

# Wingfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	100154
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	307305
<b>Inspection dates</b>	4–5 December 2007
<b>Reporting inspector</b>	Ian Wilson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr B Shoben
<b>Headteacher</b>	Ms J McCalla
<b>Date of previous school inspection</b>	11 November 2002
<b>School address</b>	Moorehead Way Kidbrook London SE3 9XU
<b>Telephone number</b>	020 8856 5298
<b>Fax number</b>	020 8319 1266

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an above average sized primary school, which serves an area of high social deprivation. The percentage of pupils from minority ethnic backgrounds is well above average, with the largest group being pupils of black African and black British origin. A well above average percentage of pupils speak English as an additional language, with Yoruba, Somali and Turkish being the most common first languages. The mobility of pupils is high.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Wingfield Primary is a good school. Strong leadership by the headteacher working with a skilled team has brought about significant improvement since the last inspection. A particular strength of the school is the emphasis placed on developing pupils' literacy and numeracy skills. A good English curriculum, which includes systematic development of pupils' reading and writing skills, has raised standards. Improvements to the teaching of mathematics have also improved achievement. From well below average starting points, pupils make good progress in the school and attain average standards at the end of Year 6. The provision meets the needs of pupils with learning difficulties and those speaking English as an additional language very well. It also caters well for the large numbers of pupils who join and leave school during the school year. As a result, the progress of all these groups of pupils is as good as that of others in the school.

Although pupils' overall progress and achievement are good, they are better in some classes than others. This is because teaching, though good overall, is better in some year groups than others. Most teachers have high expectations of what pupils can do and give clear guidance on what pupils need to do to improve their work. Where, however, expectations are not as high, particularly for higher attaining pupils, and practice such as marking is not as thorough, pupils' progress is satisfactory rather than good.

The school develops pupils well personally. Relationships are good and pupils are happy and behave very well. They have positive attitudes to learning and are good at taking responsibility. Pupils are well looked after and say that they like their teachers and feel safe. Their progress is monitored well and good support is provided for those falling behind. Parents are very positive about the school. 'Wingfield is a well disciplined school and well managed by the head and also by other teachers who are committed and caring' was a typical comment by a parent.

The school evaluates its strengths and weaknesses accurately and uses the information well to set challenging targets and plan improvements. It has good links with parents and outside agencies and makes good use of support from the local authority to improve the curriculum and teaching. Resources, including the accommodation, are very well managed and contribute well to the good environment for learning. Governors have a good understanding of the school's strengths and weaknesses and challenge and support it well. The school has a good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage is satisfactory. Children settle happily into school and are well looked after by teachers and support staff. The quality of teaching is satisfactory overall. Strengths include the way teachers and support staff work together, and the organisation of both the Nursery and Reception classes to support learning. Regular observations made of what children can do help ensure that all the areas of learning are covered. Staff provide a good variety of learning activities which children enjoy and which enable them to make satisfactory progress in the different areas of learning. However, staff sometimes miss opportunities for developing and extending learning. Children's attainment at the end of the Reception Year is still well below the levels expected in most areas of learning. Leadership of the Foundation Stage is satisfactory. Arrangements to evaluate children's overall progress and set challenging targets are underdeveloped.

## What the school should do to improve further

- Improve children's progress in the Foundation Stage by setting challenging targets and providing more opportunities for children to extend their learning.
- Improve the consistency of teaching, particularly in teachers' expectations of what higher attaining pupils can achieve, by sharing and implementing the existing good practice in the school.

## Achievement and standards

### Grade: 2

Children start with levels of knowledge, understanding and skills in the Foundation Stage that are well below average. They settle well into school and satisfactory teaching enables them to make satisfactory progress in the different areas of learning. However, their attainment at the end of the Reception Year is still well below the levels expected in all areas of learning, except their physical development.

Pupils make good progress in Years 1 and 2 and they attain standards at the end of Year 2 which are below the standards expected but no longer well below average. They continue to make overall good progress in Years 3 to 6 and attain average standards by the time they leave the school. Their attainment at the end of Year 6 is on a rising trend and has improved considerably since the last inspection. This is because of improvements in the quality of teaching, the introduction of a curriculum that develops literacy and numeracy skills particularly well, and the careful monitoring of progress and planning of support.

