

Inspection of Wincham Community Primary School

Church Street, Wincham, Northwich, Cheshire CW9 6EP

Inspection dates: 8 and 9 November 2023

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

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

The school has raised its expectations of what pupils can achieve across a broader range of subjects. Pupils enjoy the way that their teachers hook them into new topics in exciting ways. Pupils are keen and inquisitive learners. They typically achieve well across the curriculum.

Children in early years settle in confidently. They learn quickly how the school expects them to behave. For example, children in Nursery Year readily put on their aprons before they take part in water play. Their behaviour is impeccable.

Pupils understand the school rules. They know that it is important to respect others and their belongings. Pupils also learn to respect themselves. They explained that this means being kind to yourself and knowing that 'you are enough'. These positive attitudes mean that pupils behave well and are happy in school.

Pupils learn how diverse the world is. They develop a rich knowledge of cultures that are different from their own. This prepares pupils well to live in modern Britain.

Pupils take on positions of responsibility with enthusiasm because they want to make a difference. For example, pupils who act as school councillors are proud of their pivotal role in creating a quiet space in the playground.

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

Pupils, including those with special educational needs and/or disabilities (SEND), benefit from an ambitious curriculum that is meaningful and interesting to them. They develop a keen appreciation of what it means to act as a positive citizen. Pupils are exceptionally well prepared to contribute to their community and to wider society.

Starting with early years, the school has carefully designed the curriculum to build in a logical way from year to year. In most subjects, the important knowledge that pupils need to acquire is broken down into well-ordered steps. Teachers carefully introduce and frequently revisit this knowledge. They check that pupils know and can remember what they have been taught. Pupils build up their knowledge securely in these subjects.

In a few remaining subjects, the school has been less decisive in identifying the essential knowledge that pupils must learn. At times, teachers are unsure what knowledge they should teach, emphasise and rehearse until it is secure in pupils' memories. Some pupils' knowledge is uneven in these subjects as a result. In a small number of other subjects, the school has improved curriculums, but these changes are more recent. The school has not checked sufficiently well that these curriculums are being implemented as intended. At times, the curriculum is not delivered as effectively in these subjects as it is in others.

Throughout early years, staff interact skilfully with children to develop their communication and language. Children are introduced to phonics as soon as they join Reception Year. Staff are experts in teaching early reading. They make sure that pupils practise their reading using books that accurately match their phonics knowledge. Most pupils read confidently and fluently by the end of Year 2. The very small number of pupils who struggle to read benefit from the support of skilled staff to catch up with their peers.

The school is becoming increasingly effective in identifying the additional needs of pupils with SEND. This now happens quickly and accurately as soon as children join in early years. Staff use a range of different approaches in order to help pupils with SEND to access the curriculum successfully.

Children in early years listen attentively and move seamlessly between activities. Older pupils maintain these high standards of behaviour. Classrooms are calm and purposeful.

The school's focus on pupils' wider development runs like a golden thread from early years to Year 6. Pupils develop empathy for those who are less fortunate than themselves. This starts in early years, where an inspector observed children at play thoughtfully collecting coins to give to homeless people. Long-standing links with a school in Kenya help pupils to deepen their cultural understanding. During this inspection, pupils listened with rapt attention while a Kenyan visitor shared a story with them.

The school involves parents and carers in their children's education effectively. For instance, parents appreciate the guidance that they receive to support their children's reading. This includes access to teaching videos to support the correct enunciation of sounds.

Governors bring a rich array of expertise and experience to their role. They have a detailed knowledge of all aspects of school life. Governors make a strong contribution to the leadership of the school. For example, they carefully considered staff workload and well-being throughout a recent staffing restructure.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the key knowledge that pupils must know in readiness for future learning is unclear. This means that some pupils do not recall and build on prior learning as well as they could. The school should refine its curriculum design in these few remaining subjects so that teachers know exactly

what knowledge must be taught, emphasised and recalled in order for pupils to gain a deep body of knowledge over time.

- The school's systems to quality assure recently refined curriculums in a small number of subjects are not as effective as they could be. At times, these curriculums are inconsistently implemented and pupils' learning is uneven as a result. The school should check that teachers deliver subject curriculums consistently well and provide appropriate support where this is not the case.

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	111160
Local authority	Cheshire West and Chester
Inspection number	10256016
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair of governing body	Andrew Webster
Headteacher	Matthew Boot
Website	www.winchamcp.cheshire.sch.uk
Dates of previous inspection	19 and 20 January 2011, under section 5 of the Education Act 2005.

Information about this school

- A new headteacher has been appointed since the previous inspection. There have also been several other changes to staffing, including to leadership posts, during this time.
- A new chair of the governing body has been appointed since the previous inspection.
- The school does not make use of alternative provision for pupils.

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 educational provision.
- This was the first routine inspection that the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors spoke with the headteacher and other leaders in the school. The lead inspector also spoke with members of the governing body, including the vice-chair of governors.
- The lead inspector spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. The inspectors considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in early reading, mathematics, science, history and religious education. They spoke with the leaders of these areas of the curriculum. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- The lead inspector observed pupils from Years 1 to 3 reading to a familiar adult.
- The inspectors also spoke with leaders and reviewed a sample of pupils' work in other subjects.
- The inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school. An inspector scrutinised leaders' records of pupils' behaviour.
- The inspectors spoke with groups of pupils about their experiences at school.
- The inspectors spoke with parents as they brought their children to school.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. The inspectors also considered responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Jackie Stillings, lead inspector	His Majesty's Inspector
Michelle Joyce	Ofsted Inspector
Rachael Alarcon	Ofsted Inspector

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