

# Wincle CofE Primary School

Wincle, Macclesfield, Cheshire, SK11 0QH

**Inspection dates** 22–23 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a very happy school which celebrates its beautiful surroundings. Staff exploit fully the benefits of a small school. Pupils are extremely friendly and caring and say they feel very safe.
- Behaviour is excellent and pupils deserve the praise they are accorded from parents, the community and from people they meet on visits.
- Achievement is good. The low numbers in each year lead to attainment fluctuating at the end of Year 6, but currently it is well above average. The focus on the needs of the individual leads to good progress, whatever their starting point.
- Provision for children in the early years is good. Children make good progress especially in their reading and number skills. They often learn in the wonderful outdoor space which enables them to be more adventurous.
- Teaching is good and the variety of activities and effective use of technology sustain pupils' interest.
- Pupils' spiritual, moral, social and cultural development is promoted extremely successfully.
- The headteacher inspires staff by her example. Teaching is combined skilfully with leading the school. She is ably supported by other leaders, staff and governors. Since the previous inspection, almost all staff are new. Close checking leads to improvements in the quality of teaching and pupils' progress.
- Governance is strong. Governors have an in-depth knowledge of what is happening in school. They work alongside leaders and staff and this ensures that the school goes from strength to strength.

### It is not yet an outstanding school because

- It is not always made clear to pupils what they are expected to do and at times pupils become confused.
- Teachers do not always insist that pupils respond to the useful comments they have made when marking their work.
- Spelling is a weaker aspect for a few pupils and they are not really sure how to learn new words.
- Middle leaders do not always include precise priorities in their action plans, making it difficult to measure success.

## Information about this inspection

- The inspector observed teaching in all classes, in small groups and throughout the day.
- Discussions were held with staff, members of the governing body, a representative of the local authority and pupils.
- Pupils' work was scrutinised with a focus on early years, writing and mathematics.
- A range of documents was scrutinised including the school's improvement plan, subject action plans, the checks made on pupils' progress, the minutes of meetings held by the governing body and information about safeguarding.
- The inspector took account of the 13 responses to the online questionnaire (Parent View) and also spoke to parents as they dropped their children off at the school at the start of the day.
- Eight responses from staff to the inspection questionnaire were analysed.

## Inspection team

Jennifer Platt, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school. Pupils are taught in two mixed-age classes.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is slightly above average, although the actual numbers are small.
- The proportion of pupils who are disadvantaged and eligible for support through the pupil premium is well below average. The pupil premium is additional funding for those who are known to be eligible for free school meals and children who are looked after by the local authority.
- Too few pupils took the national tests at the end of Year 6 to enable the inspector to report on whether the school meets the government floor standards, which are the minimum expectation for pupils' attainment and progress.
- Since the previous inspection in 2006 there have been many changes. The headteacher and most of the staff have changed and alterations to the school building have been completed.

### What does the school need to do to improve further?

- Improve the quality of teaching even further and increase pupils' progress by:
  - ensuring that pupils are always clear about what it is they are expected to do and respond to comments teachers provide when marking their work
  - giving more guidance to pupils about how to learn their spellings.
- Improving the effectiveness of middle leaders (subject leaders and early years) by ensuring that priorities in their action plans are precise and success is easy to measure.

