

Bishop Winnington-Ingram Church of England Primary School

Southcote Rise, Ruislip, HA4 7LW

Inspection dates 23–24 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Achievement is not good enough over time, particularly in writing in Key Stages 1 and 2 because assessment in this subject until recently was not precise enough.
- Teaching is not yet consistently good in all year groups. Questioning is not always precise, skilful or frequent enough in checking on pupils' understanding in lessons.
- Teaching does not challenge the most able pupils well enough, especially in their writing, and sometimes the pace of learning is too slow.
- Work is regularly marked but not always in sufficient detail to give pupils a clear idea about how to improve and the steps necessary to reach the next level.
- Some leaders, especially subject leaders, are not checking on pupils' progress or the quality of teaching well enough across all key stages because some are very new to their roles.

The school has the following strengths:

- In the Early Years Foundation Stage children make good progress across all areas of learning as a result of good teaching.
- Behaviour is good. Pupils enjoy school and their families are confident that they are happy and feel safe.
- Spiritual, moral, social and cultural opportunities are strong and, as a result, pupils develop as well-rounded individuals.
- School governors are very active in supporting improvements to the performance of pupils and school leaders have now set targets for more rapid pupil progress.

Information about this inspection

- Three inspectors observed 26 lessons or parts of lessons taught by 15 teachers. A lesson was observed jointly with the headteacher. Additional activities included observations at the breakfast club, lunchtime and two assemblies, including a special one to welcome the mayor on his visit to open the school’s new library.
- Meetings were held with groups of pupils, representatives of the governing body, school leaders and subject leaders. A telephone discussion was held with a representative of the local authority.
- The inspectors took account of the 62 responses to the online questionnaire (Parent View) as well as views communicated during discussions with parents and carers, a letter and a telephone call received during the inspection. The views of the staff were gathered through meetings and 15 staff questionnaires.
- The inspectors listened to pupils read and examined the work in pupils’ books.
- The school’s own attainment records for the current as well as previous academic years were checked in addition to published information on pupils’ achievement. Planning and monitoring documents, records relating to pupil safety and welfare, including the school’s single central record of checks on staff and attendance records, were also examined.

Inspection team

Patricia MacLachlan, Lead inspector	Additional Inspector
Lesley Leak	Additional Inspector
Fiona Robinson	Additional Inspector

