

Wolverham Primary and Nursery School

Address: Milton Road, Wolverham, Ellesmere Port, Cheshire, CH65 5AT

Unique reference number (URN): 144562

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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders are relentless in their commitment to improving pupils' attendance. As a result, pupils' attendance overall is close to the national average. Disadvantaged pupils and pupils with special educational needs and/or disabilities reach higher than national rates of attendance. Leaders analyse attendance data closely and use this to identify and support families to improve their child's attendance. The trusting relationships staff have built with families are helping to encourage them and make this support effective. Leaders have implemented strategies, such as a free breakfast club, which help pupils to start the day positively.

Leaders' approach to behaviour is underpinned by high expectations and positive, caring relationships. A harmonious, purposeful atmosphere permeates the school. Pupils' conduct around the school is respectful and considerate. In the classroom, pupils fully immerse themselves in their learning and do their best. They mix confidently beyond their year groups at social times, showing self-discipline and a clear sense of fairness. Older pupils act as role models to their younger counterparts, helping them to benefit from recent enhancements to their play provision. When pupils need extra support, staff deliver this effectively and with calm understanding. Bullying and discrimination are rare and pupils rightly trust adults to deal with any incidents swiftly.

Curriculum and teaching

Strong standard ●

Leaders have developed ambitious, well-sequenced curriculums across all subjects. They ensure that staff know precisely which knowledge and skills pupils should learn at each stage and in each subject. Leaders place a sharp emphasis on securing pupils' basic communication, reading, writing and mathematics skills. They prioritise these as the building blocks for future learning.

Staff benefit from high-quality training to ensure that they have the relevant expertise to deliver the curriculum effectively. Within their trust and local cluster groups, they share best practice and resources. Staff are highly competent at giving clear explanations and modelling content. Pupils are avid, inquisitive learners, consistently demonstrating positive attitudes in the classroom. Staff think carefully about how to adapt teaching and resources to ensure that pupils, including those who find learning a challenge, make progress.

Staff check that pupils are learning what is intended by using skilful questioning. Any misconceptions are noted and addressed quickly. Staff deliver regular retrieval sessions to help pupils to secure and retain key knowledge. Subject leaders make regular checks on pupils' progress and use this information to refine the curriculum.

Inclusion

Strong standard ●

Leaders have been highly responsive in their decision-making to take into account the increasing levels of special educational needs and/or disabilities (SEND) needs that the school is meeting. The school's Chestnut and Willow rooms enable staff to nurture and

support pupils with complex needs effectively. Pupils' needs are identified quickly and accurately using a clear approach that parents and carers are involved in all the way through. Pupils with barriers to learning access the same curriculum opportunities, enrichment activities and leadership roles as their peers.

Leaders work closely with external specialists, such as an educational psychologist and a speech therapist, to provide tailored support where needed. Staff receive the training and support they need to implement the strategies outlined in pupils' SEND learning plans effectively. Staff make skilful, appropriate adaptations to teaching and to the classroom environment so that pupils with SEND can participate fully and successfully in learning alongside their peers.

Leaders track vulnerable pupils' progress closely. This analysis is used to inform future teaching for pupils with SEND. It also enables leaders to check that the funding allocated to disadvantaged pupils is having the desired impact. This includes leaders' work with the virtual school to ensure that pupils in care are flourishing.

Personal development and wellbeing

Strong standard ●

Leaders provide an extensive, well-thought-out programme of personal development carefully shaped around the school's context. They track pupils' participation rigorously to ensure that disadvantaged pupils and those who face other barriers to learning benefit fully from the school's offer. Pastoral care is a cornerstone of the school. Highly-trained staff build warm, trusting relationships with pupils and families. Consequently, everyone feels comfortable seeking help.

Pupils talk confidently about what they have learned in their personal, social, health and economic education lessons. For example, they know how to manage risks to their wellbeing, both online and in the local community. Pupils understand how to stay physically and mentally healthy. They learn about the concept of consent and can describe the characteristics of healthy and unhealthy relationships or friendships.

