

Bishop Winnington-Ingram CofE Primary School

Inspection report

Unique Reference Number	102417
Local Authority	Hillingdon
Inspection number	355184
Inspection dates	14–15 October 2010
Reporting inspector	Susan Vale

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	The governing body
Chair	Tim Rollin
Headteacher	Gill Westbrook
Date of previous school inspection	13 November 2007
School address	Southcote Rise Ruislip HA4 7LW
Telephone number	01895 633520
Fax number	01895 623806
Email address	bwi@hillingdongrid.org

Age group	3–11
Inspection dates	14–15 October 2010
Inspection number	355184

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. During the inspection, 17 lessons and parts of lessons were observed, taught by 19 different teachers. Meetings were held with staff, pupils and governors. Inspectors observed the school's work, and looked at a variety of documentation, particularly that concerning pupils' progress and keeping them safe, as well as samples of pupils' work. Questionnaires were analysed from staff, older pupils, and from 90 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- What has the school done to raise standards, and how effectively is it closing the gap between writing and mathematics?
- How effective are provision and support for the increasing numbers of pupils who speak English as an additional language?

Information about the school

This is a larger-than-average school with a Nursery and two Reception classes. The proportion of pupils identified as having special educational needs and/or disabilities is higher than average. Their needs vary but include physical, emotional and behavioural, and specific learning difficulties. The majority of pupils are White British but a quarter come from a wide variety of other ethnic heritage. The main minority ethnic groups are Tamil and Black Caribbean. There are 32 different languages spoken. The school has gained Healthy Schools status, the Activemark and the International School Award. Separate pre-school provision and before- and after-school clubs share the school site, but these are privately run and subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bishop Winnington Ingram is a good school. It ensures that pupils in its care are thoroughly prepared for the next stage of their education. As one parent commented, reflecting the views of a number of others, 'My son thoroughly enjoys coming to school and is becoming a well-rounded, independent, kind, considerate individual. My son feels safe and secure.' This caring ethos permeates the life of the school and lives up to the school's mission statement: 'Belief in God, our children and their future.'

After a dip in standards a year ago, the school acted decisively and effectively to stop the decline. Unvalidated results at the end of Year 6 in 2010 were above average in English and mathematics, although there remains a gap in attainment between the two subjects, with pupils achieving better in English than in mathematics. Standards by the end of Year 2 are average. Leaders are aware that the planning of mathematics lessons does not always include enough practical or challenging activities, particularly in Key Stage 1, and that pupils are not as productively involved in assessing their own work as they are in English. ♦ Leaders have identified this gap, and have already made plans in the school development plan to improve and challenge pupils learning.

An interesting, varied and creative curriculum contributes to pupils' enjoyment of school and their learning. Despite this, there remain a number of families whose children do not attend regularly, and this has a negative impact on their achievement and progress.

The school is a harmonious, caring and happy community where boys and girls from different ethnic groups get on very well together. From children's good start in the Early Years Foundation Stage, they enjoy their time in school and develop positive attitudes to learning and to each other. The good care, guidance and support provided for pupils strongly support this, particularly for pupils whose circumstances make them vulnerable. Good procedures help pupils who start at the school at different times to settle quickly and take a full part in school life. Pupils feel extremely safe in the school and are confident that staff will deal with any problems that may arise. Behaviour is good, around the school and in lessons, and this contributes to the good progress pupils make. Pupils have a good understanding of a variety of cultures, and show interest in and respect for different people.

The school is led and managed well. Since the previous inspection, the senior leadership team has been restructured to form a strong and stable team with a clear vision for the future. Pupils' interests are central to all that the school does. They are ably supported by a proactive and hands-on governing body, who have acted decisively and sensitively in listening to the views of parents and carers. and in moving the school on. Regular monitoring of lessons enables senior staff and subject leaders to provide guidance and support to colleagues, to help them improve their practice. The school has a clear view of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

its own strengths and weaknesses, and is quick to take action to address the latter. Along with the raised standards, this shows the school has a good capacity to sustain the good quality of education, and improve further.

What does the school need to do to improve further?

