

Winnington Park Community Primary and Nursery School

Address: Firdale Road, Firdale Park, Winnington, Northwich, Cheshire, CW8 4AZ

Unique reference number (URN): 111212

Inspection report: 6 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils make secure progress through the curriculum from the early years to Year 6. They generally learn important knowledge across subjects. This helps pupils make connections in their learning. Older pupils demonstrate their depth of understanding when talking about their learning. Pupils are prepared for their next steps in education.

Year 6 pupils typically attain in line with other pupils nationally in tests and assessments. Recent improvements to the mathematics curriculum have had a positive impact on pupils' achievement in key stage 2. This prepares pupils well for accessing more complex mathematical problems as they progress through the curriculum in readiness for secondary education. Pupils develop a love of reading throughout their education. This supports them to become confident readers by the end of Year 6.

Pupils with special educational needs and/or disabilities and disadvantaged pupils access the full curriculum. This helps them secure the essential knowledge that they need to succeed.

Most younger pupils learn to read and calculate numbers well. Leaders are currently focused on improving pupils' writing, particularly handwriting and letter formation. Leaders have had some early success. However, there is a small proportion of pupils who are not able to write fluently and with ease by the end of key stage 1.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' attendance and punctuality. Levels of attendance have risen in recent years and are typically above the national average. Most pupils attend regularly and on time. The proportion of pupils who miss too much school is low. Leaders provide effective support to help the small number of pupils with less regular attendance patterns to improve. They work closely with other professionals and agencies to ensure this support is carefully matched to families' needs.

Pupils behave well and follow the high expectations that staff and leaders set. Pupils understand the importance of being kind, safe and respectful. They strive to do their best. Pupils treat others with kindness. On the whole, they show positive attitudes to school and their learning. Pupils concentrate and focus on their learning. They maintain healthy relationships with others. As a result, bullying and unkind behaviour are rare. If they happen, they are dealt with swiftly and appropriately. Staff have received specialist training to support pupils in managing their emotions and behaviours. As a result, staff support pupils who need additional help with their behaviour with compassion and understanding.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious curriculum. It clearly sets out the important knowledge that pupils will learn from the Nursery Year through to Year 6. Leaders have prioritised the building blocks of knowledge that pupils need to learn across reading, writing and

mathematics. This helps teachers build pupils' new learning on prior knowledge. Overall, staff follow the agreed approaches to teaching to ensure that pupils learn well.

Leaders prioritise the teaching of vocabulary across the curriculum. Staff help pupils to understand new words through clear explanations. Secure and consistent phonics teaching is having a positive impact. Pupils generally read with expression and fluency. Staff use their knowledge about pupils with special educational needs and/or disabilities (SEND) to tailor the help they receive in lessons. Typically, support is well matched to pupils' needs. However, in a small number of instances, this is not the case. This limits how well some pupils with SEND achieve across the curriculum.

Early years

Expected standard 

The early years curriculum is ambitious and builds on children's individual starting points. Through the Nursery and Reception Years, children build their knowledge and understanding in readiness for key stage 1. At the heart of the early years curriculum is the development of children's vocabulary and language. The indoor and outdoor environment stimulates children to learn and play. For example, children take great enjoyment in sharing and smelling flowers in the outdoor kitchen. They use specific vocabulary to describe the smells and textures, with expert support from staff.

Leaders place a high priority on the teaching of reading. Children quickly learn to identify the sounds that letters represent and blend them together to read new and unfamiliar words. A love of reading runs alongside the phonics programme. Books and stories form a key part of the school day. Children learn to read through books that are carefully matched to the sounds that they know. This helps them read with confidence.

Staff know children well. They use this information to adapt the provision to meet children's individual needs. Staff work effectively with parents and carers from the moment children join the school. This partnership evolves and strengthens as pupils move through the school. Children are well prepared for key stage 1.

Inclusion

Expected standard 

Inclusion sits at the heart of the school. Leaders know pupils as individuals. They skilfully use this knowledge to identify and address pupils' needs and barriers to learning and wellbeing. This is particularly the case for disadvantaged pupils or those who face other challenges in their life. Leaders reduce barriers and broaden pupils' horizons effectively. For example, tailored pastoral support in the nurture room enables pupils to manage their emotions and be ready to learn. This builds pupils' confidence and independence and prepares them well for the future.

Leaders have ensured that staff have the expertise to support pupils with special educational needs and/or disabilities. As a result, these pupils generally progress well through the curriculum from their different starting points.

Leaders are proud of the way that they work with parents, carers and other professionals. Highly positive partnerships with external agencies enable leaders to put in place the right support for vulnerable pupils. Leaders' oversight of the progress that vulnerable pupils make

ensures that support strategies are adapted and amended as required. Leaders use the pupil premium funding well to provide academic support and wider opportunities for disadvantaged pupils.

Leadership and governance

Expected standard 

Leaders' ambition for pupils is evident in many aspects of the school's work. They balance this ambition with deep-rooted care for each individual pupil. Leaders make decisions in the best interests of pupils and have a secure understanding of the local community. As a result, relationships with parents and carers are positive. This leads to a community that is proud to be part of the Winnington Park family.

Leaders have a well-informed understanding of the strengths of the school. They know where the priorities for improvement lie. For example, leaders have begun to improve younger pupils' handwriting, but this is not a consistently developed approach across key stage 1.

