

Well Green Primary School

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

Unique reference number (URN): 106293

Inspection report: 16 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

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.

Expected standard

Achievement

Expected standard 

Pupils are well prepared for their next stage of education. By the end of key stage 2, pupils' attainment in reading, writing and mathematics is well above the national average. Pupils also attain highly in the phonics screening check. Outcomes in the multiplication tables check are above average.

Older pupils recall prior learning and use this to solve increasingly complex problems, particularly in mathematics. In contrast, for some subjects, pupils' written work does not reflect the same accuracy in spelling, handwriting and grammar. This particularly affects some disadvantaged pupils, who are not able to write as fluently as their peers.

Most pupils achieve well across a range of subjects. Pupils with special educational needs and/or disabilities usually make suitable progress from their starting points. However, some vulnerable pupils without an education, health and care plan do not make the progress of which they are capable. The same is true for some of the most-able pupils.

Attendance and behaviour

Expected standard 

Most pupils attend school regularly. Overall, attendance is above the national average. Leaders analyse attendance information closely and identify pupils who need extra support. Leaders work closely with parents and carers, as well as specialist professionals, to support families where pupils are at risk of persistent absence. This is beginning to help some pupils, particularly those who are disadvantaged, to attend school more regularly.

Pupils behave well in lessons and show positive attitudes to learning. Staff know pupils well and respond calmly when behaviour is not as expected. They help pupils to understand the impact of their actions. There have been no suspensions or permanent exclusions. Bullying or any discriminatory behaviour is rare and, when it does occur, it is not tolerated. However, at social times and during transitions, some staff do not consistently reinforce the school's expectations for behaviour. This particularly affects younger pupils. They lack the support needed to manage their emotions and stay focused.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious curriculum. They have carefully considered the knowledge that pupils will learn. This knowledge is sequenced logically from Nursery to Year 6. For example, in mathematics, leaders have set out the calculations that pupils will learn during their time at school. Leaders have an accurate understanding of how well the curriculum is taught. For example, they have identified that some pupils, particularly those who are disadvantaged, require support to improve their spelling, handwriting and grammar. Leaders have begun to act on this.

Staff typically have a secure knowledge of the subjects that they teach. This is particularly true in mathematics. Teachers gather useful information to assess pupils' understanding and retention of the curriculum. However, some teachers do not routinely use this information to

match activities to pupils' starting points. When this is the case, some pupils with special educational needs and/or disabilities do not benefit from the adaptations they need to succeed. Pupils without an education, health and care plan are particularly affected by this lack of support. Additionally, some activities are not well matched to the starting points of the most-able pupils. This means that these pupils are hindered from building the depth of knowledge of which they are capable.

Inclusion

Expected standard 

Pupils with special educational needs and/or disabilities (SEND) usually make suitable progress from their starting points. Leaders build positive relationships with parents and carers as soon as pupils join the school. This helps leaders identify needs early, including pupils who are disadvantaged and those with SEND. Leaders work closely with specialist professionals to understand each pupil's needs. Staff adapt their teaching so that pupils with SEND can access the curriculum. However, on occasion, staff do not consistently adapt how the curriculum is delivered to match some pupils' starting points. This is particularly true for pupils without an education, health and care plan.

Leaders use additional funding to support disadvantaged pupils in a considered way. This funding typically removes barriers to disadvantaged pupils and helps them to take part in enrichment and school life. Leaders review the impact of this funding carefully. Despite this, some disadvantaged pupils would benefit from targeted support to help them write more fluently across subjects.

Leaders check the impact of support strategies and make timely adjustments. For example, some pupils with communication difficulties benefit from speech and language support. This helps them to speak with increasing clarity. Parents describe the school's approach as responsive.

Personal development and wellbeing

Expected standard 

Pupils have a secure knowledge of different faiths and cultures. For example, pupils visit local places of worship, including a synagogue and a mosque. This helps pupils to understand and respect people from different backgrounds. They celebrate Heritage Day and a range of religious festivals together as a school community. This helps pupils to reflect on their own beliefs.

Leaders have designed a coherent personal development programme. Pupils learn how to stay safe online, supported by assemblies led by online safety ambassadors. They also learn about road safety and what to do in an emergency. This helps pupils to keep themselves safe in a range of situations. Pupils benefit from relationships and health education that is appropriate to their age and stage. They learn how to look after their physical and mental health. Pupils know how to ask for help when they need it. Those who need extra guidance can access specialist mental health support.

Pupils enjoy a wide range of clubs and activities, including chess, choir, piano lessons and athletics. They relish the opportunity to take on a variety of leadership roles, such as wellbeing ambassadors and eco-warriors. Pupils vote for school council representatives,

giving them a genuine say in school life. They also explore different views and opinions through discussion in lessons.

Leaders make sure that disadvantaged pupils can take part in the full breadth of activities. For example, pupils who are not able to attend after-school clubs join similar activities during the school day. For some this includes participating in the school's running club at lunchtime. Leaders keep track of participation in clubs and activities. They use this information to reach out to pupils who have not benefitted from these experiences. As a result, pupils are well prepared for life in modern Britain.

Needs attention

Early years

Needs attention 

Some teaching within the early years does not consistently meet leaders' expectations. From time to time, some activities do not help children to learn the knowledge that is set out in the curriculum. At times, staff interactions do not support children's learning.

