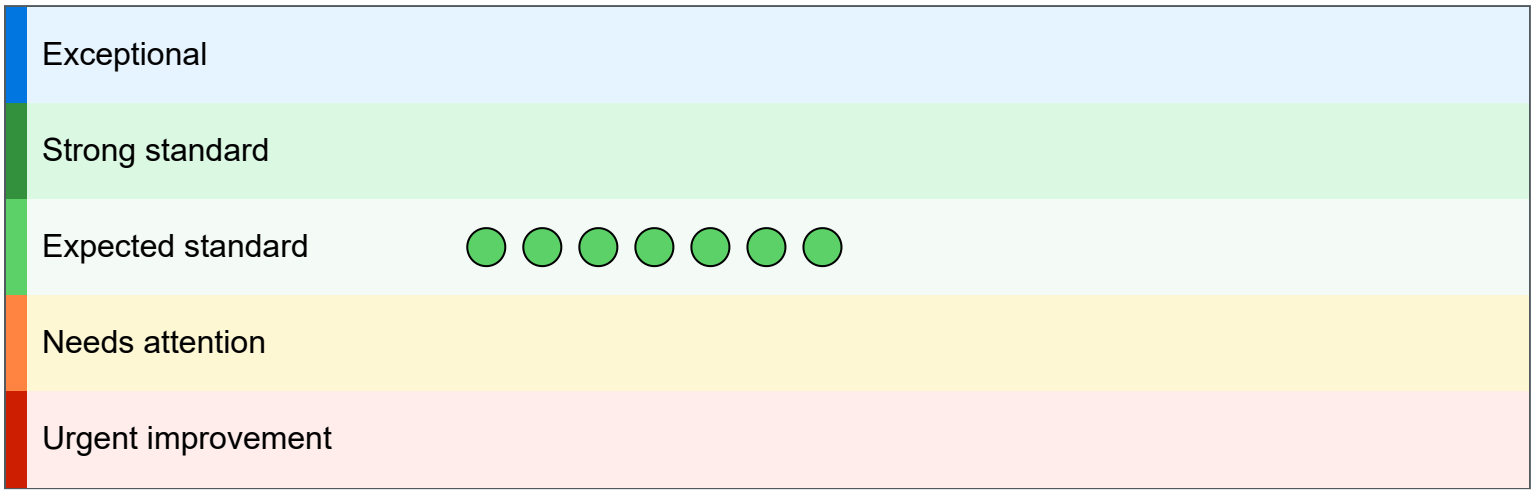
Wild Bank Primary School

Address: Demesne Drive, Stalybridge, Cheshire, SK15 2PG

Unique reference number (URN): 147917

Inspection report: 20 October 2026



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 attain well. Outcomes in key stage 2 national tests have notably improved. Attainment is now close to or above the national average across all subjects. The attainment of disadvantaged pupils is broadly in line with or above the attainment of non-disadvantaged pupils nationally.

Pupils typically develop the phonics knowledge they need to read with accuracy and fluency. They learn the mathematical knowledge they need to progress through the curriculum. For example, pupils use their secure knowledge of multiplication to solve increasingly complex mathematical problems as they get older. Pupils typically write well. Leaders have refined the curriculum to further improve the quality of pupils' handwriting. However, it is too early to see the full impact of this work.

Pupils generally remember their learning across the curriculum and are well prepared for the next stage in their education. This includes pupils with special educational needs and/or disabilities, who progress well from their individual starting points.

Attendance and behaviour

Expected standard

Leaders have a detailed understanding of attendance and behaviour across the school. They consider each aspect of their work to develop a school that pupils want to attend. Leaders intervene quickly when a pupil's absence begins to cause concern. They work closely with families to identify and overcome barriers to positive attendance. This includes support from external agencies when appropriate. As a result, attendance has improved and is now broadly in line with the national average. Rates of persistent absenteeism are falling. However, there are a small number of pupils who still do not attend as regularly as they should.

Pupils generally behave well and follow the school's routines. Leaders emphasise the importance of positive relationships. Staff apply rules fairly and deal with any low-level disruption quietly and effectively. Bullying is not tolerated and leaders deal with any incidents quickly. Staff skilfully use timely interventions, such as sensory breaks, to help some pupils to manage their emotions. Teachers carefully adapt lessons to meet the needs of all pupils and break learning activities down into manageable steps. This contributes to a calm and purposeful learning environment. As a result, pupils engage well in lessons and are proud of their work.