Full report

Information about this school

- Bishop Winnington-Ingram Church of England Primary School is larger than the average sized primary school. The Early Years Foundation Stage is provided in a Nursery and two Reception classes.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for pupils eligible for free school meals, in public care or from service families) is in line with the national average.
- The majority of pupils are of White British heritage with the next largest proportions from Other White, Caribbean and African heritage groups. The proportion of pupils who speak English as an additional language is in line with the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion of pupils supported through school action plus or with a statement of special educational needs is in line with the national average.
- The school meets the current floor standards, which are the standards for attainment and progress expected by the government.
- The school, since the last inspection, has experienced some changes of senior staff. The deputy headteacher was appointed this academic year. The mathematics leader joined the school in January 2014 and two of the leaders responsible for literacy were newly appointed in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching to being good or better so as to raise achievement by:
 - ensuring all teachers plan tasks that challenge all pupils, particularly the most able, in their writing and move lessons on at a good pace
 - improving all adults' skills in asking precise questions that check pupils' understanding at more frequent intervals during lessons
 - making sure that marking, particularly of writing, gives pupils precise advice about how to improve and pupils are given time to respond to the guidance given
 - setting challenging targets for all pupils so that they can all make good progress, particularly in writing in all year groups.
- Improve the leadership of teaching in supporting new subject leaders by:
 - further developing their systems for making checks on pupils' progress and for evaluating the impact of teaching on pupils' progress
 - enlisting them in helping teachers to plan suitable tasks so the most able pupils can achieve higher levels.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not yet good because it is inconsistent across different year groups. Progress in writing is less strong than in reading and mathematics.
- Attainment and progress in writing by the end of Year 6 has fluctuated in recent years and progress by the end of Year 2 has been below the national average because until recently assessments did not track progress in a way that was precisely linked to National Curriculum attainment targets and levels. The most able pupils are not always making progress in writing to the highest attainment levels of which they are capable.
- In Key Stage 1, the numbers in 2013 who attained the expected standard in the Year 1 phonics (the linking of sounds to letters) check were well below the national average. As a consequence, grouping arrangements and increased training for teachers were arranged and current assessments would suggest that pupils' skills are now in line with the national expectations.
- Systems have been strengthened for moderating teacher assessments. Progress information on all pupils is checked regularly by the headteacher and deputy headteacher who arrange additional support for any pupils who are falling behind.
- Achievement in the Early Years Foundation Stage is good and most children join the school with social skills that are slightly below age-related expectations. With carefully planned teaching, they leave the Reception classes with levels of communication, language and literacy that are in line with, or exceeding the national average.
- The extra money provided under the pupil premium initiative is used for a range of booster sessions for pupils in the target group. As a result, pupils in receipt of the premium, particularly those in Year 3, have caught up with the English and mathematics scores of their classmates. Pupils in receipt of the premium in Year 6 are currently no more than six months behind their peers in their scores for mathematics and writing.
- Disabled pupils, those with special educational needs, those from minority ethnic groups and pupils learning English an additional language make broadly the same progress as their classmates because the system for checking their support and progress has been strengthened.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not promoted consistently good progress, especially in writing, as a result of historic weakness in planning and assessment.
- The school's own evaluation of the quality of teaching shows that some in the past has had a negative impact on pupils' performance. Teaching has now improved, as a result of focused actions by leaders. This is improving pupils' achievement, but pupils are not yet making good progress over time in all years and subjects.
- When the pace of lessons is brisk, pupils are fully engaged. For example, in a Year 5 lesson pupils were focused because they had been charged with identifying the strengths and areas for development in their classmates' written descriptions of Egyptian gods. Because the teacher modelled appropriate questions, pupils were able to identify the ways to evaluate their own answers. However, not all teachers maintain such a rigorous pace nor question so skilfully and some pupils consequently do not always make the progress of which they are capable.
- Pupils who find work difficult have skilful, focused support in class to help them to make progress. However, the pupils who are capable of making more rapid progress are often set tasks that are not hard enough nor linked precisely enough to the criteria for higher attainment levels and this hinders their progress.
- Marking is now mostly thorough with some useful written advice from teachers. However, some pupils are not given opportunities to recheck their work and follow up their teachers' suggestions and need more guidance in all subjects about how to improve their work in order to attain the

higher levels.

- Teaching in the Early Years Foundation Stage is good. Adults skilfully exploit the children's interests in the outdoor area, by posing stimulating questions to encourage the children's use of vocabulary and observations of numbers and volumes. Their tracking of the children's responses helps adults to focus very precisely upon additional questions that support their rapid progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' attitudes to learning are good. They want to live up to their teachers' expectations and they value the recognition and rewards that come from behaving well. Pupils of all ages work very cooperatively with each other. Behaviour is good rather than outstanding because pupils' attitudes to learning are not exemplary across all classes.
- The school's work to keep pupils safe is good. Pupils feel well looked after by the adults around them. They have a good awareness of personal safety including cyber safety because it is well covered in lessons and assemblies. Pupils are enlisted in keeping themselves and others safe as junior safety officers.
- Well-mannered, courteous behaviour is typical because the pupils want to live up to the school's values of responsible and truthful behaviour. Staff from all parts of the school will go the extra mile to deflect challenging behaviour be it in class, the playground or the dining room and bring pupils back into the fold.
- Pupils understand what bullying means, believe that the number of incidents is rare and speak of the ways in which help from adults is forthcoming if there is any unkind behaviour.
- A good range of well-attended sports clubs, including rugby, football and dance classes, helps to promote a healthy lifestyle.
- Attendance has improved due to rigorous checking and is now in line with or above the national average for all groups and there are no exclusions because behaviour management is effective.
- Parents and carers who responded to Parent View believe that the school provides a safe and caring environment and inspectors agree. Pupils enjoy coming to school and are very pleased with the activities and clubs that have been provided for them, speaking highly of the 'really good breakfasts' and the fact that there are 'lots of activities to do after school'.