- Raise standards in mathematics in order to close the gap between English and mathematics, by:
 - involving pupils more in evaluating their own work and that of their peers, to feed the next steps in their learning
 - developing more practical activities for the teaching of mathematics, including outdoor activities
 - ensuring that the more-able children are challenged in their learning, particularly from Reception to Year 2.
- ♦ Raise the levels of attendance by monitoring more robustly the attendance of different groups and taking appropriate action to encourage the attendance of persistent absentees.

Outcomes for individuals and groups of pupils

2

Attainment is above average by Year 6. This represents good achievement in the light of starting points that are broadly at the levels expected nationally when children start school. The school's data, confirmed by the work seen in lessons and pupils' books, show clearly that the majority of pupils make good progress, particularly in developing and using English skills across the curriculum, an issue for improvement during the previous inspection. Pupils who are learning English as an additional language do so quickly, and their progress is soon in line with that of other pupils. Pupils with special educational needs and/or disabilities also make good progress. Pupils' good basic skills and positive working habits all prepare them well for the future, in school and beyond. In some of the mathematics lessons observed, especially in the younger age groups, pupils were not challenged enough in their learning to reach higher standards.

Pupils achieve well in lessons, boosted by their hard work and positive attitudes. For example, in a good Year 2 lesson, pupils were highly motivated in producing a presentation on the computer of their recount of their trip to St Paul's Cathedral. Their work involved using skills learnt in one subject and applying them to other subjects; this really supports their learning. Pupils develop good skills in using information and communication technology (ICT), as was shown when pupils in an outstanding Year 5 lesson made excellent progress in learning how to refine their work on animation. This work was followed through collaboratively by 'acting out' the movements to work out how to make the movements on the screens smoother.

Pupils feel very safe in school and confidently explain how they can keep themselves and others safe in a variety of contexts. They care for each other exceptionally well. Year 6 pupils, for example, enjoy helping to care for the youngest children during lunchtimes. Pupils have an excellent knowledge of how to keep healthy, and the recent introduction of a healthy hot school meal is proving very popular amongst pupils. The school council and eco warriors give pupils an effective voice in school life. While pupils' obvious enjoyment

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

of school is reflected in their good and sometimes outstanding behaviour, attendance, though average overall, is disappointingly low from some families. The spiritual, moral, social and cultural development of pupils is outstanding. There is a strong Christian ethos pervading the life of the school and pupils' relationships are very positive. Assemblies and celebrations of festivals contribute considerably to pupils' spiritual awareness and moral development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching and the curriculum are good in most respects. In a Year 6 mental arithmetic lesson, typically well-presented explanations by the teacher ensured that pupils were really clear about what was expected of them. Very good use of the teaching assistant meant that all levels of ability made good progress in their learning of different strategies which they could use to solve problems, and high expectations helped all groups to do well. Pupils shared their knowledge and this enhanced their learning and understanding. This good practice is not reflected in all mathematics lessons throughout the school, and the curriculum does not always include enough hands-on mathematical activities to really capture pupils' imagination.

Care, guidance and support are good, and the quality of support provided for more vulnerable pupils is excellent. Effective systems ensure that pupils are properly protected and the school provides a safe and caring learning environment. Noah's Ark in particular

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

provides a stimulating environment in which pupils who have additional needs feel safe and are extremely well supported, and pupils speak warmly about the atmosphere of mutual respect between themselves and their teachers. They are confident that there is always someone to turn to with any concerns. The school's work to promote good attendance is satisfactory, but has not been sufficiently effective in tackling the attendance of the very small minority of pupils who are persistently absent.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

A calm, effective approach to leadership ensures that all involved in the school have a clear vision for its future development. The headteacher, strongly supported by the governing body, has established an effective senior leadership team who work together well to monitor what is happening and to lead colleagues in addressing issues that arise. For example, the school has acted effectively to halt the dip in standards two years ago, and more rigorous monitoring and effective support have ensured that the latest results by the end of Year 6 have risen again. The quality of teaching and learning is regularly monitored, particularly in terms of the use of assessment, and the results feed accurate and fair self-evaluation.

