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Sophie Powell, Executive Headteacher
Ross Silcock, Head of School
Wingfield Primary School
Moorehead Way
London
SE3 9XU

Dear Mrs Powell and Mr Silcock,

Requires improvement: monitoring inspection visit to Wingfield Primary School

Following my visit to your school on 16 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that teaching across all classes enables pupils to make rapid progress
- further develop the skills of teaching assistants so they are all able to support pupils effectively.

Evidence

During the inspection, meetings were held with you, senior and middle leaders, pupils, the Governing Body and a representative of the local authority to discuss the action taken since the last inspection.

The strategic transformation plan, action plans and governing body minutes were evaluated. You accompanied me during visits to all classes in the school, where we observed teaching and looked at pupils' work.

Context

Significant staff changes have taken place since the inspection in June. The governing body chose to federate with South Rise Primary in the summer term, 2014. The leadership structure now includes the post Executive headteacher and Head of School. Other new appointments include an acting deputy headteacher and a teaching assistant. Seven teachers left the school at the end of the summer term and seven new teachers were appointed from the beginning of September.

Main findings

You have high expectations for the school and have outlined a clear vision for rapid improvement. This is understood and supported by all members of the school community, which has enabled you to make significant improvements in the relatively short time you have been in post.

Teachers and teaching assistants contribute to the vision and values of the school. Leaders hold regular meetings with staff to review performance and set targets for improvement. Staff show high levels of commitment and understand their role in driving improvement. One member of staff commented, 'Everybody has a voice. Everybody plays a part in children's learning and outcomes.'

External moderators have validated the school's assessment data and teachers have developed their assessment skills. Regular meetings take place between yourselves and teachers to look at the progress pupils are making. Teachers have a clear understanding of what constitutes good progress and quickly identify pupils who need extra support. Leaders acknowledge that in a small number of classes pupils are not making sufficiently rapid progress. They are taking decisive action to tackle this.

There are more opportunities for professional development. You are developing leadership capacity within the school and five teachers are developing their skills through a middle leadership programme. Leaders regularly carry out observations of teaching, analyse assessment data and look at pupils' books. Through this you identify where teaching could be even better and provide effective training and support to improve practice.

You have introduced a new policy which highlights the importance of giving quality feedback to pupils. The impact of this is already evident. Teachers' marking provides clear targets to help pupils improve their work. Pupils are given time to respond to

the marking and good progress can be seen in the majority of pupils' books. However, this practice needs to be consistently applied.

Pupils' handwriting has improved through the implementation of a new handwriting scheme. This has also positively impacted on pupils' presentation skills. Weekly spellings are given to pupils in Key Stage 1 and 2. Some pupils are asked to write their spelling words into sentences. This ensures the pupils are using words in the correct context.

A new phonics scheme has been introduced. This helps pupils learn about the sounds that letters make. All teachers have received phonics training and are delivering effective phonics sessions. This is improving pupils' reading skills, as is the introduction of quality reading books. Pupils now have a choice of books to read, which are at the appropriate level of challenge for them.

Pupils say they enjoy reading more. One parent commented that the newly refurbished library now gives pupils opportunities to independently choose books. He noted this has given his child an increased desire to read. In guided reading sessions, teachers ask pupils challenging questions about the book they are reading. Pupils say this is helping them to 'understand the book much better.' Older pupils talk about how they 'look for great phrases and clever words from books to use in our own work.'

Teachers are encouraging pupils to use a wider range of vocabulary. Evidence in pupils' books, and on display, shows their use of imaginative language is also developing well. Leaders are further developing the outside space, to give pupils more opportunities to extend their vocabulary in the outdoor environment.

The governors have undertaken an audit, which both identified strengths and highlighted gaps in their knowledge and skills. They have already accessed training in several areas, including safeguarding, special educational needs and analysis of assessment data. Governors acknowledge that the recently appointed Chair of Governors has brought a 'sharper educational focus' to their work.

Governing body minutes clearly show that all governors ask challenging questions and hold the school to account effectively. Governors benefit from the precise information which leaders provide about the school's performance. They make regular visits which enables them to check the validity of the information you provide. Governors demonstrate a sense of cohesion and a desire to 'achieve, sustain, and ultimately, share excellence.'

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The support provided by the local authority has been effective and has contributed to school improvements. In the last academic year, the local authority identified that the school required further support. They initiated termly meetings to monitor the school's progress.

When approached by the governors for further support, the local authority acted swiftly and decisively. They brokered the partnership with the neighbouring school and have provided both financial and human resources. This has significantly contributed to the positive impact on pupils' achievement.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Greenwich.

Yours sincerely

Mel Rose

Her Majesty's Inspector