

Wimboldsley Community Primary School

Address: Nantwich Road, Wimboldsley, Middlewich, Cheshire, CW10 0LN

Unique reference number (URN): 149674

Inspection report: 28 April 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders carefully check pupils' attendance and behaviour. Leaders make sure that the school's approaches to managing attendance and behaviour are consistently applied and highly effective.

Pupils attend very well and rates of absence are low. Over time, leaders have made sure that the positive culture of attendance is sustained. Where pupils face barriers to attending well, leaders provide highly effective support to improve their attendance. As a result, pupils make rapid and substantial gains in their attendance.

Pupils' behaviour is exemplary. From the early years onwards, pupils have highly positive attitudes to their learning. Leaders have created a school culture that is calm and well ordered. This helps pupils to focus on their learning. A small number of pupils struggle to manage their emotions. When this is the case, expert staff provide effective strategies to help pupils. Over time, pupils independently use the strategies that they are taught. Pupils quickly learn to manage their own emotions well.

Bullying is rare. When it happens, leaders take effective action to address it. Staff and pupils alike do not tolerate discrimination. Pupils quickly learn to accept each other for who they are. They treat each other with the utmost kindness and respect.

Inclusion

Strong standard ●

Leaders identify pupils' needs quickly and accurately. Staff ensure pupils receive support quickly. Leaders regularly check that support is precise and improves pupils' wellbeing and learning. Leaders use additional funding wisely. For example, pupils who need extra support work with expert staff who understand their needs deeply. Pupils benefit because this support is well considered and matched closely to their needs.

Leaders prioritise staff training so that all staff develop the expertise that they need to help pupils. Some pupils with special educational needs and/or disabilities have complex needs and require a different curriculum. Staff use their expertise to provide impressive support for these pupils' needs. This support is rapidly helping pupils to improve their language and communication skills.

Some pupils face additional challenges in their lives. When this is the case, leaders make sure that pupils' wellbeing needs are fully met. Staff provide well-considered help that allows pupils to manage their own worries and emotions well. Leaders make sure that pupils have ample opportunities to share their worries and challenges with trusted adults. Staff listen closely to pupils. They use their positive relationships with pupils to provide support that has a sustained impact on pupils. As a result, pupils are ready to focus on their learning.

Leaders have established a programme of personal development that helps all pupils in the school to flourish. Pupils benefit from a well-considered personal, social, health and economic (PSHE) education curriculum. Leaders regularly check the impact of this curriculum on pupils. This helps to ensure that pupils develop deep and detailed knowledge of the PSHE curriculum.

Pupils know how to stay safe online and in real-life environments. They can explain how exercise and a balanced diet affect their health. Pupils gain secure knowledge about how the brain impacts their emotions and reactions. Pupils use this knowledge to support their own mental health. Pupils understand the importance of trust in a positive relationship. They know to look for kindness and care in others. Pupils understand the value of treating others as they would like to be treated. This informs the care, kindness and respect that pupils show to each other. If pupils face challenges in their lives, they receive high-quality pastoral support to help navigate these difficulties.

Pupils have a well-developed understanding of fundamental British values. Pupils explain how tolerance, the rule of law and democracy apply to their own lives. Pupils develop a secure knowledge about different beliefs and world views. They use this knowledge to explain similarities, differences and the importance of acceptance.

Pupils benefit from a range of deliberately chosen opportunities. Leaders ensure that all pupils access residential visits, which aim to develop their independence. These visits are carefully adapted to meet pupils' needs. Pupils experience well-planned trips linked to the curriculum that they are studying. These significantly enhance pupils' knowledge in subjects such as history.

Leaders make sure that pupils are offered an exciting array of clubs. Leaders provide activities based on pupils' interests and aspirations for the future. Older pupils benefit from going to 'primary college'. This opens their mind to possible future career choices and helps them to be prepared for secondary school.

Expected standard

Achievement

Expected standard

Pupils typically achieve well. This is reflected in published test results in reading and mathematics. In writing, pupils' achievement lags behind. However, leaders have taken rapid and effective action to improve pupils' achievement in writing. As a result, the quality of pupils' writing in their books is greater than published outcomes suggest. From the early years onwards, pupils achieve well in writing. Pupils secure the important foundations that they need for future learning.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Most pupils with SEND access the same curriculum as their peers. Staff provide tailored support that helps them to remember the important knowledge that they need. Some pupils with more

complex needs require an adapted curriculum. These pupils make swift gains in their language and communication skills.

Regardless of the varied needs that pupils may have, leaders make sure that pupils are well prepared for their future education.

Curriculum and teaching

Expected standard 

Leaders have established an ambitious curriculum for pupils to study. Staff teach the important knowledge that pupils need consistently well. Leaders know exactly what is working well and what needs further development. Leaders have taken swift action to improve the way that writing is taught to pupils. Children in the early years secure the important foundations in writing that they need. Older pupils write with purpose and increasing complexity. In reading and mathematics, pupils become confident and fluent.

Staff check that pupils have secured important learning. If pupils have gaps in their knowledge, these are accurately identified. Typically, pupils receive effective support to catch up when needed. Sometimes, identified gaps are not addressed precisely. When this happens, leaders take effective action to improve how these gaps are addressed.

Staff routinely adapt learning for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND achieve well from their starting points across the range of subjects that they study.

