



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
WINGFIELD PRIMARY SCHOOL

Name of School:	Wingfield Primary School
Head teacher/Principal:	Ross Silcock
Hub:	Inspire Partnership Hub
School type:	Community
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Outstanding
Date of this Review:	06/02/19
Estimate at last QA Review	This is the school's first review
Date of last QA Review	This is the school's first review
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	22/06/2016

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Not submitted for this review
Previously accredited valid Areas of Excellence	This is the school's first review
Overall Estimate	Outstanding

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Wingfield Primary School is an average-sized school in the London borough of Greenwich. The school has a growing pupil population as a result of significant local regeneration via the local council including building of new housing stock and associated new businesses. Consequently, the demographic of the school has changed over the past five years and now attracts pupils from the more affluent neighbourhoods to the west of the school. The number of pupils at the school has risen steadily over the past three years and is now more than double when compared to pre-2014. The school also moved into new premises in October 2017 on land adjacent to the old site. There are plans to further increase places over the next five years as part of a long-term growth strategy.

Approximately half of pupils enter the school speaking English as an additional language (EAL). Many pupils now originate from western Europe due to the influx of business professionals and their families in what is an affluent commuter route. The proportion of pupils from a disadvantaged background is high at twice the national average as is the percentage of pupils with special educational needs and/or disabilities (SEND), which accounts for around a third of the pupil body. Whilst decreasing rapidly, the proportion of pupils entering from an area of high deprivation is significantly above the national average.

The leadership team is almost entirely new. The current headteacher started in 2014 and led a period of sustained development and improvement which culminated in a positive outcome at the school's last inspection in 2016. The school has worked closely in partnership with the Compass Trust since 2014 as part of a planned strategy to ensure that its capacity to improve and build for the future is secure. The school is now in its next stage of development as it seeks to consolidate its significant work over the past five years that has realised outcomes amongst the highest in the country and across the borough.

2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first review.

2.2 School Improvement Strategies - What went well

- Leaders have mitigated the potential negative impact of the growing pupil population, including the high number of pupils that have historically begun after the start of each academic year. As a result, outcomes at the end of Key Stage 2 are in the top quintile nationally for reading, writing and mathematics.

- Leaders have secured substantial and continued improvement to the quality of teaching through the wide range of continued professional development (CPD) and support activities to which teachers have access. For example, teaching staff and leaders are undertaking action research projects, formal higher education qualifications and trust wide CPD that underpins quality first teaching. All leaders deliver training across the trust such as 'embedding technology in learning' and 'leadership'.
- Leaders are highly enthusiastic and embrace the challenge of driving forward the quality of provision. For example, subject leaders have developed a new curriculum that effectively spans across all subjects. This approach enables pupils to consolidate and contextualise learning. The school has implemented themed learning across all year groups and the current 'Alice in Wonderland' completed by pupils can be seen on highly visual displays around the school.
- Most leaders have been developed from within the school. There is additional capacity to continue to develop leadership across the school by taking part in a range of trust wide activities. This ensures that leaders have a sufficient balance between being outward and inward facing. The culture of high expectations permeates throughout the school and is embraced by all staff.
- Leaders have a very clear overview of the quality of their provision. Leaders have developed a highly effective range of plans to continually push the boundaries of what can be achieved. For example, middle leaders have developed innovative subject dashboards that illustrate pupils' attainment in science. Consequently, progress and attainment measures now provide leaders with a broader range of data for teachers to know how well pupils are learning across all subjects.
- Leaders use a wide range of indicators to determine the effectiveness of teaching including observations, book scrutiny, parent and pupil voice as well as progress and attainment measures. These indicators are underpinned by a clear and consistently high expectation from leaders. Consequently, teaching across the school is of a very high standard.
- The highly effective strategies to engage with parents, other schools, businesses and partnerships is positioning the school as the number one choice for prospective pupils. As a result, in all year groups there are a large number of applications for school places for the next academic year.

