



# Wingfield Comprehensive School

Inspection Report

**Unique Reference Number** 106951  
**LEA** Rotherham  
**Inspection number** 282961  
**Inspection dates** 7 December 2005 to 8 December 2005  
**Reporting inspector** Ms Ann Talboys HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary	<b>School address</b>	Wingfield Road
<b>School category</b>	Community		Rotherham
<b>Age range of pupils</b>	11 to 16		South Yorkshire S61 4AU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01709 513002
<b>Number on roll</b>	805	<b>Fax number</b>	01709 511196
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Kevin Robinson
<b>Date of previous inspection</b>	25 November 2002	<b>Headteacher</b>	Miss Pippa Dodgshon

Age group	Inspection dates	Inspection number
11 to 16	7 December 2005 - 8 December 2005	282961

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## **Introduction**

When Wingfield was inspected in March 2004, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of Schools (HMI) subsequently visited the school on three occasions to monitor its progress. In December 2005, the school was inspected by one HMI and two additional inspectors.

## **Description of the school**

Wingfield School is situated in Rotherham and draws its pupils from an area of relatively high social deprivation. The school is slightly smaller than the average secondary school but the numbers have increased considerably over the last three years. There are relatively few pupils from minority ethnic backgrounds. About one quarter of the pupils are entitled to free school meals and this is above the national average. The proportion of pupils with learning difficulties and/or disabilities is in line with national averages. The school moved into new, purpose-built accommodation in September 2005; the new building is light, bright and airy, although currently the outside areas remain affected by demolition and landscaping work.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Wingfield School is a good school with some outstanding features. The improved ethos and culture in the school has produced a harmonious community where staff and pupils are justifiably proud of their successes. The headteacher is highly effective and she is ably supported by good senior and middle managers. Well thought out and efficient systems to improve academic standards have brought about sustained improvement and current data indicates that this improvement will continue. The pupils make good progress as they go through the school. Effective strategies have improved teaching and overall the quality of teaching is good. There are a number of outstanding examples of good practice across the school.

The school has made substantial improvement since the last inspection and provides good value for money. The quality of the school's self-evaluation is good. Pupils' personal development is good overall. The quality of care and guidance to support the pupils in their personal and academic development is outstanding. The school involves a wide range of partners from outside the school to support the pupils' development and the quality of this work is also outstanding. The pupils' behaviour has shown marked improvement and is usually good. Attendance and punctuality have improved significantly and are now satisfactory.

The inspection of March 2004 required the school to raise attainment; improve teaching and learning; improve middle management; and improve pupils' behaviour, attendance and punctuality. Good progress has been made in all these areas.

The school is well placed to continue to improve.

### **What the school should do to improve further**

- Continue the school's drive to raise standards.
- Improve teaching so that the majority matches the best practice in the school.
- Develop the school's improvement planning in line with the future vision, giving a clear direction for further improvement.

## **Achievement and standards**

### **Grade: 2**

The school judges this to be satisfactory but the inspection team judges it to be good because achievement across the school has improved and the results in 2005 indicate good progress. Pupils who are currently in Key Stage 4 entered the school with standards which were below average. More recently, pupils entering the school have attainment levels nearer to national norms although there are still many pupils who join the school with very poor levels of literacy. At the end of year 9 in 2005, the proportion of pupils attaining the expected levels was above the national average in

English and close to it in mathematics. In science, it was below the national average but continued the upward trend of the last two years. At the end of year 11 the GCSE examination results improved markedly in 2005. The headline figure for five or more good grades rose from 23% in 2004 to 44% in 2005. This figure exceeded the school's targets. Particularly pleasing are the number of pupils who gained A\* and A grades; 57 pupils achieved 93 A\* and A grades between them and this was a milestone in the school's history. The proportion of pupils achieving five GCSE passes which included English and mathematics rose from 77% in 2004 to 84% in 2005, another notable improvement and exceeding targets. In the summer of 2004, 14% of pupils left Wingfield with no GCSE success; by 2005, this figure had been reduced to less than 3%, a success story which reflects not only the focused and well organised approach to raising attainment but also the success of strategies to improve attendance.

In pupils' work, there is evidence of good progress being made across the school in lessons and over time. The clear and well thought out system of target setting, monitoring and reviewing has paid dividends and the school is rightly proud of its achievements.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Their spiritual, moral, social and cultural progress is developed through an effective personal, social, and health education (PSHE) programme in which religious education widens cross cultural understanding.

The school provides excellent opportunities for pupils to take responsibility, for example the mentoring system lets older pupils support younger pupils and those in transition from Year 6. Pupils are consulted about school matters and are able to influence decisions through the school council, including the appointment of new staff. The attitudes of pupils to their learning are consistently good, and behaviour across the school is now usually good because the levels of care, guidance and support have helped to eliminate the culture of hostility identified in the previous inspection. Attendance has improved (93.3% to date) because of robust procedures that have been implemented well.

