

Inspection of St Winifred's Roman Catholic Primary School, Stockport

Didsbury Road, Stockport, Cheshire SK4 3JH

Inspection dates:	3 and 4 December 2024
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are happy and proud to be part of St Winifred's school community. Relationships across the school are strong. Pupils told inspectors that adults take the time to listen to them and help them when needed. This makes them feel safe. Most pupils demonstrate 'God's love in action'. For example, pupils in Year 6 are 'precious friends' to the youngest children. This helps older pupils to understand difference and treat others with kindness and respect.

The school has recently heightened its expectations of pupils' behaviour. The changes to the behaviour policy are at an early stage and are not consistently embedded. In some lessons, pupils listen well and respond positively to the teacher. However, in other lessons there are occasions of low-level disruption, which are left unchallenged by staff. This can prevent some pupils from concentrating on their learning.

Expectations for pupils' academic achievement are not high enough. In some subjects, pupils do not achieve as well as they could. The school is in the process of reviewing the curriculum and the teaching in these subjects.

The personal development offer in the school is a strength. Pupils make a positive contribution to their local community. For example, pupils spoke at a town council meeting about climate change.

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

The school has identified that its curriculum is not ambitious for all pupils. It is reviewing each subject in turn to identify the key knowledge that it wants pupils to learn. In some subjects, the school has thought about the sequence of learning and the small steps that pupils need to take to build their knowledge over time. These recent changes in some subjects including mathematics and physical education, mean that the standard of pupils' work is improving. However, other subject curriculums are in the early stages of development. Consequently, pupils do not build a rich knowledge in these subjects.

Teachers have appropriate subject knowledge to deliver the curriculum. This is due to the training that they have received. However, the teaching of the curriculum is variable. Some teachers use effective strategies to help pupils remember their learning. The same teachers also undertake regular checks to establish pupils' understanding. These ensure that pupils' misconceptions and gaps in key knowledge are identified quickly and addressed. This practice is not reflected in all classrooms. Consequently, some pupils do not retain the important knowledge that they need and they develop gaps in their learning. This means that these pupils are not well prepared for future learning.

Pupils get off to a strong start with their reading. Staff are well trained to deliver the phonics programme effectively. Pupils are assessed regularly and any pupils falling behind are identified quickly. These pupils receive the extra support that they need to catch up with their peers. The school gives pupils reading books that match the sounds that they know. This helps pupils become fluent and confident readers. The teaching of reading in

key stage 2 is weaker. The school has plans to address this, but these have not been introduced.

Reading for pleasure is prioritised. Pupils have access to a well-stocked school library and visit the local library. The school is keen for pupils to choose books that they want to read and will enjoy.

The curriculum in the early years is not well established. Some staff lack the expertise required to set out purposeful learning activities to support children in their learning. Not all staff interact with the children in a way that helps them to explore their learning and develop their spoken language. Consequently, some children do not develop the foundational knowledge that they need to be successful in Year 1.

The school has recently strengthened its processes so that pupils with special educational needs and/or disabilities (SEND) are identified early and accurately. Teachers have received training to ensure that they adapt learning activities appropriately to meet these pupils' additional needs. However, not all pupils with SEND benefit routinely from carefully adapted tasks in lessons. This means that these pupils do not achieve as well as they could.

The school promotes pupils' personal development attentively. This means that pupils are well prepared as active citizens of modern Britain. Pupils understand how to keep themselves safe, including when they are online. They learn the importance of keeping themselves healthy. Pupils enjoy the wide range of clubs and visits made available to them. Pupils take their leadership responsibilities seriously.

Governors have a clear understanding of the school's mission. They have recognised that they have not provided enough strategic direction or challenge to improve the quality of education that pupils receive. They are determined to rectify this moving forward.

Staff feel well supported and say that leaders are considerate of their well-being. Although staff feel that their workload has increased, they understand this is because the school is on a journey to improve the quality of its provision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff do not adapt learning well enough for some pupils with SEND. This means that these pupils are asked to complete learning activities that do not help them gain the knowledge they need to make progress through the curriculum. The school should

ensure staff understand how to make suitable adaptations in all subjects for these pupils.

- The curriculum in the early years is not well established nor is it delivered effectively. This means that children do not acquire the vocabulary and foundational knowledge to be successful in their next stages of learning. The school should ensure that staff working in the early years set out appropriate learning opportunities and interact effectively with the children to support their learning.
- In some subjects, teachers do not check pupils' understanding of the curriculum knowledge carefully enough before moving the learning forward. Consequently, some pupils have gaps in their knowledge or develop misconceptions. The school should support teachers to undertake the necessary checks on pupils' learning in order to address any areas of weakness.
- Some staff do not consistently promote the school's high expectations for behaviour. As a result, the behaviour of some pupils can hinder the learning of others. The school should ensure that its behaviour policy is consistently applied by all staff.

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	106129
Local authority	Stockport
Inspection number	10348013
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	377
Appropriate authority	The governing body
Chair of governing body	Clare Downing
Headteacher	Alicia Duffy
Website	www.st-winifreds.stockport.sch.uk
Date of previous inspection	25 and 26 November 2014, under section 5 of the Education Act 2005

Information about this school

- A new headteacher took up post in September 2024.
- The school does not make any use of alternative provision.
- This is a Roman Catholic school in the Diocese of Salford. The previous statutory inspection under section 48 of the Education Act was in May 2023. The school's next section 48 inspection is due by 2028.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.
- Inspections are a point-in-time evaluation 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 the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, other leaders and staff.
- Inspectors carried out deep dives in early reading, mathematics, history, physical education and design and technology. For each deep dive, they met with subject leaders, discussed curriculums, visited a sample of lessons, met with teachers, spoke with pupils about their learning and reviewed samples of pupils' work.
- The lead inspector observed pupils from Year 1 to Year 3 read to a familiar adult.
- Inspectors considered other subjects in the school's curriculum. They looked at samples of pupils' work.
- Inspectors spoke with a range of staff to discuss how the school supports their workload and well-being.
- Inspectors met with governors. They also spoke with a representative from the local authority, the diocese and a local multi-academy trust supporting the school.
- Inspectors observed pupils' behaviour in lessons and around the school. They spoke with pupils and staff about behaviour and learning. Inspectors looked more widely at pupils' work in personal, social and health education.
- Inspectors spoke with parents and carers and considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors considered a range of documents provided by the school. These included records of governing body meetings, attendance analysis, behaviour and safeguarding reports and education, health and care plans/support plans.

Inspection team

Bev Dolman, lead inspector	Ofsted Inspector
Jake Nicklin	Ofsted Inspector
Lise Houldsworth	Ofsted Inspector

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