

# Greave Primary School

**Address:** Werneth Road, Woodley, Stockport, Cheshire, SK6 1HR

**Unique reference number (URN):** 106050

## 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' attainment by the end of Year 6 in reading, writing and mathematics is broadly in line with national averages. In previous years, pupils have not achieved in line with national averages in the Year 4 multiplication check. Leaders have addressed this with adaptations to the curriculum and some helpful additional support for pupils who need it. Outcomes in the Year 4 multiplication check are now in line with national averages. Pupils in the Reception Year and in Year 1 confidently build the phonics knowledge that they need to become fluent readers by the end of key stage 1.

Disadvantaged pupils and those with special educational needs and/or disabilities achieve broadly in line with their peers nationally. On leaving Year 6, the attainment of disadvantaged pupils is close to national averages. Pupils can recall much of their learning across the curriculum. By the end of Year 6, most pupils are well prepared for learning at secondary school.

### Attendance and behaviour

Expected standard 

Leaders understand the importance of high attendance. They ensure it is a key priority and work with families and the local authority to improve the attendance of pupils. This includes pupils with special educational needs and/or disabilities and disadvantaged pupils.

The school's nurturing ethos, supported by sensitive pastoral care, means that pupils feel safe and comfortable in school. Leaders track attendance closely and take action when attendance concerns arise. They use a wide range of strategies to address barriers that prevent pupils from attending regularly. These approaches are having a demonstrable impact, reflected in improvements in the attendance of some individuals and key groups, particularly those who are persistently absent.

Pupils consistently show positive behaviour and attitudes. Leaders have created a calm, orderly and respectful environment. Relationships between staff and pupils are characterised by kindness and courtesy. Pupils are polite, take turns and help each other with their learning. At break and lunchtimes, pupils enjoy playing outside. They typically socialise well and show respect towards others. The school's recent focus on developing the outside spaces has supported pupils to play harmoniously. Parents and carers report that behaviour is consistently positive. Pupils are confident that issues such as bullying are not tolerated and are addressed swiftly.

### Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is ambitious and logically ordered so that learning builds over time. High-quality stories engage children from the early years onwards. This supports pupils to engage with their learning and helps to build a love of words and reading. Once pupils have mastered phonics, staff support them to become fluent readers and writers. In mathematics, pupils' confidence in recalling multiplication and division facts

quickly has improved in recent years. This helps to strengthen their fluency and reasoning so that they are better prepared for the next stage.

Strategies to check for pupils' understanding generally ensure that gaps in learning are identified and addressed. For example, staff check understanding during lessons and give support when pupils have misunderstood something. In these lessons, pupils keep up and learning flows smoothly. However, sometimes staff do not identify and address pupils' errors and misconceptions, including in handwriting, spelling and punctuation, promptly enough. As a result, these pupils do not develop fluency as quickly as they could.

Generally, pupils remember much of what they have learned and gain the knowledge that they need for their next steps. Leaders ensure that teachers typically have the expertise that they need to deliver the curriculum well. Staff know the needs of pupils, including those with special educational needs and/or disabilities, and those who face other barriers to their learning. They provide sensitive support so that pupils can learn the curriculum.

## Early years

Expected standard 

Leaders ensure children make a successful start to their education. They create a caring, environment where children feel safe and ready to learn. Warm relationships help children settle quickly and grow in confidence. Staff work closely with parents and carers from the start. They share regular updates and assessment information as well as practical opportunities including phonics workshops and stay-and-play sessions.

The curriculum sets out the key knowledge children need across all areas of learning. It shows a clear sequence and emphasises the importance of communication and language. Staff use stories, songs and talk to build children's vocabulary. Early reading is taught effectively. Staff follow the phonics programme with consistency, and children use their phonics knowledge in classwork and play, supported by a vocabulary-rich environment woven throughout continuous provision.

In mathematics, children use resources and conversations with their peers to explore and learn number facts. Staff model ideas clearly and ask helpful questions.

Assessment is regular and informs planning. Staff extend children's learning effectively through responsive, high-quality interactions that target emerging gaps in the moment. This enables needs to be identified and addressed in a timely way, including for pupils with special educational needs and/or disabilities and disadvantaged children. Outcomes for children in the early years have improved steadily and children now achieve close to national averages.

