

Wingfield Primary School

Moorehead Way, London, SE3 9XU

Inspection dates

4–5 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There is too much variation in the quality of teaching, which ranges from good to inadequate. As a result, pupils' progress, including that of disabled pupils and those with special educational needs, is uneven across the school.
- Despite a good start in the Reception class, progress across the school is uneven. In Year 1, pupils' attainment is below average by the end of the year, and in Year 2, pupils of higher ability do not make enough progress in mathematics and reading.
- Teachers sometimes talk too much which slows pupils' learning.
- Work set for pupils is sometimes not well matched to their ability levels so they find it too easy or too hard.
- In some lessons, teachers do not regularly check pupils' understanding or extend their learning.
- Although leaders, including governors, are driving improvements, they do not always use the information they have on pupils' progress consistently well or respond to any signs of underachievement quickly enough to ensure all pupils make good progress.

The school has the following strengths

- The headteacher has worked hard to ensure that the vast majority of pupils make expected progress with increasing numbers making better than expected progress.
- Pupils like school, feel safe and most attend regularly. Their positive attitudes and good behaviour within lessons make them ready to learn.
- Pupils' spiritual, moral, social and cultural development is promoted well through a wide range of opportunities woven throughout the different subjects of the curriculum.
- In lessons, teaching assistants provide good support and care to pupils.
- Children in the Nursery and Reception classes make good progress in all areas of learning because teaching has been good and they have developed a wide range of opportunities to develop their skills.
- Attainment in writing across the school is improving, with more pupils achieving higher levels at the end of Year 6.

Information about this inspection

- Inspectors observed 17 lessons, of which two were joint observations with senior leaders. In addition, the inspection team made a number of short visits to other lessons.
- The four responses to the on-line questionnaire (Parent View) were taken into account during the inspection.
- Meetings were held with the headteacher and senior and middle managers, members of the governing body, including the Chair and Vice-Chair, and a representative from the local authority.
- Inspectors observed the school's work, and looked at a number of documents, including the school's own data on recent and current progress, pupils' books, planning and monitoring information, records relating to behaviour, attendance and safeguarding, and the minutes of recent meetings of the governing body.
- Inspectors observed pupils during play and lunchtimes and spoke with a good number of them about safety. They held more formal meetings with a group of pupils and listened to pupils read.

Inspection team

Barbara Firth, Lead inspector

Additional inspector

Olson Davis

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is above average, with the largest group represented being of Black African heritage.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils supported by school action is below average, as is the proportion supported by school action plus or with a statement of special education needs.
- The proportion of pupils known to be eligible for the pupil premium is well above that of similar schools nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is situated on a yet-to-be-completed housing development site. As a result of the relocation of families to facilitate the development, the school has seen its roll halve in recent years and currently pupils frequently join and leave at different times of the year. A significant number of the pupils on roll travel from outside of the area to attend the school.
- None of the pupils at the school are taught in other schools or units.

What does the school need to do to improve further?

- Accelerate pupils' achievement, to be at least good, by improving the quality of teaching at Key Stages 1 and 2 so that it is more consistently good or outstanding by:
 - making sure that the time pupils spend listening to the teacher is kept to a minimum, so that there is a brisk pace and that pupils can start their work as quickly as possible
 - teachers planning tasks that are tailored to meet the different needs and abilities of all pupils
 - checking pupils' understanding more regularly in lessons so that all pupils can further extend their own learning
 - making sure that marking gives clear guidance on what to do to improve and that pupils are given an opportunity to respond to the teacher's comments and advice and then that this is followed through.
- Increase the effectiveness of leadership and management at all levels by:
 - ensuring that senior leaders and managers, including governors, respond promptly and with rigour to any underachievement to ensure that improvement is accelerated
 - making sure that checks on the quality of teaching are focused on pupils' learning and progress.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement at Key Stages 1 and 2 requires improvement because pupils, while making expected progress from their starting points, could do better. It is not good because improvements in progress and standards are variable across the year groups.
- Pupils start both key stages with average attainment compared to pupils nationally, and because progress slows in Years 3 and 4, by the end of Year 6 they reach average standards.
- Most children enter the Early Years Foundation Stage with knowledge and skills below those expected for their age. They make a good start in the Nursery where they settle in quickly and feel at ease with their new surroundings. Children in the Reception classes benefit from a wide range of play-based activities and regular teaching of letters and sounds to give them a secure grounding in their basic writing and reading skills. Good teaching means that by the time they leave Reception their attainment is broadly average, demonstrating good progress.
- Achievement in writing is improving across the school. At the end of both key stages there has been a recent rise in the number of pupils attaining the higher levels in writing because the range of activities for different purposes is good and the pupils really like the opportunities to talk and think over ideas before they write.
- The quality of pupils' work is inconsistent between classes, which means that their work is not always shown to best effect. In some classes pupils are not responding to teachers' comments, or when they do this work is not marked.
- Pupils make expected progress in reading, with increasing numbers making better than expected progress. They enjoy reading, showing confidence and enthusiasm. Younger readers are able to link letters to sounds they make, and make reasonable attempts at unknown words.
- Pupils supported through the pupil premium funding are making similar progress to all pupils. The improved provision through one-to-one and small group work in Years 5 and 6, together with extra-curricular opportunities and visits, is enabling them to do as well as others.
- There is no significant difference in the rates of progress made by specific groups of pupils. Pupils who speak English as an additional language, disabled pupils and those with special educational needs achieve similarly to their classmates and pupils nationally.

