

# Inspection of Wardley CofE Primary School

Moss Bank Road, Wardley, Swinton, Manchester M27 9XB

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Inspection dates:	29 and 30 April 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2017. The school received an ungraded inspection under section 8 of the Act in February 2024. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Pupils thrive in the warm and supportive climate of this school. They are keen to learn, and they participate enthusiastically in their lessons. In the early years, staff skilfully help children to develop attributes such as resilience and perseverance that grow and develop as they move up through the school. This helps pupils to become highly effective learners. In most subjects, pupils achieve very well.

Pupils are proud to live up to the school's high expectations for their learning and conduct. They demonstrate exemplary conduct in lessons and playtimes, striving to embody the school values of the 'Wardley Way.' Pupils develop a strong understanding of the diverse make-up of the local community and modern Britain. They are determined that everyone should feel welcome and be treated fairly in their school.

Pupils benefit from a carefully designed programme of trips and visits. These enhance their learning and develop their independence outside of the classroom. Pupils value the broad range of clubs that further their talents and interests, including a variety of sports as well as chess and choir. The school is determined that all pupils are able to participate in these valuable opportunities, including those with special educational needs and disabilities (SEND).

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

The school has an ambitious vision for the achievement of all pupils. Pupils benefit from a broad and rich curriculum. Many subjects have recently been redesigned with the needs of the most vulnerable learners in mind. The school swiftly identifies the needs of pupils with SEND. It provides rigorous training for staff to enable them to make suitable adaptations which allow these pupils to access the curriculum successfully.

The school has crafted a highly effective and engaging curriculum. It has clearly defined the small steps of learning that pupils should learn, so that new knowledge builds upon what pupils have learned before. Staff are highly skilled in designing and delivering learning to pupils.

Where the curriculum is well-established, such as in the early years, pupils achieve well. However, in some subjects where the curriculum is particularly new, the school does not use effective strategies to check on pupils' learning. At times, gaps in pupils' learning are not accurately identified or addressed. It is therefore not clear if pupils have securely learned what they should have before they move on to new content.

Reading is a high priority throughout the school. Starting in the early years, the school has ensured that children encounter an array of texts which spark their love of literature. Staff expertly deliver the school's phonics programme. This means that most pupils are fluent readers by the end of key stage 1. Where this is not the case, pupils receive timely support from well-trained staff that helps them to develop their reading expertise.

In the early years, children make a strong start to their learning. Highly skilled practitioners swiftly establish routines that help children to feel secure and develop their independence. They design learning activities that foster children's sense of curiosity, awe, and wonder. Children are prepared exceptionally well for their onward learning journey in key stage 1.

The school has successfully improved rates of attendance in recent years. Most pupils attend school regularly. Where this is not the case, the school is persistent in seeking out and addressing any underlying causes for absence, including working with external agencies where necessary.

Pupils are very well-prepared for life in modern Britain through a carefully designed personal, social, health and economic (PSHE) education programme. In the early years, children are taught values such as sharing and turn taking that lay the foundations for future learning about healthy relationships. The school places a strong emphasis on teaching pupils about physical and mental wellness. It equips pupils with knowledge to understand their own emotions, and strategies to tackle unwanted feelings such as anger or anxiety.

Pupils enthusiastically undertake projects in the local community such as litter picking and gardening. They show an impressive understanding and compassion for those less fortunate, regularly raising funds and awareness for a range of causes. They make positive contributions to the school community through taking on an assortment of roles ranging from class book monitors to the 'ethos committee,' school council and senior pupils.

Governors fulfil their roles well, providing suitable support and challenge to the school including through the current period of leadership transition. Staff are proud to work at the school. They enjoy the culture of collaboration and mutual respect.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects where the curriculum has undergone recent revision, the gaps in pupils' knowledge are not effectively identified or addressed. Sometimes pupils do not build on their knowledge or secure their learning before moving on to new concepts. The school should ensure that staff have the knowledge and skills they need to effectively identify and address gaps in pupils' learning across all subjects.

## 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

<b>Unique reference number</b>	105940
<b>Local authority</b>	Salford
<b>Inspection number</b>	10377920
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Donovan
<b>Headteacher</b>	Kari Walker
<b>Website</b>	<a href="http://www.wardleyce.co.uk">www.wardleyce.co.uk</a>
<b>Dates of previous inspection</b>	28 and 29 February 2024, under section 8 of the Education Act 2005

## Information about this school

- At the time of inspection an interim senior leadership team were in post due to the recent departure of the previous headteacher.
- The school offers before- and after-school childcare.
- The school does not use alternative provision.
- The school is a voluntary-aided Church of England primary school under the Diocese of Manchester. The most recent Statutory Inspection of Anglican and Methodist Schools took place in March 2023. The next section 48 inspection is due in the next five years.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 held discussions with members of the governing body, including the vice-chair of governors, the acting headteacher, members of the senior leadership team, subject leaders, teachers, members of support staff and pupils.
- Inspectors carried out deep dives in English, including early reading, mathematics and art and design. For each deep dive, inspectors visited a sample of lessons, spoke to some staff and pupils about learning and looked at samples of pupils' work.
- An inspector observed pupils from Year 1, Year 2, and Year 3 reading.
- Inspectors observed pupils' behaviour in lessons, when moving around the school and during lunch and playtimes.
- Inspectors considered a range of documents and other information about the behaviour, attitudes, and the personal development of pupils.
- 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.
- Inspectors met with parents at the start of the school day. They also considered the responses to Ofsted's online survey, Parent View, and the responses to Ofsted's online pupil and staff surveys.

## Inspection team

Charlotte Oles, lead inspector

Ofsted Inspector

Lisa Finnegan

Ofsted Inspector

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Piccadilly Gate  
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