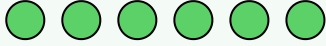



# Well Green Primary School

**Address:** Briony Avenue, Hale, Altrincham, Cheshire, WA15 8QA

**Unique reference number (URN):** 106293

## Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

## ⊗ Safeguarding standards not met

Leaders have not ensured that there is an open and positive culture around safeguarding.

Staff know how to identify the signs of potential harm to pupils. They report their concerns to leaders, following the clear procedures that are in place. However, records show that many concerns have not been responded to promptly by leaders or in accordance with school policies. Leaders' follow-up actions do not ensure that pupils get appropriate and timely support. The school does not maintain accurate and detailed safeguarding records. As a result, some pupils do not get the help they need and continue to be at risk of significant harm.

Governors do not understand or fulfil their safeguarding responsibilities. They lack detailed safeguarding knowledge and have not had suitable training. They have not ensured that the school's safer recruitment processes are secure. They do not have a precise oversight of how effectively the school safeguards its pupils.

New leaders have recognised that there is significant work to be done to strengthen safeguarding arrangements. However, the concerns identified have not been resolved or shared with governors.

Staff teach pupils how to keep safe, including online. Pupils know how to raise concerns through the taught curriculum and pastoral support available.

### 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.

## ⊗ This school requires special measures

His Majesty's Chief Inspector is of the opinion that this school requires **special measures** because it is failing to provide an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

## Expected standard

### Achievement

Expected standard 

Pupils typically secure their understanding of important knowledge and skills across a range of subjects and produce high-quality work. Overall, pupils' attainment in reading, writing and mathematics by the end of key stage 2 is above the national averages. However, in writing at the end of key stage 2, some disadvantaged pupils do not secure the knowledge they need for secondary education. These pupils are not prepared as well as their peers for the next stage in their education.

Leaders have ensured that pupils secure the basic skills needed for reading and mathematics. Pupils' pass rates in the Year 1 phonics screening check and the Year 4 multiplication table check have been consistently above national averages over the last 3 years. Children in the early years use their phonics knowledge confidently to read words with increasing fluency and accuracy. Older pupils use their knowledge of number facts well when solving complex mathematical problems.

### Attendance and behaviour

Expected standard 

Overall, pupils' attendance is in line with the national average. The school continues to prioritise reducing pupils' absence. Leaders intervene and offer support to families when attendance does not improve. The school's work to promote inclusion has had a positive impact. The attendance of disadvantaged pupils and those with special educational needs and/or disabilities is slowly improving.

Pupils behave very well in lessons and around the school. Their conduct reflects the culture of care, consideration and the love of learning that leaders have created. Generally, behaviour during unstructured times is calm and orderly. However, a minority of pupils require additional support to regulate their behaviour. Staff do not always communicate their expectations clearly or enforce boundaries consistently. At times, this results in playtimes not being an enjoyable experience for some pupils.

Pupils appreciate that their individual needs are considered and met, such as being able to access indoor safe spaces when social times on the playground become too much for them. Leaders have developed a culture where bullying is not tolerated. When it happens, it is sorted quickly.

### Curriculum and teaching

Expected standard 

In the main, the curriculum is broad and well considered. Recent improvements mean that the key vocabulary and skills that pupils need to know are identified clearly so that pupils learn them in a logical order. Teachers deliver lessons clearly, covering the right things at the right time. Pupils talk confidently about their learning across the curriculum, using ambitious language.

Staff benefit from training to improve their practice. As a result, staff are skilled at supporting

pupils with special educational needs and/or disabilities. They adapt activities effectively so that these pupils learn well, alongside their peers.

The curriculum has been developed to ensure that pupils are able to gain skills in reading and mathematics. Staff teach these subjects consistently well through structured lessons. As a result, most pupils can read and recall their number facts from an early age. However, some pupils, particularly those who are disadvantaged, struggle to form letters correctly or spell accurately. This affects their ability to write fluently.

Teachers check pupils' work closely to spot those who need extra help. This additional support means that most pupils catch up quickly with their peers.

## Early years

Expected standard 

Staff understand the importance of getting children off to a positive start in the early years. The school has developed a curriculum that maps out the small steps that children will follow in their learning journey from Nursery to Reception. Staff often check how well children are learning and identify any support they need. They ensure that children make suitable progress so that they are ready for Year 1.

Staff provide appropriate provision for the youngest children, with a clear focus on building independence and opportunities to learn through play. During structured teaching sessions, children build strong foundations for their future learning. Staff work well with parents and carers to get to know children's individual needs when they join the school. This helps them to provide experiences that are tailored to children's interests and supports them to learn.