Leaders work with parents and carers as children join the school to identify their additional needs quickly. However, some staff do not use this information, or what they observe, to adapt how the curriculum is delivered to meet children's needs. Although many children are ready for Year 1, some vulnerable children are not as ready as they could be.

Typically, staff have warm relationships with children. When guided by staff, children learn well. Where interactions and activities are purposeful, such as in the Nursery class, children are able to learn new words. Nursery-age children delight in singing and language games. This helps them to extend their vocabulary. Staff meet children's personal care needs well. This enables children to become more independent. Children feel safe and settled.

Reading is prioritised from the start. Children enjoy joining in with familiar stories and rhymes. They learn the sounds that they need to read words accurately. Those children who fall behind receive timely support so that they can catch up with the reading programme quickly.

Leadership and governance

Needs attention 

Many governors are new to their roles. They bring appropriate skills and are committed to their responsibilities. As a governing body they understand their statutory responsibilities, including safeguarding. However, governors do not have a sufficiently clear overview of the quality of education, particularly for disadvantaged pupils. This means that governors are not able to check the impact of leaders' actions with sufficient precision. They cannot be certain that leaders' actions are bringing about the improvements that disadvantaged pupils need.

Since the previous inspection, leaders have acted quickly to address the weaknesses that were identified. Pupils are now kept safe. For example, leaders have improved their record-keeping relating to safeguarding. This helps leaders to follow up on concerns that staff raise

and respond quickly. Leaders evaluate their work honestly and have an accurate understanding of the areas that still need improvement. Members of the school's community, such as parents and carers, are generally confident in the direction that leaders are taking. Leaders know the school's context well. They are attuned to the circumstances that might act as a barrier to pupils' learning and wellbeing.

Leaders make sure that staff receive training that is linked to the school's priorities. This has sharpened staff's ability to keep pupils safe. Leaders and staff make decisions in the best interests of pupils. Staff are proud to work at the school. They appreciate the fact that leaders consider their workload and wellbeing.

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

Pupils enjoy coming to Well Green Primary School. Relationships between staff and pupils are warm, respectful and positive. Pupils feel valued and supported. Together, staff and pupils celebrate each other's backgrounds and cultures. This helps them to be proud to be part of their diverse school community. Pupils demonstrate kindness, maturity and ambition, contributing positively to the welcoming school atmosphere every day.

Pupils enjoy their lessons and are eager to take part in discussions. They are enthusiastic learners, who embrace challenges. They work collaboratively with others, showing confidence, curiosity and determination in their learning. Pupils rarely miss a day at school. Most pupils achieve well and leave Well Green prepared for the next stage of their education.

Pupils build knowledge over time across a range of subjects. They learn to read well. However, some pupils, particularly disadvantaged pupils, are not developing their writing skills as fluently as their peers. Some pupils do not get the help they need to learn as well as they could. This is particularly true in the early years. As a result, these pupils do not make the progress through the curriculum that they are capable of. Governors are not checking, with sufficient precision, that these pupils are reaching their full potential.

Pupils generally behave well and show positive attitudes to their learning in lessons. Staff deal with any concerns, including about bullying, quickly and effectively. This helps them to feel safe in school.

Pupils take on responsibilities within the school and develop their confidence as a result. They benefit from many opportunities beyond the classroom, including visits, clubs and cultural celebrations. These experiences help pupils to gain the resilience and knowledge that they need for life in modern Britain.

Next steps

- Governors should make sure that they use the precise information that they gather about the school's work, so that they can provide effective support and challenge to leaders.

- Leaders should revise the writing curriculum, so that pupils develop their spelling, handwriting and grammar from an early age, particularly disadvantaged pupils.
 - Leaders should make sure that staff apply the school's expectations for behaviour consistently, so that pupils, particularly younger pupils, develop the self-regulation skills they need.
 - Leaders should make sure that adults use their interactions, activities and adaptations to match children's starting points, so that children learn more and remember more.
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About this inspection

The chair of the board of governors in this school is Dylan Butt.

Inspectors carried out this inspection under section 8 of the Education Act 2005. We decided to treat the inspection a full inspection under section 5 of the same Act.

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 and other leaders during the inspection. The lead inspector spoke to representatives of the governing body, including the chair of the governing body. Inspectors engaged with pupils throughout the inspection. They also spoke to some parents and carers. They considered the responses to Ofsted's surveys and Ofsted Parent View.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The inspectors confirmed the following information about the school:

The headteacher has been in post since September 2025.

Many governors, including the chair of the board of governors, took up their positions since the last inspection.

The school has on-site nursery provision for children aged 3 to 4, offering both full-time and part-time places. This provision is part of the school's main registration.

The school does not make use of alternative provision.

Headteacher: Tom Tien-Rhimes

Lead inspector:

Mark Hazzard, His Majesty's Inspector

Team inspector:

Shoab Uddin, 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 16 June 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 (final)	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 (final)	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.

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

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

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

Year	This school	National average	Compared with national average
Latest 3 year average	22%	46%	Below
2024/25 (final)	S	47%	S
2023/24 (final)	17%	46%	Below
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

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

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

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

Disadvantaged pupils reaching the expected standard in mathematics

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

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

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

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

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

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (final)	S	81%	S
2023/24 (final)	17%	79%	-63 pp
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 (3 term)	4.3%	5.2%	Below
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 (3 term)	8.8%	13.0%	Below
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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