Pupils learn about a range of faiths and cultures. They embrace difference and diversity, showing keen respect for others' values and beliefs. They demonstrate an impressive understanding of fundamental British values and internalise these in a meaningful way. Pupils show a secure understanding of equality and difference. One pupil commented that it is important to live life without judgement, while others explained that acceptance is a more positive word to use than tolerance.

Pupils benefit from a wide, exciting array of enrichment activities that nurture their talents and interests. They speak with pride about representing their school in football and golf competitions. From the early years onwards, pupils make the most of the wide range of clubs available, including in drama, gardening and choir. Pupils are proud to take on responsibilities such as junior road safety officers, house captains and sports captains. Such experiences deepen pupils' communication skills and help them to appreciate what it means to belong to and contribute to their community. Pupils are well prepared for life in modern Britain.

Expected standard

Achievement

Expected standard 

Pupils are ready for the next stage of their education, particularly by the end of key stage 2, when their attainment in national tests is close to national average. In contrast, pupils' attainment in the key stage 1 phonics screening check has been below national benchmarks for some time. The high proportion of pupils with special educational needs and/or disabilities means that some need more time to acquire the phonics knowledge and skills necessary for early reading. Leaders' work to improve attainment in the phonics screening check is ongoing. Pupils who do not pass the phonics screening check receive targeted, high-quality support to ensure that they go on to become confident, capable readers. Leaders are also taking effective action to address some inconsistencies in the early years that contribute to this.

Overall, pupils demonstrate appropriate knowledge and skills across the curriculum. Staff use a range of approaches to support pupils who need additional help. As a result, they make progress from their starting points. While older pupils can recall the core elements of their prior learning, leaders are focused on helping pupils to use this knowledge to deepen their understanding and make meaningful connections across different areas of the curriculum.

Early years

Expected standard 

Leaders ensure that every child makes a positive start to their early education. From the start of the 2-year-old provision to the end of the Reception year, children benefit from calm, well-established routines. Children feel happy and safe because staff nurture them individually and encourage their independence. Leaders are thoughtfully refining the curriculum so that communication, language and vocabulary receive a sharper focus. For example, work is underway to address some inconsistencies in reading acquisition that leaders have identified. Leaders are intent on ensuring that children benefit from every possible opportunity to develop the phonics knowledge required for a successful start to Year 1.

Children, including those who face barriers to their learning, build their knowledge and skills well across the areas of learning. Staff model high-quality interactions that develop children's communication, language and thinking skills. Children enjoy a range of stories, songs and rhymes. They talk confidently about what they are doing. For example, a group in the Nursery class demonstrated imagination and resilience while absorbed in building a plane from building blocks.

Leaders regularly review how well children learn. They use this knowledge to continue to refine and adapt the curriculum and teaching. Overall, children are well prepared for Year 1 by the end of the Reception year.

Leaders, governors and the trust have an accurate oversight of the school's context, including their commitment to inclusion. They identify the strengths of the school and are clear about the areas where further improvement is needed. This includes in phonics attainment and curriculum and teaching in the early years.

Across school, there is an embedded culture of professionalism and high expectations. The trust and governing board are knowledgeable, skilled and fulfil their statutory duties. They have developed effective systems that enable them to support school leaders and hold them to account for pupils' achievement in equal measure. Leaders collaborate productively with partners, both within and beyond the trust. They strive for continuous improvement in pupils' progress and development, particularly for those pupils who face barriers to their learning.

School and trust leaders have established a coherent programme for professional learning. This both supports staff to develop and improve classroom practice and offers them clear pathways for career progression. Staff, including early career teachers, feel well supported by leaders and appreciate that leaders consider their wellbeing a priority. Staff are happy and proud to work at the school.

Leaders communicate openly with families. They have established clear expectations regarding attendance and behaviour. Parents and carers speak positively about the school. They appreciate the wide range of personal development opportunities available to pupils.

