

Wingfield Primary School

Moorehead Way, Kidbrooke, London SE3 9XU

Inspection dates 21–22 June 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher and headteacher have tenaciously secured rapid improvements in the school since their appointments. As a result, standards are continually rising.
- Other leaders ably support the headteacher. Together, they are relentless in their drive to improve the quality of teaching and raise achievement for pupils.
- Governors are highly skilled and have an extensive knowledge of the school. Consequently, they support and challenge school leaders effectively.
- The quality of teaching has improved significantly since the last inspection. Much of the teaching is now at least good. This has led to pupils making consistently good progress across the school in English and mathematics.
- Children in the early years enjoy their learning, and happily play and learn alongside each other in a highly stimulating environment. As a result, they make excellent progress in their learning.
- Pupils' behaviour is exemplary. Pupils conduct themselves exceptionally well around the school. They are extremely polite, well-mannered and courteous.
- Pupils say they feel safe and enjoy their learning. Attendance is above average so that pupils make the most of their learning time.
- The school's core values such as cooperation, peace and resilience are very well embedded in the curriculum. This prepares pupils well for life in modern Britain.
- The school's work to develop pupils' spiritual, moral, social and cultural development is a clear strength that underpins the curriculum.
- Parents are overwhelmingly positive about the school and value the school's work. One parent said, 'I can't speak highly enough about Wingfield and it is great to have my child at a school like this.'

It is not yet an outstanding school because

- Teachers do not consistently set sufficiently challenging work for pupils in a range of subjects across the curriculum.
- Pupils' progress in science and modern foreign languages is not as rapid as their progress in English and mathematics.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that all teachers set consistently challenging work for pupils in every year group that will enable them to match their strong attainment in English and mathematics across a wider range of subjects.
- Accelerate pupils' progress in science and modern foreign languages by:
 - checking that pupils' knowledge and understanding of science take place in all classes and making sure that pupils, particularly the older pupils, apply this learning when working scientifically
 - providing opportunities for pupils to write in a modern foreign language.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The executive headteacher, headteacher and deputy headteacher have very high expectations for the pupils at their school. They have been relentless in their efforts to swiftly secure improvements since their appointments at Wingfield Primary School. Consequently, standards are continually rising across the school. Parents welcome and appreciate leaders' work, and their presence at the school gate every morning. One parent said: 'The management has turned the school around in my opinion and the headteacher is very accessible to all, and remembers all the pupils' names, making them feel special. Progress and attainment are priorities, but welfare and values are paramount at the school.'
- Leaders manage teachers' performance exceptionally well to further develop teachers' skills, improve the quality of teaching and share good practice across the school. They set challenging targets for teachers that enable them to raise the achievement of pupils in their classes, including disadvantaged pupils. This is clearly evident in the manner in which the 'Wingfield Primary School Class Dashboard' has been consistently applied across all year groups. Teachers receive high-quality training and continue to develop their teaching skills to improve outcomes for pupils in their class.
- Leaders are innovative in the way they check pupils' progress. They have creatively designed a system that allows themselves and teachers to check pupils' progress in English and mathematics, and continually raise standards. This system is now being used to support five other schools within the partnership and 20 schools across the local authority.
- Pupils told inspectors they enjoy their learning at Wingfield. Pupils said, 'Teachers make learning fun ... we learn cooperatively ... teachers are strict, but they make learning exciting'. The curriculum is enticing and embeds the school's values exceptionally well through topics and high-quality children's books. Pupils study a range of topics. These include 'A Circle of Life', when they learn about the process of change that living things undergo, and 'Fighting Fit', when pupils learn to make balanced choices about daily routines and healthy lifestyles. In addition, there are whole-school projects when pupils from all the classes in the school work together on projects, such as film and art weeks. Pupils' learning is enriched and extended beyond the classroom, through educational visits, workshops, visiting artists and clubs.
- British values are promoted very well through the personal, social, health and economic education curriculum and assemblies. For example, Year 5 pupils learn about British democracy, how laws are made and the election process. This is further evident in the active role pupils play within the school council. Pupils exercise the rules of democracy by voting for their peers to represent them on the council.
- Additional pupil premium funding is used effectively to support disadvantaged pupils. Consequently, outcomes have improved for these pupils. In 2015, the percentage of disadvantaged pupils who exceeded the expected standards for their age in mathematics and writing by the end of key stage 1 was above the national average. There was an improvement in the percentage of pupils who exceeded the expected standard for their age in reading. Similarly, the percentage of pupils who exceeded the expected standards for their age in mathematics and reading by the end of key stage 2 was above the national average.
- The sports premium is used effectively for a range of specialist coaching such as football, cricket and dance. Additionally, the funding is used to improve the quality of teaching and learning in physical education. The school spends money on the cluster sports partnership, which enables pupils to participate in sporting competitions and festivals in the school and beyond. Leaders make sure disadvantaged pupils have access to a range of sporting activities.
- Pupils' spiritual, moral, social and cultural development is a clear strength that underpins the curriculum. One of the highlights is the celebration of different cultures through the International Week. Pupils learn about world religions, which helps them to gain a better understanding of different faiths. Pupils told an inspector that learning about different religions 'helps us to get an idea of what the country is like ... why people behave in the way they do'.
- **The governance of the school**
 - Governors are highly skilled and are extremely knowledgeable about the school. Governors challenge leaders by asking a range of questions, including about pupils' progress, the correct identification of pupils who have special educational needs and/or disabilities and pupils' attendance.
 - Governors are highly effective in setting the strategic direction of the school and fulfilling their statutory duties. They use their regular visits to the school effectively to check the school's plans for improvement, review pupils' progress and check that the safeguarding procedures are robustly followed.