## Inclusion

Expected standard 

Leaders place inclusion at the heart of the school's work, ensuring that all pupils receive equal entitlement to thrive academically and emotionally. Leaders have a secure understanding of their community context, including the growing numbers of pupils with special educational needs and/or disabilities (SEND). Leaders adapt their approaches accordingly to provide effective support for pupils which reduce their barriers to learning.

Leaders prioritise early and accurate identification of need. They have developed robust systems for assessing pupils, supported by clear pathways across the different areas of SEND. From the early years, leaders work proactively with external agencies to ensure appropriate support is in place.

Leaders ensure that any additional funding is used to provide effective support for disadvantaged pupils. They prioritise working with parents and carers to successfully re-engage pupils who have been reluctant to attend school. Leaders also use this funding to ensure that no pupil misses out on the wide range of enrichment opportunities available.

Staff carefully create individual plans to help pupils with SEND. These outline the steps to help pupils make progress. They are regularly reviewed by leaders, parents and carers to ensure they have the intended impact. Support is adjusted where this is needed.

## **Leadership and governance**

**Expected standard** 

Leaders know the school and its community well. They understand what the school's strengths are and where it needs to improve. Leaders use this knowledge to set clear priorities and take direct, prompt action. They are focused on improving outcomes for pupils, especially those who face barriers to their learning or wellbeing. Leaders' actions in recent years have resulted in improved attainment which is now broadly in line with national averages, as well as improved wellbeing for pupils who need support in this area.

Leaders make decisions that put pupils first. They focus on improving key areas of the curriculum, including strengthening pupils' foundational knowledge. Staff say they feel supported and that leaders think carefully about workload and wellbeing. Leaders seek best practice and use this to refine their approach to school improvement.

Governors meet their statutory duties and understand the school's context. They monitor the effectiveness of policies regularly. This ensures that pupils are safe and learn well. Governors receive reports that help them check progress against priorities and take part in training to strengthen their oversight. Link governor visits help them to understand the school's work. Governors offer appropriate challenge and support to leaders.

## **Personal development and wellbeing**

**Expected standard** 

Leaders provide a clear and well-thought-out personal development programme. This includes a wide range of experiences that help pupils understand themselves and the wider world. Pupils talk positively about the clubs available to them such as pottery, various sports, coding club and crafting club. They benefit from trips to museums and outdoor and adventurous activities which build teamwork and resilience.

Leaders have designed a personal development offer and a programme of wider opportunities that prepares pupils well for life beyond the school. This includes a comprehensive personal, social, emotional and health education (PSHE) curriculum. Pupils learn to think about their own qualities and recognise strengths in others. In PSHE lessons, older pupils talk about friendships, fairness and conflict resolution.

The curriculum helps pupils understand global issues. They speak confidently about children's rights. Work linked to UNICEF strengthens this understanding. Pupils show respect for others' views and enjoy learning about different cultures and religions. Pupils learn about the fundamental British values. For example, they practise democracy through voting for their choice of new play equipment. This helps prepare them for life in modern Britain. However, pupils' knowledge in this area lacks depth, particularly in their knowledge of different faiths.

Relationship, sex and health education is taught in an age-appropriate way. Pupils learn about physical and emotional changes during puberty and how to build healthy relationships. They know how to stay safe online and when out and about in the community. Pupils also learn how to stay healthy in body and mind. They talk about healthy food choices and the importance of exercise. They learn strategies which help them when they are feeling anxious or worried.

Inclusion is central to leaders' approach to personal development. Leaders track pupils' participation in activities and are proactive in identifying any barriers to personal and social development that pupils face. They work swiftly and successfully to remove these so that all pupils can engage with the wider life of the school.

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

Pupils are proud to attend Greave Primary School. They know that they are valued and well cared for by staff who warmly welcome them into school each day. Established routines for all pupils, including children in the early years, help to create a calm and purposeful start to the day. Pupils enjoy school, and most attend well.

Pupils' behaviour is positive. Staff sensitively help pupils who need additional support with their behaviour to understand their feelings and to make positive choices. Pupils model the school's values. For example, they are typically respectful and kind. Pupils take on leading roles such as 'rights rangers' and 'restorative champions'. These pupils are trained to ensure everyone is included, to settle disagreements and encourage respectful interactions. This system is central to making the playground a harmonious place.

