

# Inspection of a good school: Wingfield Primary School

Ensign Street, London SE3 9GJ

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Inspection dates:

21–22 January 2020

## **Outcome**

Wingfield Primary School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

## **What is it like to attend this school?**

Every parent or carer who completed the Ofsted Parent View questionnaire said that pupils are well behaved at school. Pupils' behaviour is excellent. They move around the school in an orderly manner and are polite and courteous to each other and to staff. During lunch they thanked members of staff for their meals. At playtimes, staff lead games and interact positively with pupils.

Pupils told me that bullying does happen sometimes, but that staff help them to restore their relationships quickly. They said that teachers are good at resolving issues. When incidents are more serious, teachers deal with them quickly, and the school has robust anti-bullying systems in place.

Pupils told me that they enjoy coming to school because teachers help them to do their best. Pupils feel proud to attend this wonderful school. As one pupil put it, 'Wingfield just keeps getting better.' Staff have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND).

Leaders place an emphasis on setting a positive, vibrant and orderly school environment. They have high behavioural and academic expectations. Large-scale art pieces, for example the Minotaur and Tower Bridge, are presented in prominent spaces around the school. Classrooms are well organised, and displays are used to support learning. In corridor spaces, pupils' work is well presented. Leaders believe that this attention to detail raises pupils' aspirations.

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

School leaders have designed a programme of learning which is clearly sequenced and organised. Lessons are well planned. Pupils were able to tell me how their learning in previous years had been used as a foundation to support new learning. Staff have high

aspirations for all pupils, and this can be seen in pupils' understanding of each subject. Pupils achieve very well across the school.

Staff at all levels have a firm understanding of the curriculum they teach in all subjects. Teachers present lessons using a range of techniques to support pupils' learning. In a Year 6 lesson, pupils used resources to develop a deeper understanding of how the area of a triangle relates to the area of a rectangle. Staff were able to explain what would be taught next and anticipate possible misconceptions pupils might face. Pupils with SEND were seen accessing work which had been further broken down and scaffolded to meet their needs. Some pupils with SEND were seen using 'now and next' cards to support their understanding of the order of the school day. This removed a source of anxiety for the pupils, and they were able to access much of the same learning as their peers.

In science lessons, pupils created an experiment to deepen their experience of the water cycle. Teachers used scientific language to describe the processes. Pupils then used these words accurately when describing their work.

Pupils' work in books and during lessons was consistently of a high standard. Staff explained that school leaders had clear expectations for how work should be presented.

Teaching of reading is well planned. Staff teach younger pupils to recognise the different sounds that letters make quickly. Pupils' reading books are well matched to the sounds they know. This means that they become fluent readers quickly. Pupils develop a love of reading. Teachers were seen sharing books with children in a range of ways. Some pupils were listening to their teacher read, while in other classes pupils were using computer tablets to explore a text. They each gained a thorough understanding of the text. Older pupils were taught to use a range of questioning skills to better understand a text. The teacher explained this strategy well so that pupils had a clear understanding of what to do.

The curriculum is further enriched with visits. Pupils studying pop art visited the Tate Modern to study the work of Roy Lichtenstein. This gave pupils a better understanding of the scale and techniques the painter used. Pupils in Year 5 use French vocabulary that they have learned during a visit to France. For example, they were able to use French words for bread and baking during a bread-making activity in a boulangerie.

Leaders place a great deal of emphasis on all members of the school being learners. Senior staff have opportunities to carry out research projects, and subject leaders work with outside bodies, such as Greenwich University, to ensure that the best practice is used in school.

Children in the early years have a curriculum which has the same level of planning as that for older pupils. Children were seen using a range of resources during a free-writing activity. Other children were learning about different types of transport in the outdoor space. Parents are given regular updates on their child's activities in school through the online learning journals. Parents and children can share out-of-school achievements using the early years 'proud cloud'. This provides the staff with more information about the children's achievements.

School leaders have decided to join a multi-academy trust. They have worked closely with the local authority to ensure a smooth transition. Since the school's last inspection, it is increasing from a one-form entry school to three forms of entry. Leaders need to ensure that they manage this increase in pupil numbers well to ensure that all pupils achieve highly.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has a strong culture of safeguarding. Staff spoke about the ways that they identify and help children who may be at risk of harm. Leaders are aware of local risks associated with knife crime and gang affiliation. Leaders have worked closely with the local authority to ensure that pupils receive the support they need.

Pupils act as digital leaders to inform their peers of the risks associated with different social media applications. Pupils told me about the NSPCC assembly they had taken part in and how they now have a better understanding of keeping themselves safe.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Wingfield Primary School is increasing in size. Leaders, at all levels, must ensure that they continue to build the capacity to lead this growing school forward, ensuring that their vision of a 'school community focused on learners' is embedded.

## **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 school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, 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 convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 21–22 June 2016.

## **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 Ofsted Parent View information 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

<b>Unique reference number</b>	100154
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10121602
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Aleksandra Wasik-Hyde
<b>Headteachers</b>	Sophie Powell (Executive Headteacher) Ross Silcock (Headteacher)
<b>Website</b>	<a href="http://www.wingfield.greenwich.sch.uk/">www.wingfield.greenwich.sch.uk/</a>
<b>Date of previous inspection</b>	21–22 June 2016

## Information about this school

- Wingfield Primary School is an average-sized school in the London borough of Greenwich.
- The school has early years provision for Nursery and Reception children.
- The school works in close partnership with the Compass Partnership of schools multi-academy trust.
- Wingfield Primary School has a growing pupil population as the school increases in size to three forms of entry in all year groups.

## Information about this inspection

- I met with the executive headteacher, headteacher and members of staff. I also met with members of the governing body and the local authority, and the chief executive officer of the academy trust.
- I did deep dives in these subjects: reading, mathematics and science. For each of these subjects I held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work.

- I spoke with parents and considered the 103 responses to Ofsted's Parent View, including the free-text responses from parents.
- I spoke with pupils and staff about the school's work to keep pupils safe. I also considered safeguarding records, documentation and the school's single central record of staff suitability checks.

### **Inspection team**

Adam Vincent, lead inspector

Her Majesty's Inspector

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