## Inspection judgements

### The leadership and management are good

- The headteacher is an extremely effective leader. She combines teaching and management very successfully, especially ensuring that the high proportion of part-time staff is kept closely informed about changes and plays a full part in the life of the school. Her hard-working example results in an embedded culture of providing the best for every child. The headteacher leads the very thorough provision for pupils with special educational needs most successfully and ensures equality of opportunity for all.
- Staff feel valued and respected. All contribute to the school's evaluation of its own performance which is accurate and identifies the correct priorities. Actions are transferred to the school's improvement plan and success is evident, for example in the improvement in the teaching of phonics (letters and sounds). This is just starting to show improvements in Key Stage 1.
- Pupils' progress is tracked closely. Staff meet regularly to decide on the best use of support staff, and how best to help any pupils in danger of falling behind, with additional sessions or help in class. The benefit of a small school is that all staff know the pupils very well, so as they move through the school their progress is noted and extra help provided, if needed.
- Teaching is evaluated regularly by senior leaders, governors and the local authority. As well as observing lessons formally, classes are visited informally. Books are reviewed, although the focus at times is on how the curriculum is covered more than the quality of teaching. Nevertheless, there is an accurate understanding of the strengths and aspects of teaching that could be even better. The commitment to sharing ideas is very strong, especially as teachers often have shared responsibility for a class. Staff support one another and training is provided, if needed.
- Teachers are set targets linked to the school's priorities and pupils' progress. Expectations of performance are high, such as in the target for all pupils to reach the expected level in the Year 1 screening check in phonics. Regular evaluation of progress is carried out and salary rewards are linked to the achievement of pupils.
- The role of middle leaders is successful in guiding staff. Adjustments to implement the new curriculum and assessment without using National Curriculum levels are well under way. Monitoring is developing and subject leaders check data to see how well pupils perform in the subjects they lead. Action plans show a long list of activities, all carried out diligently, but the main priorities lack precision and so it is not easy to check the success of actions taken.
- The new curriculum is sustaining a rich and balanced range of learning opportunities. Links between subjects are capturing pupils' interests. Literacy and mathematics are used well in other subjects, especially science. Pupils' personal and social development underpins many activities and display shows the focus on reflection and pupils' understanding their role in society. The whole school staff, including the cooks and administrative staff, support extra-curricular activities. These are appreciated by the pupils and are very well supported, especially the craft club and all of the sporting activities.
- The promotion of pupils' spiritual, moral, social and cultural development is very strong and prepares pupils well for life in modern Britain. Prayers are said with great respect and pupils also value other faiths and cultures. They have considered the Jewish custom of counting 100 blessings a day and, as well as valuing their families, they also are honest and grateful for chocolate! As part of the school's harvest celebrations younger children made sukkah shelters in the outdoors, reflecting on the Jewish festival of Sukkot.
- Very effective use is made of the primary school sport funding. Sports coaches are employed and in a hockey session pupils benefited from expert advice in learning new skills. Staff observe these sessions and so learn from an expert. The headteacher sees the biggest benefit for the school as being able to fund transport, so pupils can link more with other schools and take part in more events.
- Arrangements for safeguarding pupils are effective and meet requirements. Staff are fully trained to care for the pupils.
- The local authority provides 'light-touch' support for this effective school. This does not mean contact is not maintained. Training and advice are available, if needed and has been useful in the analysis of data.
- **The governance of the school:**
  - Governance is effective. Governors visit school regularly and keep contact with parents and the school, using the Internet as well as newsletters. They support events, such as the numeracy day, which enables them to mix with pupils and parents. Data about achievement and pupils' progress is analysed and understood because of recent training. Governors recognise the need for caution when interpreting data because of the small size of cohorts, but are not afraid to ask questions if a concern emerges. For example, they know how the school has resolved the issue over the results of the assessment of

phonics in Year 1.

- Some governors attend lessons and listen to feedback, gaining an insight into the overall quality of teaching. This information is shared and they recognise the need of good communication between the teachers who share the same class and know how well this is carried out. Governors review with the headteacher teachers' achievement of their targets and ensure that any salary rewards are earned.
- Governors review the school development plan and raise questions, but they agree that the format and priorities are not always easy to follow to ensure that their questions link to the school's key priorities.
- Financial management is effective in balancing the budget. Governors review proposals for the allocation of the pupil premium and help make decisions about the use of the fund linked to the needs of the pupils. They review mid-term checks on progress and know the positive gains these pupils make. Governors are also well informed about the increased range of activities and visits following the allocation of additional sport funding.
- Governors and all staff work to sustain a wonderful ethos for learning in a caring environment. They have secured the support of parents and the community who are pleased with all that is made available to their children.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding. Pupils behave extremely well in many ways: they are cooperative, kind, caring and eager to take on responsibility for special tasks. Staff know them so well and manage pupils through joshing and fairness, so that pupils do not misbehave. At the odd moment a pupil may not meet the high expectations of the staff, but this is not the norm in this school.
- It is a delight to watch the pupils at play. All ages and gender mix very happily together. They are energetic, but alert to the need for caution so that others are not harmed. Games are organised and nobody is excluded. The pupils who may be more vulnerable are a full part of the community, as seen when a young child presented a picture to an older pupil who was learning in the same class. They conduct themselves in an exemplary manner around the school and look for ways to be courteous and polite to visitors. As one adult observed during a recent trip out, the pupils are 'a credit to the school, so well-behaved and friendly'.
- Pupils' skills to work by themselves are very well developed. Work is neatly presented and pupils listen attentively. On the rare occasion a pupil does not put in as much effort as possible, but this does not diminish the busy learning ethos in lessons. Pupils are eager to be involved in everything and there is always a good show of hands to answer questions or volunteer for a task. It is not surprising that attendance is above average.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Discussions with pupils reveal that they feel safe in school and they identify promptly who they can turn to for help. In their words, 'There is always someone looking out for us.' They recall important information from visitors about how to keep safe from hazards such as fire, traffic and the use of fireworks. The message about dangers using the Internet is recalled in the posters they have made which include 'the Internet can hurt' and 'be safe, be smart.'
- Pupils recognise the different types of bullying and know that this goes beyond name-calling. They are adamant that this never happens in their school. School records, parents' opinions and observations support their view. Above all they love the warm atmosphere that pervades the school and aids their learning.
- Older pupils value the support they have received as they have grown up. They discuss the pleasure they have had in school and talk about their futures with great confidence and maturity. The school has raised not only their academic skills, but their understanding of their role in society and this has influenced their high aspirations for the future.
- Pupils offered the following quotation to reflect their views of the school: 'We like school because of the many choices available and the special help when we need it. Everyone is very friendly and we are recognised as individuals. It is not boring!'