Curriculum and teaching

Expected standard

Leaders have a detailed understanding of the quality of the curriculum and teaching across the school. They act quickly to deal with any areas that need further improvement. For example, leaders have improved the quality of the curriculum to ensure that it is designed to build pupils' knowledge steadily over time. Leaders focus on strategies that develop pupils' vocabulary and help them to understand the texts they are reading. Teachers provide regular opportunities for pupils to revisit their prior learning and secure their knowledge.

Teachers identify when pupils have gaps in their learning. For example, staff spot when a pupil is struggling with an aspect of phonics or mathematics. Leaders provide additional support to close any gaps quickly and effectively. Improvements to the teaching of handwriting are having a positive impact on the quality of pupils' work. However, this work is at an early stage. Teachers do not consistently identify and correct errors in pupils' handwriting.

Teachers reduce any barriers to pupils' learning effectively. For example, they provide some pupils with carefully adapted resources that reduce the amount of new information they need to process. This helps pupils to access lessons alongside their peers.

Early years

Expected standard

Leaders are knowledgeable about the early years and emphasise the importance of children's personal, social and emotional development. They ensure that children are safe, happy and enjoy positive relationships with staff.

Leaders provide a curriculum that helps children develop the knowledge they need for later learning. Staff know children well and follow their progress carefully. They act quickly to close any gaps in children's learning. For example, staff focus on the development of children's language and communication skills. They interact positively with children and provide additional help for those children who are initially reluctant to speak. As a result, children communicate with increasing confidence.

Staff teach phonics well and children typically use their knowledge to read with accuracy. Children make full use of the learning environment. They learn to use mathematical vocabulary to describe the world around them. Children develop the strength they need to form a secure pencil grip. They learn to write letters correctly and practise their new skills in different situations.

Children, including those with special educational needs and/or disabilities, progress well across all areas of the curriculum. They are typically well prepared for life in Year 1.

Inclusion

Expected standard

Leaders understand the context of the school well. They ensure that staff work with parents and carers to understand pupils' additional needs. This includes working with external agencies for advice when appropriate. As a result, any barriers to pupils' learning or wellbeing are identified accurately and addressed quickly.

Leaders use additional funding effectively to support disadvantaged pupils. This includes reducing barriers to attendance and providing additional pastoral support when needed. In addition, leaders ensure that all pupils have equal access to the school's breakfast club and enrichment activities. Some pupils have specific support to help them with their phonics, reading and mathematics. As a result, barriers to learning and wellbeing for disadvantaged pupils, including those who are known to social care, are reduced effectively.

Leaders ensure that pupils with special educational needs and/or disabilities are supported well. For example, leaders ensure staff have the expertise they need to help pupils with

sensory needs. Staff use their training to help pupils stay calm and manage their emotions. Leaders monitor pupils' progress closely and respond quickly to any changing or emerging needs. As a result, pupils' additional needs are met well and they are supported effectively to learn alongside their peers.

Leadership and governance

Expected standard

Leaders have a detailed understanding of the quality of provision across each aspect of the school's work. They understand the school's context and take action to drive improvement when needed. For example, leaders' development of the curriculum has contributed to notable improvements in pupils' attainment. Additionally, leaders have secured improvements in pupils' attendance and their handwriting. However, these developments are not embedded enough to impact fully on all pupils.

Those responsible for governance know the school well and provide leaders with appropriate levels of challenge and support. They use their expertise to fulfil their statutory duties. They ensure that pupils are safe and that additional funding, such as the pupil premium grant, is used to support disadvantaged pupils effectively.

Leaders consider staff wellbeing when planning change. They work with staff to consider ways to reduce workload and provide additional time for staff to complete tasks when needed. Staff are consistently positive about the support that leaders provide. Leaders have created a culture of professional learning. Teachers have the opportunity to learn from each other and work with colleagues from other schools to share and develop their practice. All staff understand the important role they play in securing positive outcomes for pupils.

Leaders work with families to develop relationships and increase engagement. They have fostered a sense of pride and belonging within the school community. Parents and carers are positive about the support their children receive. They trust staff to make decisions that are in the best interests of their children.

