

Inspection of a school judged good for overall effectiveness before September 2024: Grappenhall St Wilfrid's CofE Primary School

Church Lane, Grappenhall, Warrington, Cheshire WA4 3EP

Inspection dates:

3 and 4 December 2024

Outcome

Grappenhall St Wilfrid's CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

The school's high expectations shine through all aspects of its work. Pupils meet these expectations well, whether this is through their positive behaviour or their hard work. Pupils learn and achieve well, including pupils with special educational needs and/or disabilities (SEND).

Pupils are cheerful, polite and welcoming. They enjoy valuable relationships with their peers and adults. Older pupils spoke fondly of their role as buddies to children in their first year of school. Pupils are kind and have a deep appreciation of diversity and equality. This helps everyone in the school to feel welcome. They value their education which is reflected in attendance rates that are above average.

The school's strong personal development offer helps pupils to thrive in various leadership roles. For example, the sports crew are on a mission to introduce pupils to new sports with the hope that they then take them up outside of school. The ethos group felt empowered when they recently interviewed for a parish vacancy. Older pupils talk fondly of their experiences visiting the local care home to join in with activities or share songs with the residents. Pupils are very well prepared for their later life. They aspire to become positive, caring members of society.

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

The quality of education in the school has been further strengthened since the last inspection. Many areas of the curriculum have been redesigned so that the school can

successfully help pupils develop a love of learning and a better understanding of their local area.

A recent review of the curriculum has ensured that the school has identified the key knowledge it wants pupils to learn and remember. The school provides guidance and training for staff. This has resulted in a consistent approach to teaching. Teachers explain new knowledge clearly, giving pupils time to think and rehearse their answers. On occasion, some pupils find it difficult to recall previous learning. This means new learning, from time-to-time, is not built on a secure foundation.

The school is ambitious for pupils with SEND. Typically, pupils with SEND are provided with classwork and resources that are appropriately adapted so that they can learn the same ambitious curriculum as their peers. The school identifies pupils who may require additional support from the beginning of the early years.

Reading is prioritised throughout the school. Staff have high expectations for pupils. Parents and carers are invited to play a key role in supporting their child's reading. Staff deliver the agreed phonics programme well. Pupils are given regular opportunities to practise and revisit the sounds they need to read well. Staff focus on checking pupils' knowledge. They intervene swiftly and effectively when pupils need extra help. Pupils read books that are appropriately matched to the sounds they have learned. Through regular practice, pupils develop their fluency and confidence.

Staff have high expectations of pupils' behaviour and attendance. Pupils are enthusiastic to learn and behave sensibly in class. In the early years, children enjoy learning about the world creatively through play, inside and outside of the classroom. Throughout school, pupils listen intently, debate and build on others' thoughts.

The school prioritises pupils' broader development. The school's values sit at the heart of this work. The pupil voice across the school is strong. They have successfully made a tangible difference to the school and wider community. Following a suggestion from an inspired pupil, the 'busy bee' group have introduced a bee colony. Pupils are proud of their honey and look forward to selling it soon at the Christmas Fair. Many pupils said it is delicious. The school recently organised an 'aspirations' week. Pupils had their eyes opened to the possible future careers that they could consider. They developed a better understanding of why they need to work hard and overcome challenges in life.

Staff feel listened to and valued as members of the school community. They know that their well-being is prioritised by the school when making decisions. Governors know and understand their roles well. They carry out their statutory responsibilities diligently. As part of their responsibility for governance, the board provides both support and challenge in equal measure to ensure that the quality of education continually improves.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, the school does not ensure that pupils remember what they have been taught over time. As a result, some pupils cannot confidently recall or build on their previous learning as well as they might. The school should ensure that the curriculum is having the intended impact so that pupils can learn equally well across all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in December 2019.

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	111315
Local authority	Warrington
Inspection number	10348066
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair of governing body	Alec Glover
Headteacher	Glenda Davies
Website	www.stwilfridsprimary.co.uk
Dates of previous inspection	3 and 4 December 2019, under section 5 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Chester. The last section 48 inspection, for schools of a religious character, took place in 2019. The school's next section 48 inspection is due to take place by the end of 2026.
- This school does not use alternative provision for its pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector observed pupils from Years 1 and 2 read to a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The lead inspector spoke with members of the governing body. They also spoke with a representative of the local authority and the diocese.
- The lead inspector spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- The lead inspector met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- The lead inspector looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- The lead inspector met with parents at the start of the school day. They took account of the responses to the online parent survey, Ofsted Parent View, including the free-text comments.
- The lead inspector spoke with groups of pupils about their experiences at school. There were no responses to Ofsted's online pupil survey.

Inspection team

Helen Friend, lead inspector

His Majesty's Inspector

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