**The quality of teaching** is good

- Evidence from observing teaching, analysing data and reviewing pupils' books indicate that teaching is good. Thorough planning and discussion between staff mean that all aspects of the curriculum are covered well and pupils do not repeat topics in a way that fails to extend their learning.
- Classrooms are vibrant and exciting places to learn. Topics capture pupils' interests and books show a wide range of activities covered. Teachers have good subject knowledge and use this well to ask probing questions. Years 3 and 4 had to explain their methods in mathematics and Year 6 pupils had to respond to 'talk me through it', ensuring that they thoroughly understood their calculations.
- It is always explained to pupils what they are going to learn and this sets the scene clearly for lessons. This usually enhances learning, although at times confusion arises when they are less clear about how to complete the tasks set.
- Teachers build most effectively on the previous day's work. Year 6 used their plans for writing about their inventions to structure a description the next day very skilfully. Pupils appreciate the time to share their ideas with a partner and this clarifies their thoughts.
- The use of computers is a regular part of lessons. Teachers use them to explain and also to show examples of pupils' work so that they can evaluate how they are getting on. Pupils use computers confidently for research and presenting their final ideas.
- Assessment is used well to plan to pupils' individual needs. This is very effective for those with special educational needs who benefit from extra help in class as well as individual sessions. The most able are usually challenged very well, although on an odd occasion they may have to wait for more challenging work. As pupils are learning, staff move promptly around the class to address any misunderstanding. This is generally very effective, although at times a pupil does not get the additional prompt needed to work as hard as possible.
- The teaching of mathematics is effective. Pupils in Key Stage 1 learned about metres and centimetres effectively because they had a go at calculating the width of the hall using metre measuring sticks. Learning was extended well to estimating their heights and more practical activities.
- Reading and writing are taught successfully. Guided reading sessions are organised efficiently so that pupils have time to read quietly, share a book as a group with teacher guidance or carry out research. The atmosphere in these sessions is calm and pupils appreciate the quality of books available. Extra sessions to improve spelling are in place and pupils are taught different rules, although some are less clear about how to learn their spellings.
- Teachers mark pupils' work carefully. Effective use is made of checklists by teachers and pupils to evaluate how successful they have been and how to improve. Teachers often include additional guidance or extra examples if an error has been made, but not all pupils respond to this and so do not learn from their mistakes.

**The achievement of pupils** is good

- The very small numbers in each year make statistical data unreliable as one pupil can represent a high percentage of the total. Nevertheless, it is clear that from their individual starting points pupils make good progress, with examples of a few making outstanding progress, especially in Key Stage 2.
- Children leave the early years and start Year 1 at various levels, but many are moving to above what is typical for their age. Progress is good in response to a carefully planned teaching that meets their individual needs. The results of national assessments in 2014 reflected a rising trend in attainment moving to above average in reading, writing and mathematics. The numbers in the current Year 2 are too low to record attainment, but the Year 1 pupils are showing a similar rise in attainment, especially in reading and writing.
- The rise in attainment in writing and reading reflects the attention given to teaching phonics. The results of the national screening check in Year 1 were low and staff felt pupils did not perform well. Changes to teaching and more effective use of teaching assistants is improving attainment and pupils are on track to reach the level when they retake the test. The current Year 1 pupils are virtually all on track to reach the expected level.
- Progress is good in Key Stage 2 and data show evidence of accelerated progress for a few pupils, especially in writing and mathematics. This enabled these particular pupils to close the gap in their achievement and reach at least the expected level. Test results over recent years at the end of Year 6 fluctuate, but despite a slight dip in 2013, are generally above average. Current predictions show an increase in pupils reaching above-average levels and unvalidated data show some reaching the high Level

6 in writing. A review of books shows that attainment in Years 5 and 6 continues to rise and is well above average in reading, writing and mathematics.

