

Wingfield Primary School

Moorehead Way, Kidbrooke, London, KT2 6AZ

Inspection dates

25–26 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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

- Despite some recent improvements, pupils do not achieve consistently well across the school, particularly in reading and writing.
- There is not enough good teaching to secure better rates of progress for pupils than was evident in the past. Teaching is of variable quality across the school.
- Some teachers do not have a good enough understanding of the level at which pupils are currently working. Consequently, they sometimes provide work for them that is too easy or too hard.
- Teachers and teaching assistants do not always check carefully enough the work of those pupils who need extra help.
- Some pupils are not proficient in using basic skills such as punctuation and spelling in their writing. The quality of handwriting is not always good enough.
- Subject leaders do not play a big enough role in checking the work of teachers and helping them to improve their skills.
- Teachers' assessments of pupils' progress are not always accurate. They are not checked carefully enough by leaders.
- School leaders have not brought about necessary improvements quickly enough. This includes failing to ensure that teaching is consistently good.

The school has the following strengths

- Children get off to a good start in the Early Years Foundation Stage. They make good progress because they are taught well.
- Pupils behave well in lessons and when moving around the school.
- Pupils' achievement in mathematics has improved. This is partly because teachers mark their work carefully and insist that pupils correct their work.
- Provision for pupils' spiritual, moral, social and cultural development is effective. Pupils are reflective and they enjoy being part of a racially diverse community.
- Governors have taken strategic action to improve standards. As a result, some improvement in teaching is already evident.

Information about this inspection

- Inspectors observed pupils working in 13 lessons or parts of lessons, six of which were joint observations with senior leaders. They listened to pupils in Years 2 and 6 read and they looked at the work in pupils’ books.
- Inspectors attended two assemblies. They observed pupils’ behaviour at lunchtime and as they moved around the school. They also observed part of sports day that took place on the first day of the inspection.
- Meetings were held with members of staff, governors, groups of pupils and two officers from the local authority.
- Among the documents scrutinised were plans showing how the school is to improve, minutes from governors meetings, information about pupils’ progress and teachers’ planning. They also scrutinised documentation showing how the school keeps pupils and staff safe.
- The views of parents were taken into account by considering the school’s most recent survey and by talking informally to parents during the inspection. There were too few responses to the on-line survey, Parent View, to take that into account.

Inspection team

Joy Considine, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are from minority ethnic backgrounds. About two thirds of them speak English as an additional language.
- About half of the pupils are known to be eligible for additional funding known as pupil premium. This is money provided by the government to support those pupils who are eligible for free school meals or who are looked after.
- The proportion of disabled pupils and those who have special educational needs supported at school action is much lower than the national average. The proportion who are supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards which set out the minimum expectations for pupils' learning and progress.
- There is provision for children in the Early Years Foundation Stage in the Nursery and Reception classes.
- The school runs a breakfast club for pupils; this was visited as part of this inspection.
- There have been significant changes to the teaching team and the governing body since the previous inspection. Following the retirement of the headteacher at the end of this term, the school is to federate with a neighbouring school under the leadership of an executive headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is typically good or better by ensuring that:
 - all teachers have an accurate understanding of the levels at which pupils are working
 - teachers and teaching assistants carefully check the work of those pupils who need extra help
 - the work provided for pupils builds on what they have already learned and is at the right level.
- Raise pupils' achievement in reading and writing by:
 - improving their basic skills in handwriting, spelling and punctuation
 - providing reading books which are at the right level of challenge for them
 - helping them to develop a wider range of vocabulary and use of imaginative language.
- Improve the impact of leaders by:
 - ensuring that all information about pupils' progress is accurate
 - supporting and enabling subject leaders to play a greater part in raising standards.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils, including those from minority ethnic groups, do not make consistently good progress across the school. This is because teaching is stronger in some classes than others. Although pupils achieve well in mathematics, their progress in reading and writing is not improving quickly enough. Disabled pupils and those who have special educational needs achieve in line with their classmates.
- Pupils in Year 2 do not make enough progress in reading. This is because some of them have reading books that are too difficult for them. They use letters and sounds (phonics) to read unfamiliar words, but their level of understanding does not match the level of the book. By the end of Year 6, pupils read fluently, confidently and with obvious enjoyment. One pupil said, 'I love reading because I like to disappear into my imagination.'
- In some classes, pupils make good progress in writing. They use a wide vocabulary to express their ideas clearly which engages the interest of the reader. However, where pupils achieve less well, teachers do not explicitly show pupils how they can improve their skills. Additionally, there are weaknesses in pupils' basic skills of handwriting, spelling and punctuation and this slows the progress they make.
- Pupils make good progress in mathematics so that, by the end of Year 6, they have reached levels of attainment that are significantly above average. They have a secure understanding of number, including fractions, decimals and percentages, and use this to solve complicated word problems that challenge them.
- In the national tests in 2013, Year 6 pupils eligible for additional funding were about two terms ahead of their classmates in reading, writing and mathematics. The funding has been used to provide additional adults to help them in class and this is enabling these pupils to achieve well.
- In some classes, there is sufficient challenge for more able pupils so they achieve well but this varies too much between different year groups. This is because not all teachers have high enough expectations for pupils and they are not given work that is hard enough.
- Children get off to a good start in the Early Years Foundation Stage. They start school with levels of development that are below those expected for their age, particularly in communication, language and literacy. They make good progress because adults are skilled at planning activities that help them to progress well. By the time they enter Year 1, their level of development is broadly as expected for their age.

