

Inspection of a good school: Wincle CofE Primary School

Wincle, Macclesfield, Cheshire SK11 0QH

Inspection date: 17 February 2023

Outcome

Wincle CofE Primary School continues to be a good school.

What is it like to attend this school?

At Wincle CofE Primary School, pupils and their families enjoy a strong sense of community and belonging. Parents and carers appreciate the regular communication, and involvement in day-to-day school life, that leaders provide. Pupils benefit from this partnership. They feel safe, valued and happy.

Pupils told inspectors that their teachers expect them to 'shine like a star' in all that they do. This ethos underpins all aspects of their school life. Pupils strive to meet the high expectations that their teachers have of them. They are enthusiastic about learning, and they achieve well. Pupils enjoy the regular celebration and recognition that they receive for their positive attitudes and behaviour.

Staff deal with any fallings-out and incidents of bullying swiftly and effectively. Pupils know that there is always an adult they can turn to if they are worried or have a problem. Pupils understand and respect difference. They behave with kindness towards each other. Older pupils act as buddies to their younger peers.

Pupils' school experiences are centred around their interests and achievements. They are encouraged to try new things and explore their talents. This develops pupils' skills of independence and resilience. For example, pupils help to design the menus and then cook the school lunches each week. They collectively look after their school pet, and they have time dedicated to learning surrounded by nature outdoors.

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

Leaders have constructed an overall curriculum structure that is broad and ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders are continually refining and improving the curriculum to ensure that it meets the specific needs of the pupils in this particular context.

In many subjects, leaders have provided clarity for teachers about the specific knowledge that they want pupils to know and how it is ordered. This helps pupils to build on their prior learning and gain a depth of subject-specific knowledge. However, in a small number of subjects, leaders are still finalising the precise knowledge that pupils should learn. In these subjects, some pupils' learning is not as secure as it is in other subjects.

In most subjects, teachers are well supported to develop their subject-specific expertise. This helps them to deliver the curriculum effectively. They use effective strategies to check and address any gaps in pupils' knowledge.

Leaders and teachers are ambitious for pupils with SEND. They are adept at identifying pupils' needs. Together, leaders and teachers devise helpful adjustments to support pupils with SEND in the classroom. Teachers are skilled at adapting the delivery of the curriculum. This removes barriers for pupils with SEND so that they can access the same ambitious curriculum as their peers.

Leaders help pupils to develop a love of reading. For example, teachers dedicate time each day to read to pupils. Pupils are keen to take part in reading challenges. Parents and volunteers regularly visit the school to read with pupils and engage in story time.

Recently, leaders have successfully introduced a new phonics curriculum. This is taught from the start of Reception, and key staff are trained to deliver the programme. Pupils now read books that match the sounds that they learn each week. Most pupils become confident and fluent readers. However, the phonics programme is still in the early stages of implementation. Some staff are still developing their understanding and delivery of the new curriculum. Leaders have clear plans to further embed the programme and provide more staff training. They are providing effective support for a small number of pupils who still have some gaps in their reading knowledge.

Around the school, pupils are polite and treat each other with respect. In lessons, pupils can learn without distractions. Leaders have established clear values, which pupils share, and effective routines that all pupils understand. Leaders and staff focus on pupils being supportive and helpful towards each other if a conflict arises. Pupils are confident that adults will listen to them and help them to restore positive relationships.

Leaders deliberately consider and plan a wide range of opportunities for pupils to develop themselves beyond the academic curriculum. For example, pupils are encouraged to understand religious diversity by visiting different places of worship. They take part in camping trips and charity fundraising events to explore and understand their local context and community. In addition, all pupils take on positions of responsibility as members of different pupil-led committees. They learn about democratic processes and contribute towards improvements in their local community and beyond.

Governors and leaders share an ambitious vision for the school. Governors provide effective support and challenge. Teachers feel valued. They feel that leaders consider their workload and support their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure there is a strong culture of safeguarding. Staff and governors receive regular training. All staff are vigilant and clear about how to report concerns. Leaders take robust action to address any concerns that arise.

Leaders know all pupils as individuals. They act swiftly to identify any vulnerability that pupils may have so that they can offer early help and intervention. Leaders also make timely referrals for external help when needed. They work well with other professionals to ensure that pupils and their families receive the support they need.

Through the curriculum, pupils learn about the risks they may face in society. For example, they learn about online safety, healthy relationships, and drugs and alcohol. Pupils are encouraged to talk about and explore these issues openly. This helps to keep them safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders are still in the process of identifying clearly the essential knowledge that they want pupils to know. This means that some pupils do not learn as well as they could in these subjects. Leaders should finalise their curriculum thinking in these subjects so that teachers are clear about what they want pupils to know and remember.
- The phonics curriculum is newly introduced and at an early stage of implementation. This means that some staff are still developing their understanding of this approach, and not all pupils have been able to benefit from it in the same way. Leaders should further embed the planned curriculum so that all pupils consistently develop the phonic knowledge that they need to read fluently and confidently.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	111326
Local authority	Cheshire East
Inspection number	10272137
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair of governing body	John Miller
Headteacher	Sarah Smith
Website	http://www.winkleprimaryschool.org
Date of previous inspection	27 February 2018, under section 8 of the Education Act 2005

Information about this school

- This Church of England school is in the Diocese of Chester. The school's most recent section 48 inspection was in March 2018.
- School leaders do not make use of any alternate provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, subject leaders and a range of staff. The lead inspector met with representatives of the governing body, including the chair of the governing body.
- The lead inspector spoke with a representative from the local authority and a representative from the Diocese of Chester.
- Inspectors carried out deep dives in early reading, science and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector observed pupils reading with a familiar adult.

- Inspectors met with groups of pupils from a range of year groups. Inspectors also observed and spoke to pupils at social times.
- Inspectors considered the views expressed by parents in their responses to Ofsted Parent View. This included the free-text comments. The lead inspector spoke with some parents at the start of the school day.
- Inspectors considered the responses to Ofsted's online surveys for staff and for pupils. They spoke with staff to understand how they keep children safe.
- Inspectors also spoke with staff to discuss leaders' support for them.

Inspection team

Amanda Downing, lead inspector

His Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

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