

Inspection of Wingfield Primary School

Ensign Street, London SE3 9GJ

Inspection dates:

9 and 10 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils and staff are proud to belong to this highly ambitious and inclusive school. Pupils are safe and love being here. They experience an extraordinarily strong standard of education. Leaders provide pupils with broad opportunities to learn and develop, which helps them to flourish. Parents and carers are overwhelmingly positive about the school.

Leaders have high expectations. All pupils, including those with special educational needs and/or disabilities, achieve exceptionally well. This is because leaders and staff ensure that each pupil receives highly effective support across the curriculum.

Pupils' behaviour is excellent. They behave maturely in their classrooms and around the school. Pupils are highly supportive of each other. Although extremely rare, leaders take swift and robust actions to address bullying. Working relationships between staff and pupils are superb. This caring and nurturing approach sits firmly at the heart of the school's success.

Pupils speak with great enthusiasm about the range of after-school clubs available to them, including chess, yoga, Korean and Turkish.

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

Leaders and staff have an unwavering determination to provide the very best experiences for all pupils. They have thought carefully about what they want pupils to know, do and remember across all subjects. The curriculum is well sequenced and helps pupils to develop detailed knowledge and understanding over time. For example, in geography, pupils used digital maps to compare landscapes in different countries. Children in the early years become curious and confident explorers of the world around them. Teachers help them to build deep knowledge in all areas of learning.

Teachers have expert subject and pedagogical knowledge. This is because leaders provide them with high-quality training and professional development opportunities. Teachers check carefully pupils' understanding to make sure they fully secure what they have learned before moving on to more complex work. Pupils build on their fluency throughout the curriculum. For example, in mathematics, children in the early years practised counting forwards and backwards, which helped them to understand addition and subtraction. Pupils in Year 4 applied accurate knowledge of multiplication when calculating factors of a number.

Teachers promote a love of reading throughout the school. Leaders ensure that staff teach early reading effectively. Staff are well trained to teach phonics to help pupils blend and segment words. It is consistently and systematically delivered. This begins without delay when children start in Reception. Pupils regularly read books that are well matched to the sounds they know. Staff in the Nursery provide many

opportunities to prepare children to become enthusiastic readers. They share stories, rhymes and songs. Pupils enjoy daily story times. They speak knowledgeably about the books they read. Skilled staff provide tailored support for those pupils at risk of falling behind. Pupils learn to read fluently, quickly and with comprehension.

Pupils have highly positive attitudes to learning. They remain thoroughly focused in lessons with no disruption to learning. In early years, children are taught to follow routines and instructions, which they respond to responsively.

Leaders give first-rate care and thought to pupils' personal development. Pupils are taught about different faiths, beliefs and lifestyles. They understand that discrimination is not tolerated at school. Pupils are very accepting of each other and any differences between them. Leaders ensure that visits are well planned to encourage pupils to understand about other cultures. For example, Year 5 pupils visited a bakery and market in France. Pupils eagerly take on leadership responsibilities. For example, they represent their peers on the school council, or as playground buddies. Teachers encourage pupils to manage any disagreements which may occur.

Those responsible for governance at the trust and at local levels are highly experienced. They offer considered support and robust challenge to leaders and staff. As a result, leadership across the school is extremely effective. Leaders have embedded a remarkable sense of togetherness and teamwork. Staff spoke about the school being a community where leaders empower everyone. They appreciated that leaders are always considerate of well-being. Leaders manage workload effectively. Teachers at the start of their careers felt incredibly well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a caring environment where they prioritise pupils' welfare and safety. Staff understand that safeguarding is everyone's responsibility. They know the pupils and families exceptionally well. Clear processes are in place so that staff know how to identify and report safeguarding concerns. Leaders are relentless in working proactively with external agencies in making sure pupils and families receive timely help.

Pupils are taught about keeping safe through the curriculum. For example, children in the early years were taught about firework safety during Bonfire Night. The school is aware of risks in the local area and prepares pupils well for staying safe when out in the community.

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.

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	148615
Local authority	Greenwich
Inspection number	10246811
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	554
Appropriate authority	Board of trustees
Chair of trust	Mary Whitehead
Headteacher	Ross Silcock
Website	www.wingfield.compassps.uk
Date of previous inspection	Not previously inspected

Information about this school

- Wingfield Primary School converted to become an academy school in April 2021. When its predecessor school, Wingfield Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school joined the Compass Partnership of Schools in April 2021.
- The local governing body carries out some functions for the board of trustees.
- The school does not make use of alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the chief executive officer of the Compass Partnership of Schools, the chair of trustees, members of the local governing body, the executive headteacher, the headteacher, senior leaders, and a range of staff and pupils.
- Inspectors carried out deep dives in reading, mathematics, geography and French. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- Inspectors considered information provided about safeguarding arrangements. They scrutinised safeguarding records and the single central record. Inspectors reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.
- Inspectors reviewed a range of school's documentation, including leaders' evaluation of the school, and local governing body minutes of meetings.
- Inspectors considered the views of parents, pupils, and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector	His Majesty's Inspector
Julie Wright	His Majesty's Inspector
Abi Misselbrook-Lovejoy	Ofsted Inspector

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