Staff and pupils enjoy positive relationships built on mutual respect. Pupils trust staff and know who to talk to if they have any concerns. Pupils benefit from effective pastoral care and support. This helps them to feel safe at school. Bullying rarely happens and is not tolerated. Pupils enjoy a range of carefully considered enrichment opportunities that broaden their horizons and raise their aspirations. For example, adults from a wide range of trades and professions visit the school and talk to pupils about their careers. Staff ensure that all pupils have equal access to all opportunities the school provides.

Leaders are ambitious for pupils to succeed academically and personally. Pupils discuss their learning confidently and enthusiastically. They typically display positive attitudes to learning. Pupils' attainment has improved over time and is now broadly in line with national averages. Pupils, including those with special educational needs and/or disabilities and

disadvantaged pupils, typically achieve well throughout school. They are well prepared for the next stage in their education.

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## Next steps

- Leaders should ensure that rigorous checks on pupils' understanding are consistently carried out, enabling misconceptions to be addressed promptly and helping pupils to apply and retain key knowledge more accurately.
  - Leaders should ensure that pupils learn the curriculum in sufficient depth so that this is reflected in their high attainment.
  - Leaders should further embed the personal development programme so that pupils consistently demonstrate understanding of a wide range of different faiths, backgrounds and beliefs.
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## About this inspection

The co-chairs of the board of governors in this school are Anthony Hesford and Amanda Oakden.

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 in the school and members of the governing board including the co-chairs.

Inspectors met with a representative of the local authority.

Inspectors spoke to a representative of the virtual school.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Jennie Williams

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**Lead inspector:**

Cleone Cunningham, His Majesty's Inspector

**Team inspectors:**

Nicky Parkinson, Ofsted Inspector

Rachel Pars, 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**

**357**

Above 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**

**355**

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)**

**10.44%**

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**

**3.92%**

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**

**10.92%**

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 | 52%         | 61%              | Below                          |
| 2024/25 (final)       | 62%         | 62%              | Close to average               |
| 2023/24 (final)       | 43%         | 61%              | Below                          |
| 2022/23 (final)       | 53%         | 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 | 72%         | 74%              | Close to average               |
| 2024/25 (final)       | 79%         | 75%              | Close to average               |
| 2023/24 (final)       | 76%         | 74%              | Close to average               |
| 2022/23 (final)       | 62%         | 73%              | Below                          |

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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 68%         | 72%              | Close to average               |
| <b>2024/25 (final)</b>       | 82%         | 72%              | Above                          |
| <b>2023/24 (final)</b>       | 50%         | 72%              | Below                          |
| <b>2022/23 (final)</b>       | 73%         | 71%              | Close to average               |

## 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 75%         | 73%              | Close to average               |
| <b>2024/25 (final)</b>       | 79%         | 74%              | Close to average               |
| <b>2023/24 (final)</b>       | 62%         | 73%              | Below                          |
| <b>2022/23 (final)</b>       | 82%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 36%         | 46%              | Below                          |
| <b>2024/25 (final)</b>       | 50%         | 47%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 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 | 64%         | 62%              | Close to average               |
| 2024/25 (final)       | 67%         | 63%              | Close to average               |
| 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 | 57%         | 59%              | Close to average               |
| 2024/25 (final)       | 100%        | 59%              | Above                          |
| 2023/24 (final)       | 17%         | 58%              | Below                          |
| 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 36%         | 60%              | Below                          |
| <b>2024/25 (final)</b>       | 50%         | 61%              | Close to average               |
| <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.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 36%         | 68%                              | -32 pp                  |
| <b>2024/25 (final)</b>       | 50%         | 69%                              | -19 pp                  |
| <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.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 64%         | 80%                              | -15 pp                  |
| 2024/25 (final)       | 67%         | 81%                              | -14 pp                  |
| 2023/24 (final)       | 67%         | 80%                              | -13 pp                  |
| 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 | 57%         | 78%                              | -21 pp                  |
| 2024/25 (final)       | 100%        | 78%                              | 22 pp                   |
| 2023/24 (final)       | 17%         | 78%                              | -61 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 | 36%         | 80%                              | -44 pp                  |
| 2024/25 (final)       | 50%         | 81%                              | -31 pp                  |
| 2023/24 (final)       | 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 (3 term) | 3.9%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 4.7%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 4.7%        | 5.9%             | Below                          |

### 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) | 8.1%        | 13.0%            | Below                          |
| 2023/24 (3 term) | 12.0%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 11.4%       | 16.2%            | Below                          |

## 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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