

Wolf Fields Primary School

Address: Norwood Road, Norwood Green, Southall, UB2 4JS

Unique reference number (URN): 101909

Inspection report: 28 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard 

Pupils enjoy coming to school. The learning environment is a friendly and peaceful place that allows pupils to feel comfortable in school and become enthusiastic learners. As a result, pupils attend very well. Leaders evaluate absence information diligently and respond quickly when there is a concern. They work tirelessly with pupils and their families to overcome any barriers to attendance. This means that pupils are rarely absent and their attendance is higher than in other schools nationally.

Behaviour and attendance expectations begin on arrival at school. Children in the early years develop positive learning behaviours. Pupils across the school build on this strong start. They listen attentively to their teachers and take pride in their work. Staff understand pupils' individual needs well. When some pupils need extra support with their behaviour, staff use a range of approaches to help them understand routines and to manage their emotions. This creates a respectful environment where pupils feel ready to learn. Pupils understand leaders' high expectations for their behaviour. They appreciate the praise and rewards that they receive for positive behaviour, working hard and trying their best. Pupils show high levels of self-discipline. Staff step in quickly when pupils need guidance and address unwanted behaviour immediately. As a result, pupils enjoy learning without disruptions.

Expected standard

Achievement

Expected standard 

Many pupils build secure knowledge and strengthen their skills across the curriculum. They achieve outcomes that are in line with and above national expectations by the end of Year 6. Leaders regularly check the progress that pupils make through the curriculum to ensure that pupils achieve as well as possible. Pupils with special educational needs and/or disabilities and those who are disadvantaged make suitable progress from their starting points. Over time, disadvantaged pupils achieve well in reading and mathematics. They achieve as highly as non-disadvantaged pupils nationally.

Improvements made in the phonics, writing and mathematics curriculums are having an impact on the quality of work pupils produce. Pupils' contributions to class discussions typically demonstrate a secure understanding of their learning. Most pupils are prepared well for their next stage of learning

Curriculum and teaching

Expected standard 

The curriculum is broad and ambitious for all pupils. Leaders ensure that pupils secure the important knowledge and skills that they need in reading, writing and mathematics. Teachers carefully check pupils' understanding. Where pupils need extra help, timely support is provided by staff. This ensures that pupils keep up with the curriculum.

Leaders have strengthened the approaches to teaching curriculum content. This provides pupils with a logically ordered sequence from the early years through to the end of Year 6. Teachers encourage pupils to talk confidently about their learning. Most pupils can recall their prior knowledge accurately. Teachers make appropriate adjustments to teaching to help pupils with special educational needs and/or disabilities and those who are disadvantaged to fully access their learning.

Pupils quickly secure their phonics knowledge and when needed, get the support they need to address gaps in their knowledge. Leaders have focused on developing pupils' language and vocabulary. There is a purposeful drive to improve writing across the school. The impact of this on pupils' handwriting and sentence structure is becoming apparent. However, this is not as consistent as it could be and limitations in some pupils' breadth of vocabulary impacts their writing fluency.

Early years

Expected standard 

Leaders have a clear and ambitious vision for the early years. They have designed a curriculum that prepares children in the early years for learning in Year 1. The development of pupils' communication and language skills is at the heart of the curriculum. Staff use their conversations with children to extend children's language and vocabulary. They encourage children to practice using language in their play. Staff provide skilled extra support for children who need it to catch up and keep up with the curriculum.

Reading is central to the early years provision. From the Nursery Year, children enjoy reciting nursery rhymes, listening to stories and singing songs every day. Children begin to learn phonics in the Reception Year. Staff teach this with precision. They check carefully that children read books that match the sounds they know. This helps children to become confident and fluent readers.

Children show deep concentration and perseverance in tasks and activities. They secure important foundations of knowledge in reading, writing and mathematics for their future learning. Leaders prioritise supporting children's personal, social and emotional development. Staff work closely with parents and carers to build constructive relationships and help children to become confident learners. Children learn to share, take turns and engage confidently in school life.

Inclusion

Expected standard 

Leaders have created a culture where all pupils are included in school life. Pupils feel noticed and supported. Leaders and staff work with families to identify the precise needs of pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known to social care. Pupils with SEND access the same curriculum alongside their peers. Leaders work closely with external professionals, such as speech and language therapists. This helps leaders to strengthen accurate assessment of pupils' needs and design appropriate provision to meet them.

Staff are trained effectively so that they can identify the barriers to learning that pupils face as soon as they start school. Leaders set pupils' targets for learning that are specific and

suitable. They ensure pupils get the support that they need to achieve their goals. As a result, pupils with SEND make positive progress in their learning and development.

Teachers make suitable adaptations in lessons that usually enable pupils who need extra help to access the curriculum successfully. For example, teachers provide pupils with specific learning goals and prompts. Leaders use additional funding to support disadvantaged pupils effectively. They use their knowledge of pupils to aid and support pupils' emotional wellbeing and develop resilience. Staff ensure that disadvantaged pupils and those known to social care have their needs met and they achieve well.

Leadership and governance

Expected standard 

Leaders and governors know the context of their school well. They have high expectations of pupils and use appropriate strategies to enable pupils to achieve. They have successfully ensured that pupils continue to achieve well, despite a significant period of change in leadership. Leaders have taken effective steps to redesign and improve the curriculum and how it is taught. These actions are having a positive impact. For example, the way in which language has been promoted across the school has resulted in pupils reading with fluency and writing with a wider range of descriptive vocabulary. However, these improvements are too soon to demonstrate sustained impact across all classes in the school.