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

Pupils are celebrated as individuals at Wolverham Primary and Nursery School. The school embodies a welcoming culture where staff know, value and nurture each pupil. Pupils benefit from a safe environment, where kindness and respect shape daily life. This is a place where everyone feels included.

Staff have high aspirations for pupils, including those with special educational needs and disabilities, who make positive progress from their starting points. Pupils' attainment at the end of key stage 2 aligns with national expectations. By the time they leave Year 6, pupils, including those who face barriers to their learning, achieve well and are ready to move on to secondary school.

Pupils are friendly and confident. Most are eager to attend school every day. Pupils listen attentively in lessons and strive to uphold the school's values. For example, their community value is exemplified by the fact that pupils' artwork is part of an exhibition at a local theatre. Pupils on the school council recently used their voice to change a school social event, demonstrating collective power and courage to make changes. In addition, pupils are taught the importance of their mental health. They enjoy their 'wellbeing Wednesdays' where they focus on understanding and managing their emotions.

Pupils feel safe because they trust that staff will deal swiftly and effectively with any unkind behaviour and incidents of bullying that arise. Leaders also focus on pupils' personal development, providing trips and visits to give pupils rich experiences and memories. Pupils

share stories of their trips to a local dairy farm and outdoor activity centres with excitement and enthusiasm. Leaders also provide opportunities for pupils to learn outdoor skills such as bushcraft and orienteering. This helps pupils to learn how to communicate effectively with each other to solve problems.

Next steps

- Leaders should continue to strengthen the early years curriculum, including early reading, so that children are better prepared for Year 1.
 - Leaders should continue their work to improve pupils' achievement, to help pupils to make meaningful links between subjects and deepen their knowledge across the curriculum.
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About this inspection

This school is part of the Concordia multi academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tracy Webb, and overseen by a board of trustees, chaired by David Keith.

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

Inspectors spoke with the headteacher, other senior leaders and staff. The lead inspector also met with members of the governing board, including the chair of governors, members of the trust, including the chief executive officer and the chair of trustees, and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Jenni Ogden

Lead inspector:

Ruth Moran, His Majesty's Inspector

Team inspectors:

Ian Shackleton, Ofsted Inspector

Alex Keane, 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

284

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

210

Below 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)

44.04%

Well above 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

8.45%

Well above 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

14.79%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	64%	61%	Close to average
2024/25 (final)	71%	62%	Above
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	58%	60%	Close to average

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	75%	74%	Close to average
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	73%	73%	Close to average

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	81%	72%	Above
2024/25 (final)	86%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	82%	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	78%	73%	Close to average
2024/25 (final)	91%	74%	Above
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

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	51%	46%	Close to average
2024/25 (final)	67%	47%	Above
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	44%	44%	Close to average

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	66%	62%	Close to average
2024/25 (final)	80%	63%	Above
2023/24 (final)	50%	62%	Below
2022/23 (final)	69%	60%	Close to average

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	79%	59%	Above
2024/25 (final)	87%	59%	Above
2023/24 (final)	75%	58%	Above
2022/23 (final)	75%	58%	Above

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	70%	60%	Above
2024/25 (final)	87%	61%	Above
2023/24 (final)	56%	59%	Close to average
2022/23 (final)	69%	59%	Close to average

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	51%	68%	-17 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	44%	67%	-24 pp
2022/23 (final)	44%	66%	-23 pp

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	66%	80%	-14 pp
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	69%	78%	-10 pp

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	79%	78%	1 pp
2024/25 (final)	87%	78%	8 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	75%	77%	-2 pp

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	70%	80%	-9 pp
2024/25 (final)	87%	81%	6 pp
2023/24 (final)	56%	79%	-23 pp
2022/23 (final)	69%	79%	-10 pp

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)	4.7%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	7.7%	5.9%	Above

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)	13.6%	13.0%	Close to average
2023/24 (3 term)	18.5%	14.6%	Above
2022/23 (3 term)	26.5%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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