

Inspection of a good school: Whirley Primary School

Whirley Road, Broken Cross, Macclesfield, Cheshire SK10 3JL

Inspection dates: 19 and 20 July 2022

Outcome

Whirley Primary School continues to be a good school.

What is it like to attend this school?

Pupils, including children in the early years, thrive at this happy and harmonious school. They feel safe. Pupils care about each other and make friends easily.

Pupils' behaviour reflects leaders' high standards. They are respectful of each other. Pupils ensure that their conduct embodies the school's values as outlined in the Whirley Charter. They are confident that if bullying happens, leaders deal with it quickly and effectively. Pupils know that staff will help them if they have any worries or concerns.

Pupils actively contribute to the life of the school by taking on responsibilities such as being school councillors and house captains. Year 6 pupils are particularly proud of their roles as buddies to the children in the Reception class. Pupils attend a wide range of after school clubs. They have many opportunities to develop their musical and sporting talents.

Leaders expect pupils to work hard and to succeed. Pupils live up to these high expectations. Pupils benefit from a well-thought-out curriculum. They achieve well across a range of subjects. Many parents and carers hold the school in high regard. Staff look after children and pupils well. They care deeply about pupils' well-being.

What does the school do well and what does it need to do better?

Leaders have designed a relevant and engaging curriculum which is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders and teachers have worked collaboratively to identify the key knowledge that they want pupils to learn from early years through to Year 6. This knowledge is broken down into smaller steps in a logical way.

Leaders make sure that teachers access a range of subject-specific training to support their effective delivery of the curriculum. Teachers explain new learning well. They also deal effectively with pupils' misconceptions. Teachers check that pupils understand what

has been taught before they move on to more complex learning. This helps them to remember their learning securely across a series of lessons.

In most subjects, teachers use the well-developed assessment systems effectively to check that pupils are using and remembering their learning in the long term. However, these systems are at an earlier stage of development in a small number of subjects. Consequently, leaders do not have an accurate overview of how well pupils are learning the intended curriculum content over time in these subject areas.

Pupils, including those with SEND, behave well and listen attentively. They eagerly share their thoughts and ideas with their friends. Poor behaviour rarely disturbs learning. In the early years, children engage positively in a range of activities both indoors and outside. They relish the opportunities that they have to learn from older pupils. These experiences help to build children's confidence and ensure that they are ready for the demands of key stage 1.

Staff teach early reading effectively. Well-trained staff deliver the phonics programme successfully. Pupils read books that closely match the sounds that they know. Those pupils who are struggling with the reading curriculum, including pupils in key stage 2, are given suitable additional support to help them to keep up with their classmates. Consequently, most pupils become fluent and confident readers. Pupils in key stage 2 talked knowledgeably about their favourite authors and the different types of books that they like to read.

Leaders ensure that pupils with SEND, including those in the early years, are identified quickly. Staff use the information that they get to support these pupils effectively so that they can learn alongside their classmates. Pupils with SEND participate fully in the many activities that the school has to offer.

Pupils enjoy a wide range of experiences that broaden their awareness of the world around them. For example, they spoke fondly about a recent residential trip. Pupils learn about tolerance and respect. They understand the importance of recognising and celebrating difference. Pupils learn that regular exercise and a balanced diet contribute well to maintaining a healthy lifestyle. They enjoy using the outdoor gym equipment.

Governors and trustees know the school well. They hold leaders to account effectively for all aspects of the school's work, including the quality of the curriculum.

Staff are proud to work at the school. Their morale is high. They appreciate all that leaders do to ensure that their workload is manageable. Staff spoke about how well leaders support their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured a strong culture of safeguarding across the school. Staff are well trained so that they can spot quickly when a pupil may be at risk of harm, abuse or neglect. Staff understand the procedures to follow should they be concerned about a pupil's welfare.

Leaders work effectively with external agencies to ensure that pupils and families facing challenging circumstances receive timely support when needed.

Pupils learn how to keep themselves safe when using the internet. They are aware of the dangers of disclosing personal information or talking to strangers online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' systems to check the progress that pupils make through the curriculum are at an early stage of development in a small number of subjects. This means that leaders do not have an accurate overview of how well pupils are achieving in these subjects. Leaders should ensure that their assessment systems are fully developed across all subjects so that they have a more secure understanding of how well pupils are learning over time.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140598
Local authority	Cheshire East
Inspection number	10212403
Type of school	Primary
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	Board of trustees
Chair of governing body	Andrew Ashcroft
Headteacher	Amanda Edwards
Website	www.whirley.cheshire.sch.uk
Date of previous inspection	1 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Fallibroome Trust.
- Leaders do not make use of alternative provision.

Information about this inspection

The inspector carried out this inspection under section 8 of the Education Act 2005.

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- The inspector held meetings with the headteacher, other senior leaders, middle leaders and teachers.
- The inspector met with governors, including the chair of the governing body. She also met with the interim chief executive officer of the multi-academy trust.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She also spoke to several parents at the start of the school day.
- The inspector considered the responses to Ofsted's online surveys for staff and for pupils.

- The inspector met with those responsible for safeguarding at the school. She scrutinised a range of documentation in relation to safeguarding. The inspector also spoke with staff, parents and pupils about safeguarding.
- The inspector observed pupils' behaviour during lessons and at playtimes. She spoke with pupils about bullying, behaviour and leaders' expectations of pupils' conduct. The inspector also spoke with pupils about what it is like to attend this school.
- As part of this inspection, the inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, she met with subject leaders, discussed curriculums, visited a sample of lessons, met with staff, spoke with pupils about their learning, and reviewed samples of pupils' work. The inspector also listened to pupils reading.

Inspection team

Louise McArdle, lead inspector

Her Majesty's Inspector

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