Pupils' overall progress and achievement are good, but higher attaining pupils sometimes do not make as much progress as they should because they are not always challenged in lessons. Pupils with learning difficulties and those speaking English as an additional language make good progress, similar to other pupils.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Relationships in the school are good and pupils behave well. There are few incidents of bullying and very few exclusions. Pupils enjoy coming to school. Rates of attendance are slightly below average but this is mainly linked to the high numbers of pupils leaving and joining the school during each year. Pupils have good knowledge of what they need to do to live a healthy lifestyle including eating well and taking exercise. They make a good contribution to the school and wider community, through work as monitors, being members of the school council, and by contributing to charities and school events such as Black History month. They have good attitudes to work, are able to work together harmoniously and take responsibility well. Their good personal and social skills, coupled with their sound basic skills, enable them to be well prepared for the next stage in their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers are enthusiastic, have good relationships with their pupils, manage their classes very well and carefully prepare interesting lessons. As a result, pupils behave and concentrate well because they are motivated to learn. 'My child is happy to

come to school because the subjects are taught in an exciting way and made interesting to learn', commented one parent. In most lessons, expectations of what pupils can do are high but sometimes the level of challenge and pace of some lessons is not always high enough. This results in satisfactory rather than good progress, particularly by higher attaining pupils. Teaching assistants are used well to support pupils individually and in small groups and this enables those pupils needing additional help to progress as well as others in the class. Good use is made of learning targets. Pupils know their targets and find them a helpful guide to improving their work. However, the marking of pupils' work varies in its thoroughness and in how it is followed up.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets pupils' diverse needs well. The good provision for English includes a programme in which small groups of pupils with similar command of the subject are taught together, rather than in class groups. This very successfully caters for the many pupils speaking English as an additional language and those who join the school part way through the year. The good mathematics curriculum ensures systematic development of pupils' numeracy skills and the regular use of computers enables pupils to develop satisfactory information and communication technology (ICT) skills. The programme of additional support is very strong and meets the needs of pupils with learning difficulties and/or disabilities well. Provision for other subjects is satisfactory with an appropriate balance of time being allocated to different subject areas.

The curriculum provides well for pupils' personal development through, for example, the opportunities for them to participate in school performances and charity events and to take responsibility. The programme of personal, social and health education helps ensure that they know how to keep healthy and safe and be aware of, for example, the dangers of drugs.

Many pupils participate in the excellent programme of enrichment activities, some of which such as the steel band, salsa dancing and sporting activities, have received local and national recognition. The curriculum is enhanced well by a good range of visits and visitors.

## **Care, guidance and support**

### **Grade: 2**

Teachers and support staff know pupils and their needs well. All pupils are well cared for and child protection arrangements and procedures for looking after the most vulnerable pupils are good. Health and safety audits are carried out and risk assessments are done systematically. The school works well with parents keeping them informed about their children's progress, the work that they will be doing and homework. The school has good strategies to improve attendance including good liaison with the Attendance Advisory Service. Pupils' academic progress is monitored well. Challenging targets are set for pupils and good support is provided for those who are in danger of falling behind. Pupils in Year 6 are prepared well for the transition to secondary school.

## Leadership and management

### Grade: 2

Leadership and management are good overall and satisfactory in the Foundation Stage because insufficient attention has been paid to carefully evaluating existing practice and setting challenging targets to improve. The headteacher provides good leadership. She provides a clear direction for the school, which is focussed on improving pupils' progress and raising standards. She has created an able team of leaders who share the same aspirations, are knowledgeable and make a significant contribution to driving up standards. The school's arrangements for self-evaluation are rigorous and ensure that leaders have an accurate understanding of the strengths and weaknesses of the school. The information is used to draw up good plans for improvement, appropriately prioritised and based on challenging targets. Equality of opportunity is promoted well with barriers to learning such as early language acquisition being tackled quickly. The effectiveness of all these processes is reflected in the good improvement and steady rise in standards since the last inspection.

There are good links with parents, local feeder schools and the community and the school deservedly has a good reputation locally. The governance of the school is good.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

14 December 2007

Dear Pupils

Inspection of Wingfield Primary School, London, SE3 9XU

You may remember that three inspectors recently came to visit your school. We really enjoyed meeting you, your teachers and other people who work in the school. We are writing to let you know what we found out.

We think that you go to a good school, which is well led and managed by your headteacher. Your teachers look after you well and we know that you enjoy school. You make good progress as you move through the school, but your progress is better in some year groups than in others. This is because teaching, though good, is better in some parts of the school than others. You behave well, are polite and have good relations with each other. You develop good personal skills, such as self-confidence and being responsible and knowing how to stay safe and healthy.

We have made two suggestions as to what the school can do to improve further:

- improve what the school does for the youngest of you so that you progress better
- improve the quality of teaching so that it is consistently good, and provide harder work for those of you that can do it.

Thank you again for being so friendly. We enjoyed meeting you. I send you my best wishes for the future.

Yours sincerely

Ian Wilson Lead inspector