

Inspection of The Dingle Primary School

The Dingle, Haslington, Crewe, Cheshire CW1 5SD

Inspection dates: 27 and 28 September 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils flourish at this exceptional school. This is a place where they feel happy and safe. Pupils are very proud of their school, including the wider opportunities that it offers. The school motto of 'learning, laughter and friendship' is evident in what pupils say and do.

Pupils meet the school's high expectations for their achievement. This is especially the case for pupils with special educational needs and/or disabilities (SEND), many of whom achieve exceptionally well. Pupils benefit from the impressive, high-quality experiences that enhance their personal development. They are very well prepared for the next stage of their education.

Pupils have a thirst for knowledge and relish learning new concepts. Their behaviour is excellent. Playtimes are harmonious. In the early years, children settle quickly into the rules and routines of the school. Older pupils act as superb role models. They enjoy their many leadership roles, which they take seriously. These include reading ambassadors, monitors, members of the school council and eco-council.

Pupils help one another. They described their school as a family where everyone cares about each other. Relationships between pupils and adults are very respectful. Pupils trust that the school will help them to deal with any worries that they may have.

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

Reading has a high priority in school. Starting in the early years, the phonics programme is delivered very well by expert staff. Most children have a secure knowledge of phonics by the end of Reception. Pupils in key stage 1 continue to develop this knowledge so that they can read with accuracy and fluency. The school makes sure that the small number of pupils who fall behind in the phonics programme are supported to catch up. Books are carefully matched to the sounds that pupils know. This ensures that pupils can practise reading and enjoy success. A wide range of high-quality books help pupils to develop a love of reading. Older pupils can talk confidently about the books that they enjoy.

The school's curriculum is highly ambitious for all pupils, including those with SEND. Careful thought is given to the important knowledge that pupils will learn and the order in which this content is taught. Teachers' subject knowledge is very strong. This means that any misunderstandings pupils may have are dealt with effectively. Pupils' understanding is checked carefully before new learning is encountered. As a result, pupils build up a secure and rich body of knowledge. They remember what they have learned over time.

Pupils take great pride in their work. They are articulate and develop a wide knowledge of new words with which to describe their thoughts and ideas. Pupils' ability to talk about what they have learned is impressive.

The curriculum is similarly ambitious for children in the early years. Almost all children are ready for the move into key stage 1 by the end of the Reception Year. Even so, some of children's learning experiences during their time in early years are not as well developed as they could be.

The school expects the highest standards of behaviour. The school is calm and purposeful. In lessons, pupils are exceptionally well focused. They are respectful and hold their teachers in the highest regard. Pupils thrive when their thinking is challenged. They are keen to contribute what they have learned. Pupils' attendance and punctuality are excellent. They are determined and resilient learners who thoroughly enjoy their time in school.

The school places a strong emphasis on pupils' personal development. It ensures that clubs and other activities match pupils' interests. The proportion of pupils, including those with SEND, who take part in these clubs is very high. The school helps pupils to overcome potential barriers to ensure that they can participate. Learning about the arts is highly regarded by the school. All pupils who choose to learn an instrument can do so. Many pupils go on to perform as a member of the school band. Pupils, parents and carers talked excitedly about the annual drama production. The school is very proud that pupils go on to pursue their interests in later life, for example, through further study at university or playing sport at a national level. The school thinks very carefully about the programme of trips, visits and visitors to school. This ensures that pupils have a high-quality experience that goes beyond their everyday lives.

The school's relationships and sex education and health education programme helps pupils to develop into responsible and respectful citizens. Pupils are helped to shape their own views and beliefs. As a result, they have an exceptionally well-developed sense of right and wrong. Pupils learn about the differences between people. These differences are celebrated. Pupils said that everyone is welcome at the school. Pupils know how to stay healthy and be safe online.

The school is an expert at identifying the needs of pupils with SEND. These needs are recognised at the earliest opportunity. Pupils' learning is skilfully supported. This ensures that pupils with SEND access the same curriculum as their peers. They achieve very highly. Pupils with SEND enjoy their lessons. They appreciate the help that they get and speak highly of their teachers.

The school considers the workload and well-being of staff in the decisions that it makes. Staff appreciate the time that they receive to fulfil their responsibilities. This makes staff feel valued.

The school works effectively with parents. For example, parents are well supported to understand how to help their children learn to read.

Governors work closely with the school to ensure that all pupils, including those with SEND, achieve well. Governors also ensure that staff's development is a high priority.

Safeguarding

The arrangements for safeguarding are effective.

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	111080
Local authority	Cheshire East
Inspection number	10226317
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	386
Appropriate authority	The governing body
Chair of governing body	Ruth Smith
Headteacher	Ben Cox
Website	www.dingle.cheshire.sch.uk
Date of previous inspection	21 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.

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 leaders and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of 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 carried out deep dives in these subjects: English, including early reading, mathematics, science and history. For each deep dive, inspectors

discussed the curriculum 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 some pupils reading to a familiar adult.
- Inspectors spoke with leaders about the curriculum and sampled pupils' work in some other subjects.
- Inspectors spoke with members of the governing body, including the chair of governors. Inspectors also spoke with a representative of the local authority.
- Inspectors observed pupils' behaviour during lessons, at breaktimes and when walking round the school. They discussed behaviour and bullying with pupils, senior leaders, teachers and support staff.
- Inspectors spoke with some parents as they dropped their children off at school.
- Inspectors took into account the views of parents who responded to Ofsted Parent View survey and the views of staff who responded to the staff survey.
- There were no responses to the Ofsted online pupil survey.

Inspection team

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