- Governors research what makes excellent practice to improve outcomes for disadvantaged pupils. They are very knowledgeable about the impact of the use of such funding, for example the percentage of pupils who exceeded the expected standards in reading at the end of key stage 1.
- The arrangements for safeguarding are effective. Staff are well trained to notice any change in pupils' behaviour that would raise cause for concern, and are fully aware of the school's internal procedures, should they be concerned about a pupil in their class. Equally, they are well trained to identify different situations where pupils may be at risk of danger such as radicalisation and extremism. The school has strong links with parents, carers and external agencies. Consequently, pupils are well cared for. Parents strongly agree that their children feel safe and are well looked after at school.

Quality of teaching, learning and assessment is good

- Leaders have been relentless in their drive to improve the quality of teaching, learning and assessment across the school since the previous inspection. As a result, pupils are making rapid progress in reading, writing and mathematics.
- Early reading skills are taught effectively in early years and key stage 1. There is a daily commitment to teaching phonics (letters and the sounds that they make) and reading to make sure that pupils become confident and fluent readers. Pupils use their phonics knowledge well to read unfamiliar words and demonstrate a good understanding of books they have read. Equally, there is a commitment to daily reading in key stage 2. Pupils are developing fluency and comprehension skills at a high level. Pupils told inspectors how much they enjoy reading and showed a great love for books. Reading for pleasure is promoted well within the school, as is evident by the book fair that took place during the inspection.
- Writing is a clear strength and is taught effectively across the school. Pupils use their imagination vividly to write in the role of different characters and across a wide range of subjects. Pupils use a wide range of vocabulary, correct spelling, grammar and a high level of punctuation in their writing. For example, as part of their topic on democracy, Year 5 pupils imagined what it would be like to be worshipped by thousands of people. Pupils asked questions like, 'Have you ever imagined yourself being the richest man or woman in the world?' Pupils then wrote instructions on how to be worshipped by thousands of people.
- Mathematics teaching is good. Pupils are offered opportunities to learn a range of mathematical topics and are well supported in their mathematics knowledge and skills to make good progress. However, the most able pupils are not consistently challenged to develop their reasoning skills.
- Pupils' learning in science is extended because they are given opportunities to plan and undertake investigations. Most pupils in key stages 1 and 2 make good gains in their scientific knowledge, understanding and skills. For example, in Year 3, pupils explored pitch, volume and how sound is made. They investigated how sound travels. By the end of the topic, pupils were correctly using scientific vocabulary, such as 'frequency' and 'sound waves'. Nonetheless, teachers do not consistently provide opportunities for pupils in all year groups to develop their knowledge, understanding and skills in science and a wide range of subjects.
- While pupils in key stage 2 are taught French as a modern foreign language, and are developing good speaking and listening skills, they are not given enough opportunities to write in a modern foreign language.
- Pupils informed inspectors about the opportunities they receive to respond to their class teacher's marking, which helps to move their learning forward. The feedback that teachers provide to pupils is highly effective and is consistent with the school's feedback on learning policy. Teachers celebrate pupils' successes and identify precisely what pupils need to improve in their learning. They consistently use this approach in subjects other than English and mathematics. Pupils capitalise on this feedback to improve their learning.
- Teaching assistants are well directed and support pupils effectively in their learning. For example, teaching assistants support younger pupils to write sentences using similes by saying the sentences out loud and encouraging pupils to read back their writing.