- Reading is a strength in the school and the younger pupils apply their more secure phonic skills well to tackle new words. Older pupils enjoy the school library and also share with each other their favourite likes and dislikes. They swap books and buy each other books as presents. Year 6 read with great confidence and clear understanding of the text.
- Writing is improving as more time is allocated to teaching basic skills. Older pupils understand how to structure their work using paragraphs and add dialogue to create interest. Their recent topic on the author Roald Dahl has enthused them and some of their descriptions and rhymes about the 'oompa loompas' are extremely imaginative. Grammar and punctuation are improving, although younger ones do not always structure sentences well and spelling is the weaker skill.
- Mathematics is taught well throughout the school and pupils' books show that pupils have ample opportunity to apply their skills; pupils explain their favourite methods confidently. Additional sessions to learn multiplication tables are becoming more effective.
- The most-able pupils are challenged. In Key Stage 2, the headteacher teaches mathematics every day so that pupils get even more attention. They make good progress and the numbers reaching high levels of attainment are increasing.
- Pupils with special educational needs are identified promptly and make good progress. The benefit of the small school is exploited, allowing these pupils to benefit from provision that fully meets their needs working with pupils of different ages. This is also the case for newcomers who are welcomed and settle happily. Looking beyond academic skills, excellent progress is evident in the social, emotional and communication skills of these pupils.
- There are too few disadvantaged pupils for an analysis of their progress and attainment in national tests at the end of Key Stage 2 to be meaningful. However, their overall progress in school is similar to that of other pupils and there are no significant gaps in the achievement of different groups.
- It is clear from displays and other activities in school that pupils also achieve well in other subjects, including science and information and communication technology (ICT). Year 6 pupils have produced PowerPpoint presentations around habitats, embedding skilfully video clips. Many identified their love of physical education and certainly their energy at play shows they value healthy lifestyles.

### The early years provision

is good

- The small number of children starting school, sometimes as low as two, makes the level of skills and knowledge on entry vary year on year. They are generally typical for the age of the children. Children make good progress and start in Year 1 with well developed skills, especially in reading and number.
- Teaching is effective. The children are often taught alongside pupils in Key Stage 1, as well as a group of the same age. This works well because of diligent planning and effective deployment of the teaching assistant. They benefit from the role models of older pupils and behaviour is good. They settle quickly to class routines. Activities are varied and practical, with a focus of meeting the needs of the individual. Staff have good subject knowledge and recognise the need to make learning enjoyable. The children loved searching in the attractive outdoor area for footprints with numbers and then putting them in order. They were allowed to choose their resources for counting and some opted for leaves, others for shells and brightly-coloured stones. As a result, children not only extended their counting skills but also grew in confidence to make decisions. The indoor area is also used well, although some children lose interest when the sessions to learn a new sound do not have enough variety.
- Progress is carefully tracked for every child. This information, plus the small numbers involved mean that staff adapt their tasks to the children's ability and all make similar progress as a result. Those who may have special educational needs are supported well. On the other hand, the most able are pushed on at a faster rate, for example in trying out early writing skills to compose a simple sentence.
- Management is effective in ensuring that children feel safe. The site supervisor checks daily for any hazards outdoors and records his findings. If an issue arises, it is dealt with promptly. Assessment of children's progress is detailed and involves parents contributing to their children's individual learning profiles. The links between staff are good and they are clear about what needs attention. The priorities in the action plan are not always precise and success is not easy to measure. Nevertheless, much has been done to implement change and ensure that the provision keeps up to date with national changes.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	111326
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	449290

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	40
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Burns
<b>Headteacher</b>	Philippa Worswick
<b>Date of previous school inspection</b>	20 September 2006
<b>Telephone number</b>	01260 387387
<b>Fax number</b>	Not applicable
<b>Email address</b>	head@wincle.cheshire.sch.uk

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