

Inspection of Ince CofE Primary School

Charles Street, Ince, Wigan, Lancashire WN2 2AL

Inspection dates: 12 and 13 September 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils said that everyone is welcome at their school. They are very proud to serve their local community. Pupils are happy and feel safe. From their very first day, children in the early years settle quickly and learn the school's routines. Older pupils are sensible and act as good role models.

Pupils are attentive in lessons. They have positive attitudes to learning and meet the high expectations that the school has of them in most subjects. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils are encouraged by staff to 'let their light shine'. They benefit from the extensive and rich range of extra-curricular opportunities that the school provides. Pupils are encouraged to find their unique talents and enjoy attending clubs to develop their interests.

Due to the exemplary provision for pupils' personal development, pupils have a very strong sense of identity. They contribute to the life of the school and they are proud to take on a range of leadership roles. These include being a safeguarding soldier, a lunchtime buddy or a member of the ethos council. Pupils take these roles seriously. Pupils are very well prepared for life in modern Britain.

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

There have been many improvements to the quality of education and pupils' personal development since the previous inspection. The school has overhauled the curriculum to ensure it meets pupils' needs and interests. The curriculum is ambitious. It is carefully designed to enable pupils to achieve well. Beyond the academic curriculum, pupils gain an excellent grounding that helps them become well-rounded, tolerant and active citizens of their school community.

Staff have secure subject knowledge. This ensures that curriculum content is typically delivered well. However, at times, the learning activities that pupils complete do not help them to know all that they should about the subjects that they are studying. Teachers check pupils' learning regularly. However, the gaps in pupils' understanding are not identified as well as they should be. This hampers pupils from securing a strong body of knowledge that they can remember for their future learning.

The school prioritises the teaching of reading. This begins as soon as children start in the Reception class. Not a moment is lost. Well-trained staff deliver the school's phonics programme effectively. The books that pupils read are carefully matched to their phonic knowledge. Pupils who struggle to read are given the support that they need to catch up. Older pupils are confident, fluent readers. The new library is open to parents and carers and the local community, as well as pupils, so that all may benefit.

The school identifies pupils with SEND quickly. Staff make some suitable adaptations to activities so that pupils with SEND can learn successfully alongside their classmates.

The school fosters pupils' personal development exceptionally well. Enrichment opportunities for pupils are carefully thought out. These activities allow pupils to develop their own identity, as well as becoming citizens of Ince. For example, the adoption of the local railway station gives pupils a sense of pride in their town. Seasonal events at the school encourage parents, carers and the wider community to come together, for example to celebrate the lighting of the school's Christmas tree.

The school places great importance on giving pupils a wide range of cultural experiences, such as trips to local museums and a residential visit. Staff teach pupils about the culture of modern Britain, including that of their local town. Pupils are proud to earn their competency badges which help them to recognise that they have learned important skills for their future lives. Working with a national bank, pupils learn how to be financially healthy and how to manage their own money.

The school is mindful of staff's workload when introducing new ways of working. Staff feel valued and appreciate the support that they receive from the school.

Governors are committed to their roles. They are proud of the school. Governors have an accurate view of the school's strengths and weaknesses.

The school work diligently with parents to promote pupils' achievement and enjoyment. This partnership work has been successful in improving pupils' attendance.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some of the activities that pupils complete do not enable them to learn new subject knowledge securely. This sometimes hampers their progress through the curriculum. The school should ensure that staff are supported effectively to choose the right approaches to help pupils learn the intended curriculum.
- At times, the gaps in pupils' learning are not identified or tackled. This means that pupils cannot build their knowledge effectively over time. The school should ensure that teachers use assessment information more effectively to identify and address any gaps in pupils' learning.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106476
Local authority	Wigan
Inspection number	10294252
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	The governing body
Chair of governing body	Bernard Stuart
Headteacher	Sara Lawrenson (Executive Headteacher)
Website	www.ince.wigan.sch.uk
Date of previous inspection	9 December 2020, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary-aided Church of England school. It was last inspected by the Diocese of Liverpool under section 48 of the Education Act 2005 in November 2021.
- The school makes use of one registered alternative provision.
- Since the previous inspection, a new executive headteacher, head of school and deputy headteacher have been appointed.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in early reading, mathematics, science, history and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, spoke with teachers, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke with leaders and pupils about some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons, around school and at breaktimes. They discussed behaviour and bullying with pupils and staff.
- Inspectors spoke with parents as they dropped their children off at school.
- Inspectors considered the views of parents who responded to the Ofsted Parent View survey.
- Inspectors took into account the views of staff who responded to an Ofsted survey.
- Inspectors took into account the views of pupils through discussion. There were no responses to Ofsted's online pupil survey.
- Inspectors spoke with school leaders, members of the governing body and a representative of the diocese. Inspectors also spoke with a representative of the local authority.

Inspection team

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