2.3 School Improvement Strategies - Even better if...

- ...school plans indicated the quantitative measure for improvement such as targets for the proportion of pupils planned to attain the expected standard in reading, writing and mathematics at the end of Key Stage 2.
- ...leaders continue to narrow the performance gaps for groups of pupils, such as those in Key Stage 1 and disadvantaged pupils, so they make the progress of which they are capable.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- This is the school's first review.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers across all year groups have a deep and thorough knowledge of their subjects. They apply this confidently to develop the mastery of pupils through progressively sophisticated tasks. For example, in a Year 3 French lesson, teachers encourage pupils to highlight the correct use of English grammar using French language.
- Most teaching assistants actively contribute and scaffold learning for groups of pupils. They use deep questioning with pupils to accelerate their learning. For example, in a Year 6 science session, the teaching assistant skilfully manipulated the level of challenge to help pupils of different abilities to identify different types of animals.
- All teachers plan well for learning across all subjects and some plan very well. Consequently, almost all pupils are actively engaged in learning and want to participate in the contextual learning opportunities that they are presented with. They are highly motivated and want to improve.
- The majority of teachers expertly link contextual learning themes across the curriculum. For example, pupils in a Year 5 English session were studying war over the ages and applying grammar to a historical context. As a result, they deepened their knowledge of both history and English.
- In the best sessions, precise and probing questioning also enables pupils to deepen their knowledge of subjects. In Year 3 mathematics, the skilful use of questioning about the associative law continually encourages pupils to think carefully about their answers and attempt increasingly difficult questions.
- There is some emerging good practice in the use of digital learning within sessions. For example, pupils in Year 2 are choosing technology to review and self-assess their performance in gymnastics by taking pictures and studying how to improve their technique. Pupils know how to, and do, peer assess and support each other to improve their learning.
- Pupils have excellent attitudes to learning. They trust their teachers and are happy in all classes. They are proud of what they achieve and produce work of a consistently high standard. Most are kept informed about how they can be even better.
- Teachers high expectations result in exemplary pupils' behaviour. Pupils remain on task and are focused on completing their work under the care of their teacher. In Year 2 mathematics, pupils explored shape independently and worked hard to find the correct answer. Pupils understand that learning is not easy.
- All teachers model positive attitudes and relationships with their pupils. As a result, pupils take risks in their learning without fear of failure. Pupils are

becoming increasingly resilient and try hard to complete their work. In the Early Years Foundation Stage (EYFS), children who start late at school soon become established within their groups and want to show others what they have learned. In Year 4 reading the enthusiasm of the teacher reading a book inspired children to want to learn more about the characters in the story.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...all pupils were challenged in all parts of lessons to further deepen their understanding.
- ...all pupils had consistently regular access to a broader range of physical resources and activities to scaffold learning even more effectively.

4. Outcomes for Pupils

- At the end of Key Stage 2 in 2018 and over time, pupils make exceptional progress from their respective starting points. Overall progress is very high compared to national measures for writing and mathematics. In reading, writing and mathematics attainment, the school performs very well. The progress of disadvantaged pupils still lags behind other pupils in the school while remaining slightly above the overall national average. Pupils do less well in science although still meet the national average for attainment. In year progress in science indicates that pupils are doing very well and better than in previous years. The proportion of pupils that attain the higher standard is above the national average across all subjects as is those who meet the expected standard in reading, writing and mathematics.
- At the end of Key Stage 1, pupils' attainment is around the national average for reading and mathematics. In writing, attainment is much higher particularly for those who reach greater depth. The proportion of pupils achieving greater depth is increasing year on year. Disadvantaged pupils perform less well across all subjects including science and this is a trend that the school continues to address. Current pupils are making accelerated progress as a result of the consistently high quality of teaching and support that they receive. Almost all pupils achieve the required standard in phonics demonstrating the excellent foundation that they receive in preparation for the next stage of learning.
- Children in the EYFS make excellent progress, with the proportion of those securing a good level of development during their time at the school significantly above the national average. Children are able to make informed choices about what they learn and how to access learning, such as choosing their own reading books. Children develop a broad range of language skills and this is further developed as a result of the cross curriculum themed teaching that is used to embed subject terminology.
- Across the school, the highly inclusive and vibrant learning environments are well

used to ensure that all pupils receive the support that they need to flourish and achieve. Pupils with SEND receive individual support where required. This support is often discreet and conducted in mainstream learning so that they can study alongside their peers. Consequently, pupils with SEND are making a similar rate of progress compared to other pupils. They are securing the knowledge and skills that they require for each phase of learning.

5. Area of Excellence

Not submitted for this review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school would like to take time to reflect on this review process before deciding on how best to access wider support from the Challenge Partners network.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.