Personal development, behaviour and welfare **is outstanding**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The pupils are true ambassadors of Wingfield Primary School. They are very proud of their school and talk with great confidence about their learning, how to improve their work in most subjects and the school's values.
- Pupils, parents and staff strongly agree that bullying is rare. This is confirmed by the responses to Ofsted's online surveys and in discussions with inspectors. Pupils know who they can talk to should they have any concerns and are confident their concerns will be addressed swiftly. Pupils can talk to play buddies, members of the school council or adults should they need to raise their worries.
- Pupils know how to stay safe and have opportunities to learn how to keep themselves safe. Parents and staff responding to Ofsted's online survey strongly agreed that children feel safe in school. Pupils say they learn how to stay safe on the roads and learn about fire safety through workshops and visitors. Pupils are knowledgeable on how to stay safe when using the internet.
- Wingfield is a happy school where pupils from different minority ethnic backgrounds play and learn harmoniously together. Pupils enjoy strong positive relationships with their peers and adults alike. This contributes to the very strong school community ethos.
- Parents speak very highly of the pastoral care and are highly appreciative of the welfare support offered by the school. In response to Ofsted's online survey, parents unanimously agreed that their children are well looked after and would recommend the school to other parents.

Behaviour

- The behaviour of pupils is outstanding.
- The school is calm and orderly. Pupils conduct themselves very well around the school, including in the dining hall and playgrounds. Pupils are exceedingly polite and courteous and show respect towards other pupils and adults, including the inspectors. Responses from the staff and parent questionnaires confirm that pupils are well behaved. One parent confirmed this and said, 'It impresses me how smart the children look in their new uniform; how well behaved and polite the children are...'
- Pupils say that behaviour has improved under the new leadership team and they enjoy coming to school. They confidently talked about the swift actions leaders take to address incidents of poor behaviour, should it happen. They are knowledgeable about the school's behaviour systems, as demonstrated by their excellent behaviour during the inspection.
- Pupils are supportive of each other, and give their peers an opportunity to discuss and share their views. They show respect by listening attentively to each other. Inspectors experienced this first hand during discussion with pupils. Pupils learn with minimal distractions from each other.
- Attendance is above the national average. Leaders' actions are very effective in improving attendance. This contributes to the good progress pupils make in their learning.

Outcomes for pupils **are good**

- Current pupils in the school are making strong progress in reading, writing and mathematics. As a result, attainment is rising in reading, writing and mathematics. This means that more pupils are working at the standards expected for their age, since the previous inspection.
- Early reading skills are taught effectively in Reception and Year 1. This is clearly evident in the high proportion of pupils who reached the expected standards in phonics by the end of Year 1 in 2015. Pupils use their phonics well to read unfamiliar words and clearly demonstrate an understanding of books they are reading. The schools' assessment information indicates that almost all pupils are making rapid progress in reading and are meeting the expected standards for their age.
- Writing is a clear strength of the school with almost all pupils making rapid progress. The school's own assessment information shows that pupils make exceptional progress in writing. This is confirmed by the written work in pupils' writing books, topic books and displays around the school.
- The school's current assessment information indicates that pupils are making good progress in mathematics. Inspectors confirmed this by visiting lessons and by scrutiny of pupils' mathematics books during lessons. For example, inspectors observed pupils making good progress when solving problems and learning about fractions.
- Disadvantaged pupils currently in the school are making good progress in reading, writing and mathematics. The gaps between their attainment and that of other pupils in the school are minimal. The

actions leaders are taking to narrow the gap in attainment are effective. The school's assessment information demonstrates that this is the case.

- Most-able pupils achieve well over time. In addition, inspectors saw good progress in pupils' books and visits to lessons during the inspection. Sometimes the most able pupils are not consistently challenged to develop their reasoning skills in mathematics. As a result, most-able pupils do not always make the progress they are capable of in this subject.
- All pupils from different minority ethnic heritages make good progress in reading, writing and mathematics by the end of key stages 1 and 2.
- Pupils do not make such good progress in a modern language because of the limited opportunities for them to develop their writing skills. Similarly, pupils in some year groups are not consistently provided with appropriate learning experiences to develop their scientific knowledge, understanding and skills.
- Pupils who have special educational needs and/or disabilities are making good progress in reading, writing and mathematics because teachers take into account their learning needs. Leaders accurately put into place the support the pupils need, and work closely with other professional agencies to secure the additional support needed.
- Standards are continually rising. Consequently, almost all pupils are ready for their learning in the next key stages.

