

Inspection of a good school: Wingfield Academy

Wingfield Road, Rotherham, South Yorkshire S61 4AU

Inspection dates:

8 and 9 June 2022

Outcome

Wingfield Academy continues to be a good school.

What is it like to attend this school?

Leaders state their aim is to be 'child centred, progress focused, allowing our young people to grow and thrive'. Consequently, they have created a culture based on high expectations. Leaders provide the best opportunities for pupils to develop academically and to be prepared for life beyond the academy. They strive for pupils to develop their independence, resilience and understanding of the world around them.

Pupils are polite and friendly. Relationships are harmonious and underpin positive behaviour. Pupils are keen to tell visitors about their school. Some pupils describe it as 'amazing'. They know they have lots of opportunities to try new things. They told inspectors they felt safe and well cared for. Pupils are taught how to keep themselves safe both online and in the community. They are confident staff will help them with any problems. There are a number of different ways pupils can ask for help. Pupils have recently worked with staff to launch a new anti-bullying policy. If bullying does happen pupils are confident it is quickly resolved.

The majority of parents say they would recommend the school, saying how their child has flourished as a result of the care and support they receive. They are complimentary of the way pupils with special educational needs and/or disabilities (SEND) are provided for in school. Leaders communicate with parents using a variety of methods. However, a small minority of parents would like more information, so that they are better informed.

What does the school do well and what does it need to do better?

Leaders have high aspirations for pupils. They have completed a full review of the curriculum since the last inspection to make sure it meets the needs of all pupils. The sequence of learning has been a priority, to maximise the chances of pupils developing the knowledge and skills they need. In recent times, leaders have focused on strengthening pupils' literacy and oracy skills. This is starting to become embedded across different subjects. Leaders recognise there is more work to do to strengthen it further.

Teachers are knowledgeable about the subjects they teach. They recognise when pupils need support and have the skills to support pupils well. They check pupils' understanding, identify any gaps and address misconceptions, so pupils can catch up quickly.

In English, pupils are immersed in a wide range of quality texts. Teachers are ambitious about enabling pupils to be instinctive, fluent, and confident. Pupils are encouraged to read independently for pleasure. Leaders know reading unlocks learning and ensure pupils who need extra help improve their reading skills.

There has been a whole-school focus on pupils developing their skills to recall past learning. In science, this is well developed. Pupils follow a clear routine to check what they can remember so they can use it in new learning. However, in some English lessons this is not always as strong. In Spanish, there is a focus on building pupils' confidence in the way they use language. However, leaders said pupils would benefit from studying languages in more depth.

Pupils with SEND benefit from the high level of skill and expertise of staff who support them. In lessons, teachers refer to detailed plans to make adjustments. As a result, pupils with SEND do well.

Leaders and teachers work hard to prepare pupils for their next stage. There is a strong emphasis on understanding and raising awareness about different pathways open to them in the world of work and in education. Leaders recognise the importance of pupils attaining the English Baccalaureate (EBacc) and have started to take action to encourage more pupils to study a modern foreign language at key stage 4.

Leaders place high importance on the personal development of pupils. A comprehensive, detailed plan ensures all pupils experience high-quality provision. The 'pledges' system enables pupils to be recognised for the vast range of experiences on offer in school and beyond. Pupils value their learning in personal, social and health education. They are well informed. They talked about assemblies where they had learned about the holocaust, lesbian, gay, bisexual and transgender (LGBT+), mental health and the criminal justice system.

There is an expectation for all pupils to take advantage of the wide range of enrichment activities provided by the school. Participation rates are extremely high. This includes a variety of sports, performing arts, hair and beauty, computer science, aspiring authors, Latin and science clubs. All pupils access trips and visits to the theatre, museums, field trips and local universities.

Staff are passionate about working at this school. Their priority is doing their best for the pupils. A staff well-being focus has led to a charter being created and carefully followed. They feel valued, professionally developed, and supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make safeguarding a high priority. All staff have been well trained so they can recognise when a pupil is at risk. They take swift action to ensure pupils are kept safe. Records are thorough and show clear actions in response to concerns. Leaders are dogged in challenging decisions to ensure pupils are well supported. There is a strong culture of concern, care, and protection to mitigate risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although leaders have identified whole-school strategies to strengthen learning across the curriculum, these strategies are less well developed in some areas of the curriculum than others. This reduces the depth of knowledge and skills that pupils can master. Leaders need to ensure teachers are implementing expected strategies effectively, to enable pupils to develop their skills and knowledge.
- The proportion of pupils who attain the EBacc qualification is lower than the national average. In part, this is because pupils are not studying a modern foreign language in the breadth and depth they need to be confident. As a result, lower numbers of pupils study languages at key stage 4. Although more pupils are beginning to study languages, leaders know they need to ensure more pupils achieve this qualification in the future.
- A small minority of parents feel that they need more information from the school. This means that they miss out on knowing how best to support their children. Leaders need to ensure the avenues of communication they use are effective, so all parents receive the information that they need.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139992
Local authority	Rotherham
Inspection number	10226878
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	958
Appropriate authority	The governing body
Chair of governing body	Russell Heritage
Headteacher	Phillip Davis
Website	www.wingfield.rotherham.sch.uk
Date of previous inspection	27 – 28 April 2017, under section 5 of the Education Act 2005

Information about this school

- There is a breakfast club and after-school activities.
- A small number of pupils attend off-site alternative provision at Aspire, Swinton Lock and Serenity.
- The proportion of pupils who are disadvantaged is above the national average.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with the chair of governors, representatives of the governing body and the chief executive officer for the trust.
- Inspectors met with the headteacher, senior leaders, the special educational needs and disabilities coordinator, curriculum leaders and other members of staff.
- Inspectors scrutinised a range of documentation including the school self-evaluation, safeguarding documents and minutes of the governing body meetings.

- Deep dives were carried out in English, science, and modern foreign languages (Spanish). In so doing, inspectors met with curriculum leaders, looked at curriculum plans, visited lessons across year groups, reviewed pupils' work and talked to pupils about their learning.
- Inspectors observed pupils' behaviour in lessons and around school, including at breaktimes, lunchtimes and at the end of the day. They gathered pupils' views about school, including formal and informal discussions.
- The lead inspector visited art, music, and dance lessons.
- The lead inspector visited the onsite provision for SEND and inclusion, known as 'The Beehive', and 'The Hive', where pupils can access additional support in school.
- Inspectors took account of the responses to Ofsted's online questionnaire, Ofsted Parent View.

Inspection team

Louise Greatrex, lead inspector

Ofsted Inspector

Peter Cole

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