

Inspection of an outstanding school: Winstanley Community Primary School

Tan House Drive, Winstanley, Wigan, Lancashire WN3 6JP

Inspection dates:

28 and 29 February 2024

Outcome

Winstanley Community Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils receive an exceptional education at this school. They are happy to attend and say that everyone is welcome here. They are kind and polite. The school motto, 'Everyone, Everyday', underpins the excellent relationships the pupils have with staff and with each other.

Pupils behave exceptionally well during lessons and at playtimes. They understand the school rules and delight in the rewards that they receive for making the correct choices. They particularly relish 'special mentions'.

The school has high expectations for pupils' achievement. This includes pupils with special educational needs and/or disabilities (SEND). Pupils listen well and work diligently to the best of their ability. Year 6 pupils are well prepared for the next stage of their education.

Pupils benefit from a vast array of opportunities that go beyond the academic curriculum. Pupils who are involved in the school council find out which clubs pupils would like to attend. This helps the school to provide opportunities that support pupils' talents and interests. From sports clubs to embroidery, money workshops to singing squad, the school supports the pupils' wider development exceedingly well. Pupils also benefit from carefully considered enrichment activities, such as theatre visits, 'princess football' days and residential trips.

Pupils excel in their various roles and responsibilities. Reading ambassadors support younger pupils to develop a love of reading. Skilled digital leaders provide training to staff, including from other schools, in the use of new technologies and programmes. No matter what the responsibility, pupils make a tangible contribution to all aspects of school life.

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

The school has developed a particularly well-ordered and highly ambitious curriculum. This allows children from the early years and pupils throughout key stages 1 and 2 to build their knowledge securely over time. The school has carefully considered what it wants pupils to know and the order in which things are taught. Pupils progress well through the curriculum.

High-quality training ensures that teachers are confident to explain new learning clearly. Any misconceptions that may arise are quickly dealt with during lessons. This ensures that pupils can build on what they already know and understand. Assessment strategies are used extremely well. Teachers regularly check to make sure that pupils have learned what was intended.

There are highly effective systems in place to identify the additional needs of pupils, including those with SEND. These pupils benefit from well-tailored support that allows them to access the same curriculum as their peers.

The school has ensured that staff have developed suitable expertise in teaching phonics. Pupils, including those with SEND, receive the targeted help that they need. They read books that carefully match the sounds that they already know. This helps them to become confident, fluent readers who understand what they have read.

Pupils develop a love of reading and choose books by a wide range of authors. Reading incentives engage and enthuse them to read more widely and often. Pupils discuss, in detail, class novels and their own book choices. They understand that reading helps to develop their vocabulary. Pupils said that this is useful when they come to write themselves.

There is a calm and orderly atmosphere throughout school. Pupils' behaviour during lessons is of a high standard. Typically, pupils have positive attitudes towards their learning. The school's values of kindness, friendship, trust and respect are lived out by pupils each day.

The vast array of additional opportunities provided by the school allows pupils to broaden their knowledge. Opportunities to debate moral issues are provided, and pupils understand the importance of respecting the opinions of others. This helps pupils to be well prepared for life in modern Britain.

The governing body works closely with the school. Governors have an accurate oversight of the quality of education the school provides for pupils. This allows them to hold the school to account. The school considers staff's workload and well-being in the decisions that it makes. It provides the time to complete training so that staff are able to fulfil their roles exceptionally well. Staff feel incredibly proud of working at this school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in November 2016.

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	106407
Local authority	Wigan
Inspection number	10240523
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	451
Appropriate authority	The governing body
Chair of governing body	Anne-Marie Turner
Headteacher	Catherine Whalley
Website	www.winstanley.wigan.sch.uk
Dates of previous inspection	8 and 9 November 2016, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher and a new chair of governors have been appointed.
- The school does not currently make use of any alternative provision for pupils.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and other members of staff. She spoke with representatives of the governing body, including the chair and vice-chair of governors. The inspector also spoke with representatives of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, and spoke with teachers and with some pupils

about their learning. The inspector also looked at samples of pupils' work and listened to pupils from Years 1 to 3 read with a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils' behaviour at various times during the school day, including during lessons and at playtime.
- The inspector considered the views expressed by parents in their responses to Ofsted Parent View, including the free-text comments. She also spoke with some parents at the end of the school day.
- The inspector also took account of the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Pat Speed, lead inspector

His Majesty's Inspector

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