Children in Reception secure their knowledge of phonics through well-taught lessons. They learn their letter sounds quickly to build confidence in reading. Staff prioritise children's language development through stories, rhymes and songs. They engage well with children and promote effective communication skills. This supports children to secure more ambitious vocabulary.

## Inclusion

Expected standard 

Leaders' recent work has ensured that the school has an inclusive culture where pupils feel valued and included. Leaders know the pupils well. They work closely with pupils' families and external organisations to overcome any barriers that prevent pupils from being successful. This begins as soon as children join the school in the early years. Leaders identify pupils' needs effectively. They spot when things change to ensure that any support in place remains suitable. This enables pupils to be included fully in the life of the school.

Suitable training means that staff know how best to support pupils with special educational needs and/or disabilities (SEND). They put their expertise to appropriate use to ensure that pupils with SEND get the right help. Leaders monitor pupils' progress to review the strategies put in place and shape the ongoing support.

Leaders typically make effective use of additional funding to provide disadvantaged and vulnerable pupils with the support that they need. They ensure that disadvantaged pupils enjoy the same experiences as their peers. However, at times, some disadvantaged pupils

do not achieve as highly as they could in some subjects. This remains an ongoing priority for the school.

## Personal development and wellbeing

Expected standard 

The school's personal development programme is well considered. Pupils benefit from a wealth of opportunities that develop their character and prepare them for future life. They demonstrate a sound understanding of concepts taught in personal, social, health and economic education. Pupils are acutely aware of equality for all and the importance of fairness. They take part in discussions about what is right and wrong and consider moral dilemmas with maturity. Pupils' knowledge of relationships and health education is appropriate, including the risks involved in using the internet and the importance of personal boundaries.

Pupils demonstrate a clear understanding of fundamental British values. They learn about democracy. For instance, children in Reception vote for their class book, while pupils in Year 6 take part in a mock trial in a magistrate's court. Pupils relish opportunities to develop their leadership skills and make a positive contribution to their school. Play leaders organise activities to encourage active lifestyles, and wellbeing ambassadors lead whole-school assemblies to promote positive mental health strategies. Over time, pupils develop a strong sense of responsibility and understand what it means to be a positive citizen. All pupils have an opportunity to learn a musical instrument, and leaders are committed to removing barriers so that disadvantaged pupils have full access to wider opportunities.

Leaders provide a comprehensive and carefully tailored pastoral support system that benefits all pupils. The school's nurturing approach, alongside personalised help and targeted support, is highly effective. Pupils identified as vulnerable thrive. Many pupils can talk about how they feel. This is because they learn the words to use to express their emotions from an early age. They are well prepared for life in modern Britain.

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## Urgent improvement

### Leadership and governance

Urgent improvement 

Leaders at all levels do not have a shared and accurate understanding of some aspects of the school's provision. They have not identified weaknesses in safeguarding systems and taken appropriate action to ensure that pupils are kept safe from harm. That said, in many areas, leaders' understanding of what needs to improve is more accurate. For instance, the English curriculum has recently been strengthened. Even so, leaders have not taken these actions in a timely manner.

Governors do not understand or carry out their statutory responsibilities effectively. They do not have appropriate systems in place to ensure that they have an accurate view of the school. This includes how it checks for compliance with its legal duties. Additionally, they do not have systems in place to assure themselves of leaders' work to secure progress towards the school's improvement priorities. Over time, governors have not reviewed important information such as safeguarding incidents, health and safety concerns or the impact of

leaders' actions to address areas where pupils may be underachieving. Consequently, they have not provided sufficient challenge to hold leaders to account for the safety and welfare of pupils or to secure the best possible quality of education and care. This has led to pupils being at risk of potential harm. Leaders, including governors, do not demonstrate the capacity, expertise or knowledge to address the serious weaknesses in safeguarding or school improvement without additional support.

Overall, staff feel valued and supported in their roles. They appreciate the consideration leaders provide to help them manage their workload. The school's relationships with parents and carers continue to strengthen. Many parents value how the school supports pupils to achieve well academically.

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

Pupils say they feel safe in school. However, leaders do not take appropriate action to reduce risks that may harm pupils. Leaders do not ensure that there is appropriate supervision on the playground to prevent injuries. They do not act swiftly enough to protect pupils who are at risk of significant harm. Records of leaders' actions to keep pupils safe are not accurate. Leaders' understanding of what is working well in the school and what needs to improve lacks precision.