Governors assure themselves that leaders' understanding of the school is accurate. They provide both challenge and support through constructive discussions and activities. Governors fulfil their statutory duties, such as to safeguard pupils, with knowledge and commitment. Changes to teaching introduced recently have been carefully considered by both leaders and governors, which has helped to ensure their success.

Leaders have created a culture where teachers' professional learning and wellbeing are valued. They identify the right priorities for school improvement that have a positive impact on pupils. For example, they have strengthened early reading so that staff are more confident in assessing pupils' phonics knowledge. Improved phonics outcomes show that this work has been successful.

Personal development and wellbeing

Expected standard 

Leaders have developed a coherent offer to support pupils' personal development and wellbeing. Pupils' spiritual, moral, social and cultural development is promoted well across the school. Pupils reflect on their beliefs and experiences through leadership roles, charitable work and the school council. The curriculum enables pupils to understand the difference between right and wrong. This is closely linked to the fundamental British values and pupils develop a secure grasp of the importance of these values in the wider world. Pupils understand that it is important to be respectful and tolerant of difference, including making meaningful comparisons between the beliefs of the Christian faith and those of other religions. The school's personal, social, health and economic curriculum helps pupils to understand healthy lifestyles and strategies to regulate their own behaviour. Older pupils recognise the importance of trust and honesty. Pupils learn relationships, sex and health education in an age-appropriate way. They learn how to stay safe both online and offline and develop a clear understanding of healthy relationships, mental wellbeing and personal safety.

Pupils access a range of enrichment activities, clubs, visits and wider curriculum opportunities that extend learning beyond academic subjects. Leaders track pupils' participation in school clubs carefully. They tackle any challenges and barriers to pupils' participation so that disadvantaged pupils, including those eligible for the additional funding, can take part fully. Visits from local businesses raise pupils' aspirations for what they can achieve in the future. However, leaders acknowledge that the school's enrichment offer could be extended further to ensure that as many pupils as possible can participate in a wide range of rich and rewarding experiences and opportunities.

What it's like to be a pupil at this school

The school is a welcoming place. Pupils feel safe and well cared for. Pupils are listened to, supported and well prepared for life beyond school. As soon as children join in the early years, they are welcomed by staff with warm and nurturing open arms. Pupils are proud to share their learning and show excitement when they talk about their school community. Pupils live out the school values of 'worth, opportunity, learning and friendship' and show respect for one another.

Staff care deeply about pupils' wellbeing. Pupils trust staff to look after them and know that staff resolve the rare instances of bullying effectively. Pupils get along well and seldom fall out. Older children model positive behaviour consistently. Younger children are quick to help and support each other. Behaviour such as this helps pupils feel that they belong to their school community. This is equally true for children in the early years. Pupils like school and are keen not to miss out on their education. This positive attitude means that pupils' attendance is high.

Pupils enjoy their learning and achieve well. This begins in the early years, where children get off to a positive start. By the end of Year 6, many pupils achieve the standards expected of them and are ready for their next stage of education. The school supports pupils with special educational needs and/or disabilities effectively to ensure that barriers to learning are reduced, and they are fully included in all aspects of school life. Consequently, pupils progress successfully through the curriculum from their starting points.

Pupils enjoy choosing from activities at breaktimes, such as team sports. These activities help pupils to enjoy social times. Pupils eagerly participate in a range of extra-curricular clubs, including football and cricket.

Next steps

- Leaders should ensure that teachers are supported to fully implement the new approaches to developing pupils' oracy skills and writing fluency so that pupils learn well across the curriculum and achieve well.
 - Leaders should ensure that pupils have increased opportunities to broaden their experiences through a rich and varied extended curriculum offer.
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About this inspection

The chair of the board of governors in this school is Catherine Young

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other staff during the inspection. They also spoke with members of the governing body and a representative of the local authority. Inspectors spoke with groups of pupils, visited a sample of lessons and looked at pupils' work across a number of curriculum subjects.

The school currently uses no alternative provision.

Headteacher: Dr Jeremy Hannay

Lead inspector:

Phil Garnham, His Majesty's Inspector

Team inspectors:

Rekha Bhakoo, Ofsted Inspector

Janice Howkins, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

203

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

235

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

34.83%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.97%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.67%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	61%	Above
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	75%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	74%	Close to average
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	86%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (final)	74%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	82%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25 (final)	67%	47%	Above
2023/24 (final)	61%	46%	Above
2022/23 (final)	80%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	62%	Above
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	83%	62%	Above
2022/23 (final)	90%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	59%	Above
2024/25 (final)	73%	59%	Above
2023/24 (final)	72%	58%	Above
2022/23 (final)	90%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	60%	Above
2024/25 (final)	80%	61%	Above
2023/24 (final)	78%	59%	Above
2022/23 (final)	80%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	0 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	61%	67%	-6 pp
2022/23 (final)	80%	66%	14 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	80%	2 pp
2024/25 (final)	73%	81%	-7 pp
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	90%	78%	12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	78%	-1 pp
2024/25 (final)	73%	78%	-5 pp
2023/24 (final)	72%	78%	-5 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	90%	77%	13 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	80%	-1 pp
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	78%	79%	-2 pp
2022/23 (final)	80%	79%	1 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	14.4%	13.0%	Close to average
2023/24 (3 term)	14.9%	14.6%	Close to average
2022/23 (3 term)	27.0%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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