

Inspection of an outstanding school: Wimboldsley Community Primary School

Nantwich Road, Wimboldsley, Middlewich, Cheshire CW10 0LN

Inspection date: 25 January 2023

Outcome

Wimboldsley Community Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils, and children in the early years, thrive at this friendly and welcoming school. They look forward to coming to school each day. Pupils told inspectors they feel very safe in school. From arrival in Reception Year pupils are taught to be polite, kind and caring towards each other and to staff. They are well prepared for their next steps and develop confidence throughout their time at the school.

The school's motto is 'achieve excellence', and it is embodied in the exceptionally high expectations for both the academic and personal skills that pupils develop at the school. Pupils relish the opportunities to take on one of the many responsibilities available to them, such as lead ambassadors, playground buddies and monitors.

Pupils' behaviour is exemplary. Any incidents of bullying are dealt with effectively and sensitively by leaders. Pupils and children fully engage in the wide range of learning opportunities that they are offered. Leaders have also prioritised the benefits of a variety of trips, including residential from Year 1, that encourage pupils to build their independence.

Pupils value the care and time that staff give to them. This has built a culture of strong relationships in which pupils trust adults to help them with any worries that they may have.

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

Leaders have thought very carefully about what they want their pupils, and children in the early years, to learn. There has been a determined focus from staff to identify the key knowledge that pupils need in each area of the curriculum. They ensure that pupils have mastered the foundations in subjects before moving on to more difficult concepts. Leaders are extremely ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They have woven the academic and personal

development curriculum together to ensure that their pupils are ready for the next stage of their education.

Leaders continuously check what pupils know and remember. There are regular opportunities to revisit learning. Gaps in learning are identified quickly.

Reading is a priority for leaders. Pupils' love of reading is developed from the beginning of the Reception Year through to Year 6. Leaders have thought carefully about the books that are most suited to their pupils at each stage in their reading journey. Older pupils can talk enthusiastically about the benefits of reading a wide range of books from different authors. Pupils appreciate that leaders involve them in the choice of class reading.

Staff are extremely well trained to deliver phonics to pupils from the start of reception. Books are well matched to sounds that they are learning. Pupils use their phonics knowledge to read fluently. They can read confidently and accurately with expression by the end of key stage 2. Staff intervene to support pupils to catch up and keep up effectively to become confident and fluent readers.

Leaders have put effective systems in place to identify pupils who may have SEND. There is a process of regular review between teachers and the SEND team to ensure that pupils needs are continually being met. Leaders have developed a wide range of strategies to adapt learning for pupils with SEND, where needed, to ensure that they access the same ambitious curriculum as other pupils.

Pupils' behaviour is impeccable. They are focused on learning in lessons. Pupils treat each other and adults with respect. They are passionate about accepting difference among their peers and value the opportunities to learn about differences in their peers. Pupils in the early years enjoy a stimulating learning environment where they can develop their interests. Pupils across the school make excellent progress through the curriculum.

Leaders recognise the importance of the opportunities for wider development of their children and pupils. Since the COVID-19 pandemic, leaders have ensured that their programme of residential activities has restarted as quickly as possible. There is a focus on character development for pupils through an integrated personal development programme.

There is strong leadership in place across the school. Leaders know their school well. They act quickly when they identify areas for improvement. Staff feel well supported by leaders to manage their workload and well-being. Leaders make effective use of their connections through their federation for professional development for staff. Governors understand the vision of the school and support leaders to achieve this for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

Staff know their pupils and their families very well. Staff are well trained to identify any risks and potential dangers that pupils may face. They know the local risks for their

pupils. Leaders have effective systems in place to record concerns. They build up a clear picture of any worries that may exist around a pupil.

Leaders work with a range of appropriate agencies to ensure that they provide the best support for their pupils. Pupils feel safe in school. They are taught to keep themselves safe in a range of age-appropriate situations, including online.

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 June 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	111056
Local authority	Cheshire West and Chester
Inspection number	10275077
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	126
Appropriate authority	The governing body
Chair of governing body	Lynne Mullen
Headteacher	Samantha Jones
Website	www.wimboldsleyprimaryschool.co.uk
Dates of previous inspection	8 and 9 June 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher is new in post since the last inspection.
- Leaders do not use any alternative providers.
- The school is in a hard federation with William Stockton Primary School.

Information about this inspection

The inspectors carried out this graded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection that the school had 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.
- As part of this inspection, inspectors carried out deep dives in early reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited some lessons, spoke with pupils and teachers, and looked at samples of pupils' work.

- Inspectors met with the headteacher, the executive headteacher, other senior leaders, the special educational needs team, subject leaders and teachers. The lead inspector also spoke with a representative from the local authority.
- The lead inspector met with governors virtually, including the chair of governors.
- Inspectors checked safeguarding procedures, including the recruitment checks made on staff. Inspectors met with the designated safeguarding lead, staff and pupils to discuss wider aspects of safeguarding. They scrutinised a range of documentation in relation to safeguarding.
- Inspectors considered a range of documentation, including that relating to the curriculum, pupils' behaviour, improvement plans and leaders' self-evaluation.
- Inspectors listened to pupils' read to a familiar adult.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, at breaktimes, at lunchtimes and in lessons. They also spoke with pupils about behaviour and bullying.
- Inspectors spoke with pupils about their programme of wider personal development.
- Inspectors considered the responses from parents and carers to Ofsted Parent View. This included the comments submitted via the free-text facility.
- Inspectors also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Elaine Mawson, lead inspector

His Majesty's Inspector

Samantha Birchall

Ofsted Inspector

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