Early years provision

is outstanding

- Standards within the early years have continued to rise since the previous inspection. The highly effective leadership of the early years provision has resulted in children making excellent progress at the end of the early years.
- Leaders use the school's assessment information exceptionally well to identify children's learning and development needs, and provide a highly stimulating learning environment in which children excel. The early years leader has an excellent understanding of the early years curriculum, assessment and expectations, and supports other leaders in schools within the partnership.
- Children enter Reception with knowledge, understanding and skills that are below those typical of children of their age. By the end of the Reception Year, children's attainment is well above average. The school's assessment information indicates that most children in Reception, including disadvantaged children, are making good progress, and are on track to reach a good level of development.
- The highly stimulating learning environment motivates and engages children in their development and learning. Adults provide highly effective models of speaking and listening which support children's language development very well. For example, in Nursery, the story of 'The Three Little Pigs' had captured children's imagination. One child who was enthusiastically engaged in role play told the inspector, 'I locked the big bad wolf in the cupboard because he blew all the houses down'.
- The early years curriculum is well organised, and learning is made exciting through the use of high-quality children's books. Stimulating activities are planned exceptionally well to support children's development and learning in all areas, including reading, writing and number. Activities encourage children to think hard. For example, children are encouraged reflect upon which boxes would be most suitable to build a house for characters from the story, 'The Three Little Pigs'.
- Teaching is highly effective. Adults use their assessments of children exceptionally well to plan activities to extend and enhance children's learning and development. The school's assessment system enables teachers to identify strengths and weaknesses of children. Teachers are quick to adapt learning activities and provide additional support that is required, so children make excellent progress.
- There is a strong partnership between the early years staff and families. Parents are involved in their child's education, and this provides good continuity for their child's learning and development. This continuity is provided through opportunities such as the 'stay and play' sessions, parents' contribution to the online assessment system and reading mornings.
- Children in the early years noticeably enjoy their learning because teachers plan enjoyable learning activities. Children remain highly focused in their activities and are not easily distracted by others. Their clear enjoyment and engagement in their learning itself show that children are safe and confident. Children are polite, very well behaved and show respect for each other.
- By the end of the Reception Year, children are exceptionally well prepared for their learning in Year 1. Children have acquired the basic skills, together with social and personal skills, and have developed emotional resilience to become confident and independent learners.

School details

Unique reference number	100154
Local authority	Greenwich
Inspection number	10011905

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	Janice Macleod
Headteacher	Ross Silcock
Executive Headteacher	Sophie Powell
Telephone number	020 8856 5298
Website	www.wingfield.greenwich.sch.uk
Email address	sao1@wingfield.greenwich.sch.uk
Date of previous inspection	25–26 June 2014

Information about this school

- This school is smaller than the average-sized primary school.
- The majority of pupils are from a range of minority ethnic groups, which is above average.
- A large majority of pupils speak English as an additional language.
- The proportion of pupils supported by pupil premium funding is high. The pupil premium funding is additional government funding which supports pupils who are known to be eligible for free school meals and children looked after by the local authority.
- The percentage of pupils who have special educational needs and/or disabilities is above average.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Children in the early years provision attend the Nursery and Reception classes.
- There has been a significant change in the leadership team since the previous inspection. The school has partnered with South Rise Primary School under the leadership of an executive headteacher. The school is part of the Compass Partnership of schools. In autumn 2016, six of the schools within the Compass Partnership will convert to academy status and form a multi-academy trust. Wingfield will convert to academy status and join this multi-academy trust in autumn 2017, when the new building is complete.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed pupils' learning in 14 lessons or parts of lessons, four of which were joint observations with school leaders. They also looked at pupils' books and talked with pupils about their learning within lessons.
- Inspectors talked with a group of pupils and listened to Years 1 and 6 pupils read.
- An inspector attended one school assembly.
- A group of pupils went on a learning walk with an inspector to share their views about the school and their learning experiences.
- Meetings were held with the school leaders, members of staff, governors and a representative from the local authority.
- Inspectors took into account 36 responses to Ofsted's online survey, Parent View, and 33 responses from free texts. In addition, inspectors met informally with parents in the playground at the beginning of the school day. Staff responses to Ofsted's questionnaires were taken into consideration.
- Inspectors reviewed a range of school documentation, including the school's plans for improvement, the school's information on current pupils' progress, evaluation of its own performance, records relating to behaviour and safeguarding arrangements.

Inspection team

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