Pupils are proud to grow and learn at Well Green. They enter school happily and are greeted warmly by staff who know them well. Relationships are caring, and everyone feels included. Pupils benefit from the nurturing school community that promotes a sense of belonging. They say they are not worried about bullying. Pupils know how to manage most risks, such as using the internet, sensibly.

Most pupils attend well. They enjoy school and are motivated to learn. They work hard and display a keen interest in their education. Children in the early years learn how to manage friendships and their emotions. Older pupils behave well and show respect to staff and visitors.

The school is ambitious that all pupils will succeed personally and academically. Pupils achieve well across the curriculum and in national tests at the end of key stage 2. They are well prepared for secondary education.

Pupils, including those with special educational needs and/or disabilities, attend a range of clubs such as choir, coding and chess. These activities help to develop their talents and interests. Regular trips, including to the theatre and to places of worship, enhance their knowledge of the curriculum and of different faiths and religions. Pupils develop a strong sense of mutual respect and tolerance. They learn about different types of families and enjoy sharing their own cultural diversities. Pupils are well prepared for modern-day life beyond their school community.

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## Next steps

- Leaders must ensure that the school's safeguarding arrangements are reviewed urgently to secure an open and effective safeguarding culture where pupils are protected from potential risks.
  - Leaders must ensure that they act swiftly to protect pupils at risk of harm and track their actions closely through detailed and accurate safeguarding records.
  - Governors must strengthen their understanding of their statutory safeguarding responsibilities so that they can hold leaders to account fully and address any concerns promptly.
  - Governors must ensure that they have clear systems in place to secure precise information regarding the school's work so that they can provide effective support and challenge for school leaders.
  - Leaders should review the routines and expectations for unstructured times, particularly in key stage 1, so that pupils demonstrate high standards of behaviour at all times.
  - Leaders should revise the curriculum for writing to ensure that pupils master transcription skills from an early age to improve achievement in writing, particularly for disadvantaged pupils.
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## About this inspection

The chair of the board of governors in this school is Dave Sutcliffe.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, members of the governing board, a representative of the local authority and a number of other staff members.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint early career teachers before the next monitoring inspection. The position regarding the appointment of early career teachers will be considered again during any monitoring inspection we carry out.

The inspectors confirmed the following information about the school:

The headteacher has been in post since September 2025. The chair of the board of governors took up the position in 2024.

The school does not make use of alternative provision.

**Lead inspector:**

Emily Morris, His Majesty's Inspector

**Team inspectors:**

Joan Grant, Ofsted Inspector

Clare Baron, 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 20 January 2026

## School and pupil context

### Total pupils

**229**

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

**218**

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)**

**6.97%**

Well below 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**

**2.18%**

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**

**4.80%**

Well below average

### **What does this mean?**

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

National average: 15%

## **Location deprivation**

**Well below 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).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	61%	Above
2024/25 (revised)	91%	62%	Above
2023/24 (final)	75%	61%	Above
2022/23 (final)	94%	60%	Above

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	74%	Above
2024/25 (revised)	97%	75%	Above
2023/24 (final)	88%	74%	Above
2022/23 (final)	97%	73%	Above

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	94%	72%	Above
<b>2024/25 (revised)</b>	94%	72%	Above
<b>2023/24 (final)</b>	91%	72%	Above
<b>2022/23 (final)</b>	97%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	91%	73%	Above
<b>2024/25 (revised)</b>	97%	74%	Above
<b>2023/24 (final)</b>	78%	73%	Close to average
<b>2022/23 (final)</b>	97%	73%	Above

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	22%	46%	Below
<b>2024/25 (revised)</b>	S	47%	S

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	17%	46%	Below
<b>2022/23 (final)</b>	S	44%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	67%	62%	Close to average
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	67%	62%	Close to average
<b>2022/23 (final)</b>	S	60%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	56%	59%	Close to average
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	67%	58%	Close to average
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	33%	60%	Below
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	17%	59%	Below
<b>2022/23 (final)</b>	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	22%	68%	-45 pp
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	17%	67%	-51 pp
<b>2022/23 (final)</b>	S	66%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	67%	80%	-13 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	67%	80%	-13 pp
<b>2022/23 (final)</b>	S	78%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	56%	78%	-22 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	67%	78%	-11 pp
<b>2022/23 (final)</b>	S	77%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	33%	80%	-46 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	17%	79%	-63 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## 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)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	Close to average

### 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)	11.0%	13.3%	Close to average
2023/24 (3 term)	12.2%	14.6%	Close to average
2022/23 (3 term)	15.3%	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.

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