The quality of teaching

requires improvement

- Across the school there is variability in the quality of teaching. Better taught lessons were observed in Years 2, 5 and 6. In these lessons teaching proceeds at a brisk pace, and pupils are fully involved and clear about how to complete their work. For example, in a Year 5 mathematics lesson, the teacher enthused the pupils so much that they could not wait to give their answers to the mathematics problems set. The teacher checked their understanding through skilful questioning throughout the lesson and changed the planned activities to support the learning of individuals. As a result, pupils made good progress with their learning.
- In lessons observed where teaching was inadequate or required improvement pupils were often required to sit and listen to lengthy explanations by the teacher. As a result, some pupils lost interest and concentration, limiting their ability to understand what they needed to do, engage with the set task and make good progress.
- Good subject knowledge by teachers is not always used in order to refine work for different abilities and age groups. Expectations of these different groups are too similar, which means the outcomes the teachers aim for are general rather than matched to the needs of different groups. As a result, the more able are not always challenged enough and learning needs are not met well enough.
- In some lessons teachers check pupils' understanding by asking for 'thumbs up' if they understand, but even pupils who do not understand also put their thumbs up and their lack of

understanding is not then identified until the teacher marks their books.

- Teachers' written feedback to pupils is generally effective, particularly when teachers ask pupils questions that develop the next stage of their learning and pupils respond to them. However, not all teachers are equally skilled at doing this. In some instances, when pupils have responded to the teacher's advice, their comments or corrections are not checked or marked.
- Other adults provide effective help and support, enabling pupils with a range of additional needs to keep up with the others.

The behaviour and safety of pupils are good

- Pupils told inspectors that they felt safe and happy at school.
- Inspectors observed good behaviour in lessons and around the school. Teachers generally manage pupils' behaviour well and there are usually positive attitudes to learning in the classroom, although pupils occasionally become a little restless when they have to wait too long to be actively involved in their learning.
- Pupils say that occasionally there are minor offences and these are dealt with well. They are very clear about the school's behaviour policy, rewards and sanctions. Most parents that offered a view agreed that behaviour was good in the school.
- Pupils from a wide range of backgrounds and cultures get on well and are kind to one another. They learn well together when working in pairs and groups and are keen to celebrate one another's successes.
- Pupils have a good understanding of how to keep themselves safe and of different types of bullying, including cyber bullying.
- Attendance is average and improving, despite some children having to travel a long distance to attend the school.

The leadership and management requires improvement

- Leadership and management are not good because they are not yet enabling all teaching to be good enough to ensure that all pupils make good progress or respond swiftly to signs of underachievement. As a result, in some classes pupils make less than expected progress over time.
- Leaders at all levels are committed to the school's success. There is secure capacity for improvement, as shown in improvements in the Early Years Foundation Stage, which was identified as an area for development at the last inspection and the recent improvement in standards at the end of Year 6.
- Self-evaluation is accurate in analysing the school's areas for improvement and the school's development plan identifies key priorities for the school set against clear success indicators.
- The headteacher and deputy headteacher have a very secure understanding of what the features are of good and better teaching, and the management of teaching has improved the accountability of teachers. Appropriate developmental and performance management systems are in place and the new policy links salary progression to pupils' progress.
- There is a range of monitoring activities undertaken by senior leaders and governors, and increasingly by subject leaders. However, these activities have been too focused on the teachers' teaching rather than on pupils' learning and progress.
- Middle leadership is variable, with some being more proactive than others in exercising their roles.
- The curriculum meets the pupils' needs well and promotes their spiritual, moral, social and cultural development. There is a good range of extra-curricular and enrichment opportunities, including visits both within the local area and further afield.
- The school works well with parents and carers and this is increasingly the case. It works hard to

help parents support their children's learning at home.

- Leaders have worked effectively with the local authority, particularly on improving the provision in the Early Years Foundation Stage.
- The school promotes equality of opportunity well and does not tolerate discrimination. It fosters good relationships with outside agencies so that pupils that require extra support are not disadvantaged.
- Pupil premium funding is used wisely and effectively. The effectiveness is monitored and the impact is clearly evident in the improving standards in writing across the school for all pupils, including those pupils supported by the additional funding.
- Safeguarding procedures meet statutory requirements.
- **The governance of the school:**
 - The governing body is supportive and committed to the school. It ensures that the school site is safe and pupils are well looked after and that statutory requirements are met. Governors are involved in the school's self-evaluation and monitoring of performance and they have an increasingly accurate view of how the school is performing in relation to standards nationally and in comparison to similar schools. However, they have not always reacted quickly enough to evidence of underachievement of particular classes. Governors are increasingly aware of the quality of teaching in the school and some of what needs to be done to improve it. They have approved a new policy for managing staff performance, linking pupils' results to salary progression. Financial oversight of the budget as a whole is effective. The governors have helped to ensure that the pupil premium is used well for one-to-one and small group support, extra staffing and resources, all of which are helping the drive to accelerate pupils' progress. As a result, the gap in attainment between those for whom this extra finance is intended and other pupils is narrowing.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100154
Local authority	Greenwich
Inspection number	402820

This inspection of the school 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	202
Appropriate authority	The governing body
Chair	Lydia Osei-Tutu
Headteacher	Jillian McCalla
Date of previous school inspection	4–5 December 2007
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