

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wincle Church of England Primary School

Vision

Wincle School provides an enriching and outstanding rural education. We nurture the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do. Our children exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

Shine Like a Star (Philippians 2:15)

Wincle Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The school's Christian vision, underpinned by embedded values, is driven by leaders and permeates throughout school life. This enriches the lives of pupils and adults, empowering them to 'shine like stars.'
- Collective worship is central to school life and is inspired by the Christian vision. It invites adults and pupils to reflect upon the life of Jesus and how it applies to their lives. Thinking times allows for reflection and spiritual growth.
- Guided by the Christian vision, staff provide unwavering support for pupils including those who have special educational needs and/or disabilities (SEND). They work tirelessly to understand individual needs and provide effective support. Consequently, pupils develop a strong sense of belonging and are enabled to flourish.
- Pupils understand that they can make a positive difference when responding to issues of injustice. As a result, they act with compassion and responsibility, bringing about positive change in the lives of others.
- Inspirational leadership of religious education (RE) ensures a rich and engaging curriculum. Through this, pupils develop a secure understanding of the diverse ways people live out their personal beliefs and worldviews.

Development Points

- Implement systems to evaluate the impact of the Christian vision. This is to enable governors in their responsibility to evaluate the school as a Church school.
- Extend the good practice from collective worship to build explicit opportunities for spiritual development within the curriculum. This is to increase and strengthen the ways in which pupils grow and flourish spiritually.



Inspection Findings

Vision and Leadership

The school's Christian vision is embedded and shapes strategic decision-making and daily life. Developed in response to the school's rural context, the vision inspires leaders, including governors, to nurture the whole child. This ensures that individuals have the opportunity to shine like stars. Decisions are consistently informed by a commitment to wellbeing, inclusion and opportunity. Leaders actively remove barriers that may prevent pupils from thriving. This is evident through bespoke targeted support for vulnerable pupils, enhanced pastoral provision and the removal of financial barriers to participation. As a result, pupils and adults are known, valued and supported to flourish. Partnerships with the families, church, diocese and wider community strengthen the support offered to the pupils and adults at Winkle. Leaders' decisions regarding staffing, wellbeing and financial support further demonstrate this commitment. However, governors' systematic evaluation of the impact of the Christian vision across school life is underdeveloped. Consequently, this limits their ability to strategically challenge the school as a Church school.

Vision and Curriculum

Guided by the Christian vision to 'nurture the whole individual' and for the pupils to 'exhibit a passion for learning,' the curriculum is designed to motivate and engage learners. Formal learning time and enrichment opportunities are broad and varied. Leaders are determined that the school's rural location should not limit pupils' extra-curricular opportunities. For example, the music and sports offer is enhanced by partnerships with other Peak District primary schools. This enables pupils with different interests and abilities to develop their talents. Leaders have made adaptations to the school's environment to ensure that the school is equipped to cater for pupils' specific needs. Working in rich partnerships with external organisations enables robust support for pupils. This collaboration and investment in staffing and resources provide impactful support for pupils who face barriers to their learning. This ensures they receive the targeted support needed to access their learning. Consequently, pupils with special educational needs and/or disabilities (SEND) and other additional needs thrive at Winkle. Carefully chosen texts, visits and visitors broaden pupils' understanding of the world and encourage inclusive respect for others. As a result, pupils engage thoughtfully with diversity, difference and global issues throughout the curriculum. The school has developed a shared approach to, and language for, spiritual development. This provides a clear framework for nurturing confidence and broadening pupils' understanding of the world. It is beginning to strengthen pupils' recognition of spirituality. However, it is not consistently embedded across the curriculum; therefore, its overall impact is limited.