Typically, pupils secure a broad body of knowledge across the subjects that they study. However, opportunities to deepen this knowledge are sometimes missed. Pupils do not have enough opportunities to apply their learning to deepen their knowledge.

Early years

Expected standard 

Leaders have made sure that the early years is a priority. Staff benefit from considerable professional development. As a result, the school has established a well-considered early years curriculum that is consistently well taught. Children benefit from purposeful interactions with adults that support their language development. Adults are experts in helping children to learn phonics and form their letters correctly. Children quickly become confident readers, writers and mathematicians. In some aspects of the curriculum, opportunities for children to deepen their learning are sometimes missed. Sometimes the resources that children use and the activities that they are given limit their learning.

When children face additional challenges to their learning and development, adults provide carefully matched support. As a result, children rapidly settle into new routines and become ready to learn. Children enjoy the activities that they are given to do. They sustain their concentration and focus well on their learning. They are eager learners and behave consistently well.

Adults make sure that children are well cared for. When children have complex needs, adults provide high-quality care that keeps children safe. If children struggle with new

learning, adults provide lots of opportunities to practise and rehearse this learning. By the end of their time in the early years, children are ready for Year 1 and beyond.

Leadership and governance

Expected standard 

Governors and trustees have an accurate and well-informed view of the school. They use their expertise to support and challenge leaders effectively. The new leadership team has quickly got to grips with securing important improvements in school, for example in writing. Alongside governors and trust leaders, school leaders ensure that the changes that they make rapidly benefit pupils. Leaders and governors have a clear understanding of the remaining areas for development and are taking appropriate action to address these.

Those responsible for governance fulfil their statutory duties well. They help to guide and support leaders by making sure that resources are carefully used to support all pupils. Leaders and governors make sure that pupils facing challenges and those who have complex needs are a priority. The investment that leaders and governors make in supporting pupils' wellbeing is often pivotal in helping pupils to be ready for the next stages of their learning and development. This is helping to improve the quality of education across the school.

Leaders make the maximum use of the expertise that exists within school and across the trust. Leaders monitor the impact of their work carefully and adjust their actions where needed. All staff receive comprehensive professional learning that leads to sustained improvement. Staff value and appreciate the support that leaders provide for their wellbeing. They hold leaders in high regard. Staff are very proud to work at this school.

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

Leaders have established a school culture that helps every pupil to succeed. If pupils face barriers to their learning, leaders take very effective action to remove and reduce those barriers. Pupils benefit from considerable support for their wellbeing. Staff use their knowledge of pupils and their families to shape this support. Pupils with more complex needs receive impressive help to develop their communication skills and relationships. They flourish with this support. Pupils in this school are happy and well cared for.

Pupils' behaviour is exemplary. They show consistently positive attitudes to their learning. Staff apply consistent expectations. Pupils rise to these expectations. From the early years onwards, children quickly settle to new routines. Children develop good habits for future positive behaviour and success. Older pupils are superb role models for younger pupils. Pupils treat each other with kindness and respect. When pupils struggle to manage their emotions and behaviour, they receive highly effective help. Pupils swiftly learn strategies that help them to remain calm, manage their feelings and focus on their learning. Bullying is rare. If it happens, leaders take swift action to make sure that it stops.

Pupils who struggle to attend well make rapid gains in their attendance as a result of the support that staff provide. Pupils enjoy their learning and want to attend. Over time, attendance has remained high in this school.

Pupils benefit from a carefully structured curriculum that helps them to acquire the most important knowledge and language that they need. Leaders deliberately enhance the curriculum with many opportunities for pupils to explore their interests. Some learn to cook, while others attend science club or participate in music and sport. Leaders make sure that pupils who face additional challenges in their lives access the same rich opportunities as their peers.

Next steps

- Leaders should ensure that teachers select tasks that help pupils to apply their learning, so that pupils deepen their knowledge in the subjects that they study.
 - Leaders should continue to make sure that all staff have the knowledge and skills needed to address any gaps that they identify in pupils' learning.
 - Leaders should make sure that in the early years, children benefit from activities and resources that help them to deepen their learning.
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About this inspection

This school is part of Concordia Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tracy Webb, and overseen by a board of trustees, chaired by David Keith.

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.

Inspectors spoke with the headteacher, the director of education for the trust, the CEO and other senior leaders. The lead inspector spoke with governors and trustees, including the chair. Inspectors spoke with some parents and carers at the start of the school day, met with members of staff and spoke with pupils throughout the inspection.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

The school runs a before- and after-school club for pupils in the school.

Headteacher : Sarah Macaskill

Lead inspector:

Jen Sloan, His Majesty's Inspector

Team inspector:

Michael Pennington, His Majesty's 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 28 April 2026

School and pupil context

Total pupils

132

Below 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

140

Below 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)

8.33%

Well 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

7.58%

Well above 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

7.58%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Well 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		61%	
2024/25 (final)	52%	62%	Below
2023/24 (final)	45%	61%	Below
2022/23		60%	

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		74%	
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	64%	74%	Below
2022/23		73%	

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		72%	
2024/25 (final)	65%	72%	Below
2023/24 (final)	73%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (final)	83%	74%	Above
2023/24 (final)	55%	73%	Below
2022/23		73%	

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		46%	
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

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		59%	
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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		68%	
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

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		78%	
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	3.6%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below

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)	4.9%	13.0%	Below
2023/24 (3 term)	3.3%	14.6%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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