The quality of teaching

requires improvement

- Teaching requires improvement because it does not secure good levels of achievement for all pupils.
- Teachers do not always have a clear enough understanding of the levels at which pupils are working. Consequently, the work provided is sometimes too hard or too easy and this slows pupils' progress. Moreover, the work provided for pupils does not build consistently on what they learnt in previous lessons.
- Disabled pupils and those with special educational needs receive useful additional help from teaching assistants. This includes breaking the work into manageable steps. Although this helps, their progress is not always checked carefully enough to ensure that they achieve consistently well.
- Scrutiny of pupils' work shows that teachers typically provide pupils with opportunities to use their literacy and numeracy skills in other subjects; this helps to accelerate their progress.
- Teaching in the Early Years Foundation Stage is typically good and helps children to learn and develop. Staff have a secure understanding of their needs and plan an interesting range of activities both indoors and outside. The teaching of phonics is precise and purposeful, allowing children to progress well with literacy skills in preparation for Year 1.

- Relationships between staff and pupils are usually good and consequently pupils have positive attitudes to learning and they behave well in class. They listen attentively to teachers and answer teachers' questions enthusiastically.
- The Leader of Learning, appointed by the governors, has already brought about some improvements. For example, the quality of teachers' marking has improved. Pupils in most classes respond to teachers' comments by correcting and improving their work. This has helped to increase rates of progress, particularly in mathematics.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They behave well in class and they move around the school safely and sensibly. Staff have set clear expectations for pupils' behaviour and pupils understand what they need to do to behave well.
- The school is a very harmonious community in which pupils from all backgrounds get on well together. Pupils say that they are all treated equally and that discrimination on any grounds is simply not tolerated. Adults provide good role models for pupils, thus fostering good relationships.
- Pupils are happy and they enjoy school, and this is reflected in their above-average attendance. They have very positive attitudes to learning and, where they are challenged, this helps them to progress well. When they are not provided with the right level of work, they occasionally become restless and start to chat among themselves. This is why behaviour is not outstanding.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and that there is no bullying. They understand different forms of bullying such as that related to race, gender and the Internet, because they are given guidance by staff. Pupils say that on the odd occasion when there is a minor disagreement, adults are on hand to help to sort it out.
- Pupils have a good awareness of how to stay safe outside school. They know about the dangers associated with roads and railways and they know that tobacco and some drugs can be dangerous.
- The breakfast club gives pupils a nutritious start to the school day and it provides a variety of activities, including circus skills to keep them fit and healthy. Lunchtimes are calm and orderly and although pupils know which foods are healthy, they say that sometimes they choose less healthy options because 'they taste better'.
- Parents and governors affirm that pupils enjoy school, and that they are happy and safe and behave well.

The leadership and management require improvement

- Leadership and management require improvement because actions to tackle previous weaknesses have not been taken rapidly enough. Although school leaders have taken action to remedy weaker teaching, it is not yet consistently good across the school.
- School leaders have introduced new systems to record pupils' progress and this helps leaders to track how well pupils are learning. However, the information submitted is not always accurate, particularly in reading and writing. This is because some teachers have an incorrect view of how well their pupils are doing.
- Systems to check on the work of teachers have improved and some aspects of previously weaker teaching have been addressed. All teachers have performance targets linked to pupils' progress and they know that their progression on the salary scale is linked to their performance in the classroom.
- Subject leaders are new to their roles and have not yet taken on enough responsibility for improvements by checking the work of other teachers.

- Pupils' spiritual, moral, social and cultural development is promoted effectively through assemblies and cultural celebrations. Pupils learn to play musical instruments and the artwork on display is of good quality, reflecting the value the school places on pupils' efforts.
- Sporting activities are given high profile. The additional sports funding has been used effectively to employ sports coaches to develop teachers' skills in a variety of sports, including circus skills, tennis and zumba dancing. This has increased the choices available for pupils and increased the number of pupils taking part in sports.
- The governing body has worked in close cooperation with the headteacher and the local authority to develop a 'Rapid Achievement Plan' (RAP) specifically aimed at raising standards. This is beginning to enable school leaders to direct their work to the areas of most need so that weaknesses can be tackled more efficiently.
- The local authority has been providing increased support since the beginning of the year in response to a request from governors. Advisers make regular visits to check the progress the school is making against targets stated in the improvement plan.
- There have been some recent and significant changes at leadership level owing to action taken by the governing body who were concerned about standards and teaching. They appointed a teacher to take a senior lead in improving the quality of teaching. They chose to federate the school with a neighbouring school under the guidance of an executive headteacher. This is already leading to improvements to the quality of teaching and demonstrates the school's capacity to improve further.

■ **The governance of the school:**

- Following substantial changes to the governing body, governors took decisive action to tackle what they rightly felt to be slow rates of school improvement. They worked in cooperation with school leaders and the local authority to accelerate the pace of change. Consequently, the quality of teaching is improving and standards are rising, particularly in mathematics. They have a very clear view of what the school does well and what needs to be improved further. They know about the quality of teaching and that only the best teaching is rewarded. They ensure that underperformance is not tolerated. The structure of committees has been re-organised so that they more effectively check the work of the school. They monitor the school's budget carefully, including the use and effect of additional funding on pupils' progress. Governors ensure that they fulfil all statutory responsibilities, including those regarding the safeguarding of pupils.

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	442105

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	205
Appropriate authority	The governing body
Chair	Janice Mc Cloud
Headteacher	Jillian McCalla
Date of previous school inspection	4 December 2012
Telephone number	020 8856 5298
Fax number	020 8319 1266
Email address	sao1@wingfield.greenwich.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