Worship and Spirituality

Collective worship is the heartbeat of school life and makes a significant contribution to people's spiritual development. Pupils start the day in their classrooms with a purposeful act of worship. This supplements the whole school worship gathering later in the day. Bible teaching, prayer, song, drama and established routines bring worship to life. Reflection encourages pupils and adults to confidently connect worship themes to their own lives. The pupil ethos committee plays an influential role in shaping worship experiences. This ensures that planning responds carefully to pupils' needs and experiences. Consequently, worship is relevant and meaningful. Spiritual flourishing is expressed through the language of 'ows, wows and nows.' This helps pupils reflect on moments of joy, challenge and everyday experience. Pupils readily use this language to make sense of their experiences and support one another through difficult times. They have a good awareness of Christian festivals and how they may be celebrated around the world. They have many opportunities to experience a range of Christian worship, including by visiting the parish church. This strong partnership, alongside initiatives such as the well-attended prayer club and 'Teddy and Dolly Church,' deepens these experiences. As a result, worship-inspired spirituality is a natural and valued part of daily life across the school community.



Vision and School Culture

The Christian vision creates a deeply caring culture where pupils and adults are known, valued and treated with dignity. Leaders are unwavering in their quest to remove barriers that may prevent individuals from thriving. Consequently, pupils feel safe, supported and confident that their needs will be understood. Innovative approaches, including the school's bespoke system for monitoring vulnerable pupils, ensure they remain visible and receive carefully tailored support. Pupils, including those who have SEND, participate fully in school life and develop a strong sense of belonging. Relationships are exceptional and reflect the school's values of respect, compassion, perseverance, hope and integrity. The effective buddy system builds meaningful connections across the school community. Older pupils willingly support younger ones and act as positive role models. Consequently, pupils develop confidence, independence and a genuine sense of responsibility for one another. Adults work closely with families to overcome difficulties and provide support when challenges arise. Parents describe the impact of this care as transformative. Staff also benefit from a culture of mutual support and shared responsibility. As a result, the Christian vision is experienced through daily relationships and interactions.

Vision, Justice and Responsibility

The Christian vision inspires pupils to recognise injustice and respond with compassion, responsibility and hope. Pupils understand that shining like stars includes standing up for what is right. They speak confidently about fairness, stewardship and caring for others. The curriculum, collective worship and wider school experiences deepen pupils' understanding of local and global issues. As a result, they understand how their actions can improve the lives of other people. Pupils contribute meaningfully to school and community life through leadership opportunities. They develop responsibility through roles such as buddies, committee representatives and worship leaders and influence aspects of school development. For example, pupil leaders requested to move RE lessons from the afternoon to the morning where they were more alert for learning. This led to a timetable change and an increase in pupils' engagement. This means that pupils understand that their views matter and can bring about positive change. These opportunities build confidence and strengthen their commitment to serving others. Pupils respond thoughtfully to concerns such as poverty, environmental sustainability and access to clean water. They engage enthusiastically in fundraising, community action and environmental projects. Consequently, pupils understand that acts of service can make a genuine difference.

Religious Education

Inspiring leadership ensures that RE is a high-profile and carefully planned part of the curriculum. Learning reflects the school's vision and broadens pupils' understanding beyond their own experiences. This has led to pupils encountering a rich range of religions, worldviews and lived experiences. Leaders adapt the curriculum successfully for mixed-age classes whilst maintaining ambition for every pupil. Strong subject knowledge and skilful questioning deepen thinking and stimulate meaningful discussion. Consequently, pupils speak confidently about their learning and make thoughtful connections between beliefs and worldviews. Oracy is a significant strength of RE. Pupils listen respectfully, use subject-specific vocabulary accurately and demonstrate strong religious literacy. Regular monitoring, professional development and moderation have strengthened staff expertise. Visits, visitors and enrichment opportunities further deepen pupils' understanding of Christianity as a global faith.

High-quality teaching encourages pupils to engage confidently with their learning. Teachers enable pupils to identify whether learning is rooted in theology, philosophy or the social sciences. Teachers adapt learning effectively to meet individual needs. As a result, pupils, including those who have SEND, participate fully and make progress from their starting points. Assessment systems, developed with diocesan support, enable leaders to monitor progress accurately and identify pupils requiring additional support. This informs learning effectively, enabling pupils to recall knowledge and build understanding over time.

Information

Address	Wincle, Macclesfield, Cheshire, SK11 0QH		
Date	1 July 2026	URN	111326
Type of school	Voluntary Aided	No. of pupils	67
Diocese	Chester		
Headteacher	Sarah Smith		
Chair of Governors	Shirley Godwin		
Inspector	Sarah Milne		