

Inspection of Handforth Grange Primary School

Ullswater Road, Handforth, Wilmslow, Cheshire SK9 3NG

Inspection dates: 30 and 31 January 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Andrea Booth. This school is part of the Frank Field Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tom Quinn, and overseen by a board of trustees, chaired by Chris Hampshire.

What is it like to attend this school?

Handforth Grange is an inspiring place to learn. Pupils, including children in the early years, enjoy an array of exciting and diverse opportunities for their personal growth. The school's provision for personal development builds pupils' character and prepares them very well for life in modern Britain.

Pupils, including those with special educational needs and/or disabilities (SEND), and those who attend the specially resourced provision for pupils with SEND (specially resourced provision), flourish during their time at the school. These pupils leave Handforth Grange with the foundations required for living meaningful lives. Pupils achieve exceptionally well across the curriculum.

Leaders have exceptionally high expectations of all pupils. Pupils embrace the challenge of working hard, being nice and celebrating their successes. They are passionate about their school. Pupils are proud to be part of a community that welcomes all and champions diversity.

Pupils behave impeccably. They show immense respect and consideration for others. Relationships between pupils and staff are the bedrock of the school's success. Staff deal with any unkind behaviour quickly and with compassion.

Pupils appreciate the extensive range of opportunities that develop their talents and broaden their horizons. They also value the importance of developing their leadership skills. For example, pupils feel proud to fulfil roles such as anti-bullying ambassadors, eco-warriors and sports leaders.

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

Staff are united by a common desire to do their best for each and every pupil. The school supports pupils with SEND exceptionally well. Staff quickly and accurately identify pupils' needs. They work closely with parents and carers to ensure that each pupil's needs are met. Teachers are highly skilled at adapting the way the curriculum is taught for pupils with SEND so that these pupils can learn well. Pupils in the specially resourced provision benefit from an inspiring curriculum. This helps these pupils to learn consistently well.

The school has introduced an ambitious and inspiring curriculum in all subjects. These curriculums are clear about exactly what pupils should learn. Subject curriculums start in the early years and are ordered thoughtfully throughout the school. They provide teachers with the support that they need to deliver subject curriculums expertly.

The school ensures that teachers are skilful in their assessment of what pupils know, understand and can do. Teachers are adept at identifying gaps in pupils' knowledge

and the aspects of the curriculum that they need to revisit. This helps to ensure that pupils learn well in all subjects and throughout the school.

Reading is at the heart of the school's work. Staff promote reading relentlessly. Pupils love reading and spoke with passion about their favourite books, authors and genres. Staff are experts at teaching early reading. Their teaching enables almost all pupils to become technically proficient readers. Pupils who struggle to keep up with their reading are supported skilfully. This enables them to catch up with their classmates.

Pupils benefit from a remarkable range of musical, sporting, artistic and cultural activities. For example, older pupils enjoyed taking part in an online signing ceremony with pupils from China. Others spoke animatedly about singing at a local care home and planting trees in a local park. Pupils appreciate the range of trips and visits on offer, such as residential visits to London and North Wales. Staff ensure that all pupils, including those who are disadvantaged, benefit from the opportunities on offer.

Pupils' attitudes to learning are exemplary. They work hard and persevere. Pupils follow routines impeccably. Their attendance is excellent. Staff work constructively with a small number of families to ensure that, over time, their children attend school as regularly as they should. Staff are also skilled at supporting pupils who occasionally find it difficult to adhere to the school's high expectations for their behaviour.

The school is strategic and meticulous in evaluating the quality of education that it provides. The school has built a welcoming community in which everyone feels valued. The parents who shared their views during the inspection were effusive about the work of the school.

The trust and those responsible for governance oversee the school's work effectively. They work in partnership with the school to make sure that the impact of change on staff's workload and well-being is considered carefully.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146615
Local authority	Cheshire East
Inspection number	10290346
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	Board of trustees
Chair of trust	Chris Hampshire
CEO of the trust	Tom Quinn
Headteacher	Andrea Booth
Website	https://handforthgrange.com/
Dates of previous inspection	4 and 5 October 2022, under section 8 of the Education Act 2005

Information about this school

- Handforth Grange Primary School converted to become an academy school in September 2019. When its predecessor school, Wilmslow Grange Community Nursery and Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the Frank Field Education Trust.
- The school has a specially resourced provision for pupils with SEND. This specially resourced provision has spaces for seven pupils with autism spectrum disorder in the early years and key stages 1 and 2. All pupils who attend the specially resourced provision have an education, health and care plan.
- The school makes use of one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other school leaders and members of staff.
- Inspectors spoke with the chief executive officer and another leader from the multi-academy trust. An inspector met with trustees from the multi-academy trust, including the chair of the trust board. An inspector also met with representatives of the local governing body, including the chair of governors.
- An inspector spoke with a representative from the local authority.
- The inspectors carried out deep dives in early reading, mathematics, physical education, music and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, looked at samples of pupils' work, held discussions with teachers and talked with pupils.
- An inspector listened to pupils read with a familiar adult.
- An inspector spoke with the subject leaders of history, art and design, and design and technology. An inspector also looked at samples of pupils' work in these subjects.
- Inspectors observed pupils' behaviour in lessons, around the school site and at social times. Inspectors spoke with pupils about their experiences at school. They also considered the responses to Ofsted's online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted's online survey for staff.
- Inspectors spoke with parents at the start of the school day. They also considered the responses to Ofsted Parent View. This included the free-text responses.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Will Smith, lead inspector

Ofsted Inspector

Clare Baron

Ofsted Inspector

Niamh Howlett

Ofsted Inspector

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