The governing body has very good systems to understand what is happening in school so that it can hold the school effectively to account for its performance, and a core group of governors offer a high level of support to staff. It is very well informed about safeguarding, which is of good quality. Procedures take full account of good practice and are extremely thorough. The governing body makes good use of the views of parents and carers, as well as pupils, to make improvements. This was seen in a recent request from parents and carers to provide a hot school meal for the pupils. Governors were proactive in building the kitchens and providing healthy school meals. A particular strength is the school's use of expertise from a variety of partners to tailor provision to the needs of pupils whose circumstances make them vulnerable. Inclusion is paramount; pupils from different ethnic backgrounds are well integrated in the school and friendships across different ethnic groups are strong, although the attendance of different groups has not been analysed rigorously to check where support and encouragement are most needed. There are many strengths in the way the school promotes community cohesion at local and international levels, but the links with contrasting communities in the United Kingdom are not so well developed.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage and they achieve well. When they first start school, they arrive with widely differing needs and skills but often with particularly weak communication, language and literacy skills. They settle into both the Nursery and Reception classes remarkably quickly. Even at this early stage of the term, many routines are well established and children appear settled and happy in their new learning environments. Staff provide a good balance of activities selected by children and those led by adults, and much of the work planned stems from observations made by adults about what the children are interested in. The adults engage well with children, posing questions and making thoughtful suggestions to extend children's understanding. This was particularly helpful when in role play, Goldilocks' house was on fire and children were keen to help to put it out. Adults were at hand to make helpful suggestions about what containers might be best used to fill with water. Indoor and outdoor areas are used well to support learning, although opportunities are sometimes missed to develop emerging mathematical skills outside.

Staff make regular assessments and observations which build up a helpful picture of each child's achievement and progress. These 'special books' provide an attractive record and accurate view of children's time in the early years. However, the next steps for learning are not clearly identified or used in planning to show what children need to do next to move them on in their learning, and this sometimes means that the progress made by the most-able children is limited. The leadership and management of the Early Years Foundation Stage are good as a result of strong teamwork and a clear awareness of current weaknesses. Welfare needs are met well.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' and carers' views of the school are extremely positive. They value particularly that their children are safe and well cared for. A very small percentage of parents and carers have some concerns about aspects of the school, and in particular the behaviour of some children and communication between home and school. The inspection evidence indicates that the school's systems to inform parents and carers have improved over the last year, and now compare favourably with those in schools generally, and inspectors noted good behaviour throughout the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Winnington Ingram CofE Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 90 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	77	21	23	0	0	0	0
The school keeps my child safe	69	77	21	23	0	0	0	0
My school informs me about my child's progress	52	58	34	38	4	4	0	0
My child is making enough progress at this school	43	48	41	46	4	4	0	0
The teaching is good at this school	50	56	35	39	4	4	0	0
The school helps me to support my child's learning	48	53	34	38	5	6	0	0
The school helps my child to have a healthy lifestyle	59	66	31	34	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	53	30	33	3	3	0	0
The school meets my child's particular needs	47	52	37	41	3	3	0	0
The school deals effectively with unacceptable behaviour	41	46	43	48	4	4	0	0
The school takes account of my suggestions and concerns	44	49	37	41	1	1	1	1
The school is led and managed effectively	52	58	31	34	4	4	1	1
Overall, I am happy with my child's experience at this school	55	61	30	33	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 October 2010

Dear Pupils

Inspection of Bishop Winnington Ingram CofE Primary School, Ruislip HA4 7LW

Thank you for your help and your friendly welcome when we visited your school. We were pleased to hear that you enjoy school, and that you feel very safe there.

These are the good things that we found.

- Your school gives you a good education.
- The new early years building is bright and cheerful, and it is used well by you all.
- There are lots of interesting things to support your learning.
- You are making good progress because your teachers are skilled at helping you to learn.
- You do well in mathematics, but even better in English, by the time you leave in Year 6.
- Your behaviour is good and you get along very well together.
- The adults in the school take very good care of you and make sure that anyone who needs extra help can have it.
- Provision for those pupils who are new to learning English and those who need more support is very good.

Even in a good school, there are always things that can be improved. We have asked your teachers to:

- close the gap in achievement between mathematics and English by giving you more practical numeracy work, and giving harder work to those of you who can learn quickly, particularly amongst the younger children, so you do equally well in both subjects
- raise attendance.

All of you can help by making sure that more of you come to school every day.

Yours sincerely

Sue Vale Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.