Personal development and wellbeing

Expected standard

Leaders provide a programme of personal development that is carefully matched to the needs of pupils. They combine personal, social, health and economic education with activities that broaden pupils' experiences and develop their confidence. Pupils learn about the world of work and how they can play an important role in their community and society. This raises their aspirations and makes a positive difference to their lives.

Pupils discuss moral and ethical questions and learn to care for the environment. They explore cultural diversity and different religions. This helps pupils to develop their own sense of identity and prepares them well for life in modern Britain. Pupils work with musicians and visit places of interest, such as museums and galleries. These experiences help bring pupils' learning to life. Pupils learn to cooperate and overcome challenges during outdoor learning sessions. Older pupils take part in a residential trip that further develops their resilience and teamwork skills.

Pupils learn about healthy relationships and the principle of consent. They understand how their bodies change as they get older. Pupils learn about their digital footprint and the risks

associated with social media. Visitors to the school help them learn about fire safety and how to stay safe near open water. As a result, pupils know how to keep themselves safe online and in their local community.

Pupils learn how fundamental British values relate to their lives. For example, pupils understand how voting contributes to democracy and the importance of the rule of law in keeping people safe. This helps them to develop a sense of right and wrong. Pupils discuss issues such as discrimination with understanding and sensitivity.

Leaders know each pupil and family well and provide effective additional pastoral support when needed.

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

Pupils arrive each morning and are greeted by Odie, the school's therapy dog. His calm presence helps pupils settle quickly into the school day. For many pupils, their school day begins in breakfast club, where they play happily with friends.

Pupils enjoy learning and being active. They make the most of their outdoor learning sessions to explore the world around them. Pupils learn the important knowledge they need to be ready for the next stage of their education. For example, they learn about bugs and insects in science and volcanoes in geography, and use the census to understand the history of their community. Pupils with barriers to learning are supported well. They use resources well and have the additional help they need to learn alongside their classmates.

Pupils are proud to represent the school in sporting and musical events. They take part in tournaments such as tag rugby and dodgeball. They learn how to play instruments and sing in the trust's 'Victorious Voices' choir.

Pupils behave well. They make use of the 'nurture nooks' in each classroom to practise the things that help them to feel calm. Pupils attend regularly. However, a small number of pupils do not attend as often as they should.

Pupils are fully involved in school life. For example, the school council helps choose outdoor play equipment. Pupils act as wellbeing ambassadors and look out for younger pupils throughout the school day. Some pupils are trained to present the latest news stories to the whole school. They lead assemblies on issues such as the impact of artificial intelligence on the lives of children. This prepares them well for their future lives.

Pupils develop warm, trusting relationships with staff. Any incidents of bullying are dealt with quickly by staff. Pupils feel safe in school and know whom to speak to if they are upset or worried.

Next steps

- Leaders should continue to strengthen the teaching of handwriting so it is of high quality and helps pupils to write with accuracy and fluency across the curriculum.
- Leaders should continue to build on the improvements in pupils' attendance so that all pupils attend regularly and benefit fully from the school's offer.

About this inspection

This school is part of Victorious Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Karen Burns, and overseen by a board of trustees, chaired by Andy Hodgkinson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 20 and 21 October 2026.

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 chief executive officer, the headteacher and other senior leaders, governors, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Janet Wales

Lead inspector:
Chris Fielding, His Majesty's Inspector

Team inspector:
Ros Munro, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 20 October 2026

School and pupil context

Total pupils

133
Below 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: 268

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)

63.48%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

8.27%
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: 4.1%

Pupils with special educational needs (SEN) support

30.83%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	29%	61%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	67%	74%	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
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	64%	72%	Below
2023/24 (final)	42%	72%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	86%	74%	Above
2023/24 (final)	46%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	24%	46%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	63%	Close to average
2023/24 (final)	53%	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	35%	58%	Below

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	61%	Above
2023/24 (final)	35%	59%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	24%	67%	-44 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	53%	80%	-27 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	35%	78%	-42 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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	81%	9 pp
2023/24 (final)	35%	79%	-44 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	5.4%	5.1%	Close to average
2024/25 (3 term)	7.2%	5.2%	Above
2023/24 (3 term)	5.8%	5.5%	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
2025/26 (1 term)	18.3%	14.4%	Above
2024/25 (3 term)	22.4%	13.0%	Above
2023/24 (3 term)	13.6%	14.6%	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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright