows that current pupils are working at similarly high

standards. Pupils are given opportunities to think logically about what they are learning and to apply their knowledge in different ways. For example, pupils in a Year 6 class were asked to work out whether the answer given to a calculation about percentages was correct. They used the knowledge they had of numbers to calculate the correct answer and then explained where the initial calculation had gone wrong.

- A significant proportion of middle-attaining pupils go on to reach the higher standards in mathematics. This is a result of the opportunities they are given to practise and apply their skills in a range of different ways.
- Pupils make strong progress in writing. Teachers structure the teaching of writing to ensure that pupils can use their growing knowledge effectively in their writing. Pupils write at length across a wide range of subjects, and teachers help pupils to correct mistakes in their writing, no matter which subject is being taught. Consequently, pupils make substantial progress in writing from their different starting points and a greater proportion than previously are on track to reach the higher standards.
- By the time they are in Year 6, the most able pupils are beginning to write with flair. One pupil wrote, 'Furrowing her brow, she slowly started to recall last night's events...'
- Pupils of all ages and abilities, including disadvantaged pupils, read effectively. Many read at standards higher than those expected for their age. When they come across unfamiliar words, pupils use their secure knowledge of phonics to help them. They persevere when the text is challenging.
- Pupils within the resourced provision make at least good progress, and many make outstanding progress from their starting points. These pupils take part in a variety of additional activities to support their development. For example, pupils take part in weekly riding lessons, where their progress has been outstanding.

Early years provision

Outstanding

- Children, including disadvantaged children and those who have special educational needs and/or disabilities, get a really good start to their education in the early years. This is as a result of the carefully planned experiences they receive. Children's needs are carefully assessed to ensure that they make excellent progress based on their individual needs.
- The number of children achieving a good level of development has increased considerably in recent years.
- Children start school with skills and abilities which are broadly typical for their age. However, there are wide variations within this. All children make outstanding progress from their different starting points. By the time they leave Reception, they achieve a good level of development, with many exceeding this.
- The early years leader is an excellent role model for other adults. All adults work as a cohesive team to plan, organise and record children's achievements. Adults use highly skilled questioning to develop children's language, for example when rolling a tyre back and forth. Outstanding teaching leads to rapid progress and children are well prepared for their transition into Year 1.

- There are no lost opportunities for learning. For example, at the start of the day, children in the Reception class chose their lunch options. The teacher worked with the children to turn this into a graph and used this to discuss the most popular options and the concepts of 'more' and 'less' and to undertake simple calculations.
- Children work well and behave sensibly within the carefully organised setting. Children enjoy learning and they show a very high degree of concentration. One pupil was engrossed in cutting and sticking numbers from 11 to 20 in order. Children are proud of their work and eagerly shared this with inspectors. They persevere with tasks and take responsibility for their own learning. One child, while sharing a calculation with an inspector, said, 'That's not right, is it?' He then went away and corrected his mistake.
- The environment is stimulating and exciting. For example, children were excited by the mathematics activities. They were encouraged to play mathematics skittles and record their scores on a scoreboard, using a number sentence.
- Very effective leadership has established exceptionally strong links with parents. This helps children to settle quickly when they first start in Nursery or Reception. Adults make every effort to get to know children and their families before they start school. Technology is used very well to support the excellent communication between school and home. Parents use the online system to see and interact with their child's work. As a result, parents gain valuable information about their child's experiences and the progress they make.
- Staff keep children safe and care for them well in the early years. They are vigilant in safeguarding and make swift referrals to the safeguarding lead if they have any concerns. All safeguarding and welfare requirements are met.

School details

Unique reference number	111014
Local authority	Cheshire East
Inspection number	10003045

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	294
Appropriate authority	The governing body
Chair	Gill Winder
Headteacher	Mark Unwin
Telephone number	01625 526 566
Website	www.wilmslowgrange.cheshire.sch.uk
Email address	head@wilmslowgrange.cheshire.sch.uk
Date of previous inspection	19–20 June 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Wilmslow Grange is slightly larger than most primary schools.
- The proportion of pupils from minority ethnic backgrounds and of pupils who are at the early stages of learning English as an additional language is lower than average.
- The proportion of pupils who have special educational needs and/or disabilities supported by an education, health and care plan is higher than that seen nationally.
- The school has resourced provision for pupils with autistic spectrum disorder.
- There have been some significant changes in staffing since the previous inspection, including the appointment of a new headteacher and the establishment of a new senior

leadership team.

Information about this inspection

- The inspectors observed a range of lessons or parts of lessons. Some of these observations were carried out jointly with the headteacher. Inspectors looked at pupils' work, listened to pupils reading and talked with pupils about their lessons and school life.
- Meetings were held with the headteacher, senior leaders, teachers, representatives of the governing body and representatives from the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to the school's management, including the arrangements to ensure that pupils are kept safe.
- Inspectors considered 65 parents' responses to the online questionnaire, Parent View. Inspectors spoke with parents at the start of the school day and considered the school's own surveys of parents' views.

Inspection team

Tanya Hughes, lead inspector	Her Majesty's Inspector
Sheila O'Keeffe	Ofsted Inspector
Doreen Davenport	Ofsted Inspector
Nick Capron	Ofsted Inspector

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