The leadership and management require improvement

- Leadership and management require improvement because, while the areas for improvement identified in the previous inspection have been addressed the wider leadership team, including subject leaders, have not yet brought about the school-wide improvement in attainment and the teaching of writing that is on their development plan.
- Most subject leaders are presently at a very early stage of developing their monitoring roles but have begun to draw on the support of the local authority and diocesan board of education consultants to help them to check that assessments of pupils' attainment, particularly in writing, are accurate. Some need to develop the skill of helping teachers in their areas to plan suitable tasks so the most able pupils can achieve higher levels.
- The dedicated headteacher and her newly extended leadership team have begun to raise the standard of teaching and much that was seen during the inspection was good. This has had some recent and positive impact on pupils' progress in the upper years of Key Stage 2. The management of staff performance makes sure that only those teachers who meet required standards move up the salary scale. The headteacher has not shied away from difficult conversations about teaching performance if these have been necessary.
- Early years and special educational needs leaders are also making a contribution by developing clear and rigorous systems of assessment.

- The school's self-evaluation shows that leaders have accurately identified the areas requiring development. Staff are strongly supportive of the drive for improvement. 'BWI... has the best interests of the pupils as a priority and I am happy to come to work every day' is a typical response from staff.
 - Strong encouragement to promote pupils' spiritual, moral, social and cultural development is planned in the curriculum. Pupils have time for reflection in assemblies and express moral viewpoints in their religious education lessons. They organise fund raising to support a student's education in Rwanda. Visits to a range of places of worship widen their understanding of spirituality in different faiths. Opportunities are taken to enrich the curriculum with Tudor dancing or geology for example and these widen pupils' cultural horizons. The good range of well-attended clubs and eagerly anticipated residential visits build social confidence.
 - Management of the Early Years Foundation Stage shows a good understanding of and support for children's progress and arrangements for transition from home to school are sensitively handled with rapid integration of the large numbers who join the Reception classes from settings other than the school's Nursery. Parents' and carers' participation is embraced enthusiastically with sessions to encourage families to help their children with reading or language development.
 - Safeguarding systems meet statutory requirements and policies are systematically reviewed. Leaders promote equal opportunities and are assiduous in tackling any discrimination that may arise.
 - The additional government sports funding has been used to improve teachers' skills by engaging specialist trainers and, as a result, more pupils will be able to take part in inter-school competitions and an increased number of clubs.
 - The local authority assists the school's drive for improvement by providing training from the borough's literacy consultant in planning and assessing the teaching of writing. The London Diocesan Board of Education also provides support by linking the school with a consultant who has designed more effective systems for checking pupils' progress.
 - **The governance of the school**
 - The committed governing body has an understanding of how pupils are performing compared with national standards because governors use the data dashboard reports and have organised training in how to track pupils' progress in the school compared with national figures. They make regular visits to the school to satisfy themselves that reported improvements are borne out. Governors understand the link between teachers' pay progression and pupils' progress because they have revised the appraisal policy and receive summaries of teachers' performance from the headteacher. Checks are made that the pupil premium funds are spent well on the intended groups because leaders report on the impact on attainment made by the funds. Oversight of safeguarding is systematic and the governing body takes a strategic role by checking the school development plans drawn up by the headteacher and arranging termly 'governor days' to discuss key issues with the leadership team.
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What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102417
Local authority	Hillingdon
Inspection number	440436

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Sue Ripley
Headteacher	Gillian Westbrook
Date of previous school inspection	14–15 October 2010
Telephone number	01895 633520
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