Leaders make appropriate use of high-quality professional learning for staff. This is closely linked to the priorities in the school's improvement plans. Leaders are considerate of staff's workload and wellbeing. Staff value the support and strong relationships that they have with leaders.

Governors are knowledgeable and committed to the school. They keep a close eye on its performance and provide appropriate challenge and support to leaders. For example, link governor roles enable governors to scrutinise and evaluate the impact of the leaders' work. This is particularly evident in relation to the use and impact of the pupil premium strategy for disadvantaged pupils. Governors have a secure knowledge of their statutory duties and carry these out effectively.

Personal development and wellbeing

Expected standard 

The personal, social, health and economic education programme has been carefully designed to meet pupils' needs and the community in which they live. Leaders place a high priority on pupils appreciating and celebrating diversity. Pupils unite in their belief that they should treat everyone equally in their school and in the wider world. The school values, woven with fundamental British values, prepare pupils for life beyond school. For example, learning about different faiths and cultures develops pupils' respect for others. Pupils develop an age-appropriate understanding of personal safety, including risks online. Pupils learn how to look after their mental health and wellbeing. They build their repertoire of strategies that help them manage their own feelings.

The 'Winnington Park Pledge' is a core entitlement for every pupil. These enrichment activities include opportunities for pupils to play and perform musical instruments, experience the Hallé orchestra and learn about inspiring individuals such as artists and scientists. Visits broaden pupils' horizons. For example, the residential visit to Wales encourages pupils to take part in outdoor and adventurous activities. They face their fears and take well-calculated risks together. Pupils have access to a range of clubs. Some develop their sporting skills through multi-sports and athletics. Others develop their love for the great outdoors through gardening club. Leaders carefully track and monitor the

engagement of pupils, including those who experience disadvantage, to ensure they make the most of these opportunities.

Pupils take on a range of leadership roles with pride. They relish the responsibility and take their roles seriously. School councillors and members of the eco-committee act as role models for others, while peer mentors use their listening skills to support and care for others. The pastoral provision, which includes a calming nurture space, supports pupils who need a listening ear or help from a trusted adult.

What it's like to be a pupil at this school

Pupils experience a happy, safe and supportive environment where they are well cared for and valued. Pupils thrive because staff know them as individuals. Each morning, the pupil attendance champions welcome others at the school gates. Their presence creates a friendly atmosphere and helps other pupils who may be anxious to begin the day positively.

Pupils attend school regularly. When this is not the case, leaders promptly identify barriers to attendance. They provide the right support at the right time, which helps to reduce absence.

Pupils benefit from recent improvements to the curriculum. This is particularly evident with reading, where they generally develop a passion for literature. Teachers help pupils to learn effectively. As a result, pupils are typically well prepared for the next stage of their education. Pupils with special educational needs and/or disabilities are well supported. They achieve well.

Pupils live up to the school's values. They know that these values guide them on how to treat other people. Pupils behave well and follow leaders' expectations. Bullying is rare. However, if it should happen, staff deal with it swiftly. This helps pupils to feel safe. Pupils appreciate the opportunity to play and socialise at lunchtimes with their friends. Those who prefer a quieter time enjoy spending time in the quiet lunch provision. Pupils celebrate the successes of others. This helps to build positive relationships across the school. Pupils describe being part of Winnington Park as having an extra family.

Next steps

- Leaders should ensure that teachers use consistently high-quality approaches to develop pupils' handwriting to support fluency in writing.
 - Leaders should ensure that support in lessons for pupils with special educational needs and/or disabilities is precisely matched to pupils' needs so they can achieve as well as possible.
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About this inspection

The chair of the board of governors in this school is Joanne Davies.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, including governors, during the inspection. They also spoke with representatives of the local authority.

The inspector confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Robin Cole

Lead inspector:

Elliot Costas-Walker, His Majesty's Inspector

Team inspectors:

Liz Davidson, Ofsted Inspector

Valmai Roberts, Ofsted Inspector

Dawn Cranshaw, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 May 2026

School and pupil context

Total pupils

406

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.15%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.48%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.82%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25 (final)	56%	62%	Close to average
2023/24 (final)	78%	61%	Above
2022/23 (final)	62%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (final)	69%	75%	Close to average
2023/24 (final)	87%	74%	Above
2022/23 (final)	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	87%	72%	Above
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25 (final)	67%	74%	Below
2023/24 (final)	89%	73%	Above
2022/23 (final)	79%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	46%	Close to average
2024/25 (final)	38%	47%	Close to average
2023/24 (final)	64%	46%	Above
2022/23 (final)	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	62%	Above
2024/25 (final)	50%	63%	Below
2023/24 (final)	82%	62%	Above
2022/23 (final)	75%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	59%	Close to average
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	82%	58%	Above
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	60%	Above
2024/25 (final)	63%	61%	Close to average
2023/24 (final)	73%	59%	Above
2022/23 (final)	75%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	68%	-19 pp
2024/25 (final)	38%	69%	-32 pp
2023/24 (final)	64%	67%	-4 pp
2022/23 (final)	38%	66%	-29 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-9 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	82%	80%	2 pp
2022/23 (final)	75%	78%	-3 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	78%	-15 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	82%	78%	4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-9 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	73%	79%	-7 pp
2022/23 (final)	75%	79%	-4 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.9%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	5.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.8%	13.0%	Below
2023/24 (3 term)	10.5%	14.6%	Below
2022/23 (3 term)	12.2%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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