Risk assessments are fully in place, and pupils are alert to the need for safe practices. Increasing numbers cycle to school, and there is an effective cycling proficiency scheme to help both cyclists and pedestrians remain visible and safe. A healthy lifestyle is encouraged through good provision for sports, both in and out of school. Consistent messages about healthy eating are reinforced in the breakfast club and there is a developing menu of healthy options at lunchtime. The PSHE programme leads to informed understanding of both the facts and dangers of tobacco, alcohol and substance abuse. Pupils on the Junior Sports Leader programme help in primary schools; there are strong links with local care homes and public performances attract strong local support. Careers advice is very good and all pupils do some work in the community.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good and promote good achievement. Some outstanding teaching was seen that gives the school a core of excellent practice around which to improve further. The school's assessment system gives teachers a clear view of where pupils are in their learning. As a result, the best lessons are well planned and based on a clear understanding of pupils' diverse learning needs. These lessons are designed to challenge pupils and to make them think. Firm classroom management is based on good relationships between staff and pupils so that little time is wasted in dealing with unsatisfactory behaviour. The lessons move at a fast pace, using a variety of activities to keep pupils' interest. As a consequence, the great majority of pupils are eager to learn and intolerant of those who are not. They respond well to teachers' expectations of work and behaviour. Teachers and learning support assistants provide a great deal of sensitive and well targeted support to enable pupils to make good progress. In otherwise satisfactory lessons, the common shortcoming is that teachers do not fully capitalise on the opportunities they have created in their planning. Too much of the lesson time is directed by the teachers. They do not expect enough of pupils, who do not have to think for themselves, and individual learning needs are not met. As a consequence, concentration suffers and the pace of learning slows.

### Curriculum and other activities

#### Grade: 2

The school's curriculum is broad and balanced, and meets the needs of all pupils well. All statutory requirements are met. The development of the curriculum has been based on a clear analysis of the wide range of pupils' learning needs. Consequently, particularly for Year 10 and 11, there is a variety of pathways available that allows the curriculum to be tailored to individuals. There is a thorough approach across the curriculum to pupils' personal development that is effective in dealing with complex issues, such as the resolution of conflict and responsibility. Social learning has been a key feature of the school's improvement.

The curriculum is enriched well by a wide range of activities, including residential experience and by additional provision for music, drama, and art. Pupils talk enthusiastically about the opportunities that the school offers.

Pupils with additional learning needs and/or disabilities are well provided for and so make good progress.

### Care, guidance and support

#### Grade: 1

Pupils receive outstanding care guidance and support. This provision is rooted not only in excellent relationships among pupils, teachers and support staff, but in robust

procedures and excellent use of data. On a number of indicators, the school's data offers the facility to track the performance of individuals, extrapolate patterns over time and analyse trends within groups of pupils or subject provision - leading to well informed and focused intervention. This close tracking and analysis not only generates robust information but informs planning and action, while pastoral and academic support now converge in such a way that they have contributed to enormous improvements in the behaviour and achievement of pupils.

There are helpful structures for pupils excluded either from lessons or from school; a process which tries to be supportive rather than punitive, helping pupils either remain in, or return to, mainstream education with minimum disruption to their own learning and to that of others.

Pupils say they are given helpful advice on the career implications of their choice of subjects at the end of Year 9, and useful guidance on progression routes to training or further education at the end of Year 11. They value, too, the caring and trusting relationships they enjoy with pastoral and teaching staff.

There is effective care for vulnerable pupils. Child protection procedures are secure and the required checks have been completed. Pupils say they enjoy school and feel safe. Instances of bullying are dealt with quickly and tactfully. Pupils with special educational needs are well cared for and make good progress. The review cycle keeps parents closely involved in the progress of their children and helps foster confidence in, and support for, the school. The school enjoys an improving reputation locally.

## **Leadership and management**

### **Grade: 2**

The school judges leadership and management as satisfactory but the inspectors disagree and judge that leadership and management overall is good. The headteacher provides clear sighted and effective leadership. She is ably supported by a high quality senior team. There is a clear and well understood line management structure and heads of department have a high degree of autonomy. Many departments, although not all, have well established processes for monitoring, evaluating and improving the work of staff and pupils. The learning co-ordinators successfully focus on raising attainment. Staff morale is high and the ethos in the school is buoyant. The chair of governors works hard for the school and the governing body holds senior staff to account by asking appropriately challenging questions.

Parental involvement in their children's education has been transformed by the implementation of regular review days; over 95% of pupils attend with parents and individual interviews with tutors cover academic and social development. Questionnaires completed on these days provide a rich source of feedback, which the school takes seriously.

The local authority supports the school effectively and has brokered partnerships across the area. The level of support provided has been gradually reduced in line with the school's requirements.

The school has a clear understanding of its strengths and areas for development and this has led to good improvement since the last inspection. The senior leadership group, ably led by the headteacher, is keen to move the school to its next phase of development and the school has good capacity to improve further.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome during our visit to your school. We appreciated the time that many of you gave to tell us about your work and how pupils view Wingfield Comprehensive School. The new school building is very exciting and when the outside areas are completed you will have a brilliant centre for your learning. The purpose of our visit was to find out what your school does well and the areas that need to improve. We were very impressed with the improvements which have been made and I am pleased to tell you your school no longer needs to be in special measures.

We were impressed with the following things which we think are strengths of your school.

- Your headteacher and the staff work hard and relationships across the school are good.
- Most of the teaching is good and in a few lessons it is outstanding, and this helps you make better progress in your learning.
- Your behaviour is good; you told us that you are proud of your school and want to do well.
- We were very impressed with the way in which pupils are involved in school and community developments and we were pleased to be told that your views are heard and make a difference.
- The academic cycles and the way in which your targets are set and reviewed are impressive and are leading to better standards across the school.

We feel that the school could improve further by:

- Continuing to improve the results you achieve in tests and examinations.
- Making sure that all lessons are as good as the best, so that all pupils are able to learn as well as they can.

You all have the responsibility to help your teachers to make these improvements by working hard, maintaining your good standards of behaviour and doing your very best at Wingfield Comprehensive School.

With very best wishes for the future,