

Bishop Winnington-Ingram CofE Primary School

Inspection report

Unique Reference Number	102417
Local Authority	Hillingdon
Inspection number	307997
Inspection date	13 November 2007
Reporting inspector	Paula Protherough

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	4-11
Gender of pupils	Mixed
Number on roll	
School	419
Appropriate authority	The governing body
Chair	Mr E Stothard
Headteacher	Mrs G M Westbrook
Date of previous school inspection	24 June 2003
School address	Southcote Rise Ruislip HA4 7LW
Telephone number	01895 633520
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Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school. The following issues were investigated: the success of current initiatives for improving writing throughout the school. Pupils' personal development and well-being and behaviour. The accuracy of the school's assessment of its performance, especially in relation to the quality of education provided, and leadership and management. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a larger than average Church of England primary school with a nursery in area which is socially and economically advantaged. The proportion of pupils with learning difficulties and/or disabilities is below average. The majority of pupils are white British but a quarter is from a wide variety of other ethnic backgrounds. The number of these pupils who speak languages other than English at home is currently small but rising.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils flourish and achieve well because they feel safe and cared for in a happy environment that supports their needs. One parent commented that her child was now "oozing confidence" and many others are justifiably pleased with the quality of education their children receive.

The headteacher and senior managers have made accurate assessments of the school. They form an effective and well-motivated team who have set the right priorities for improvement with the support of a highly perceptive and challenging governing body. Recent organisational change has resulted in a clearer management structure with new senior leaders who are assisting the headteacher in moving the school forward. These teachers are reflective, knowledgeable and very well organised. For example they have improved the use of assessment information to monitor how well pupils are progressing and identify those who need additional support or challenge. Effective links with other agencies contribute to the good support for pupils with learning difficulties and/or disabilities (LDD).

Children join the Nursery from a wide range of starting points and make good progress in this caring environment. By the end of their Reception year they are keen and well motivated learners who are ready for the demands of the National Curriculum. The pre-inspection analysis of national test results and the school's self-evaluation showed that standards by Year 6 are generally well above the national average in English, mathematics and science. However, throughout the school, pupils' performance in writing has been weaker than that in reading. The inspector's analysis of the pupils' work confirms this picture.

Currently there are generally not enough opportunities for pupils to develop and apply their writing skills sufficiently in literacy lessons and across other subjects of the curriculum. The school has recognised this and has already begun to implement plans to improve pupils' writing. Younger children are encouraged to write freely and more often in addition to the everyday teaching of basic skills and phonics. During the inspection the school had a Book Week focus which encouraged a wider range of writing so that in Year 1 pupils pretended they were Dr Seuss and made their own "At" rhyming books. There are other ongoing examples of good practice. In Key Stage 2, Year 6 pupils have extended writing books which enable them to re-draft their work on motivating topics. Pupils show that when they are engaged in this type of work they are motivated and interested and the standard of their writing improves. These practices are not yet consistent and too often expectations about presentation, handwriting and completion of work are too low. Similarly, the marking of pupils' work does not always tell them how it can be improved.

Pupils enjoy their lessons because most teaching is interesting and motivates them. The teachers plan their lessons to be active and varied. They use drama and opportunities for discussion so that pupils are not spending too much time sitting and listening. Teachers make good use of their interactive whiteboards whenever they can. Relationships between adults and pupils within classes are good and pupils with LDD are well supported. Good questioning makes pupils think and they show in discussion that they respect each other's views. Visits, visitors and a variety of clubs and sporting activities support the curriculum. For example Hillingdon Football Club works with the older pupils. Recently the Year 5 pupils enjoyed a visit to the National Gallery and there are annual residential visits for older pupils. The school involves itself in the wider community and has productive connections with the church and local schools.

The previous inspection report identified that the behaviour of some pupils required improvement. The school has tackled this successfully and now behaviour is good throughout the school. Pupils are kind and considerate towards each other and their spiritual and moral development is strong. The school behaviour policy offers rewards for good behaviour supported by clear sanctions and zero tolerance of disrespectful or disruptive behaviour. All of the adults in the school apply the policy conscientiously and the pupils know and understand how they should behave. Pupils say that they enjoy school and agree that behaviour has improved. They know how to eat healthily and enjoy taking exercise in physical education lessons and at playtimes. The school council is very well well organised, takes its responsibilities seriously and has been pro-active in helping develop strategies to improve behaviour.

Effectiveness of the Foundation Stage

Grade: 2

Taken overall children starting Nursery arrive with levels of achievement similar to national expectations. By the time they leave the Reception class most are working within the nationally agreed early learning goals and a few have exceeded them.

This term the nursery class is very small and the children are receiving good individual attention. They have settled happily into the routines of school and work and play together co-operatively. They enter the class with confidence and are enjoying the familiar daily routines such as registration, greeting each other and checking the date and weather. Teaching is thoughtfully planned to meet the needs of all groups of learners. A visual timetable ensures that all children understand the activities from which they can choose.

Reception classes build on this good experience and the new Foundation Stage Manager is skilfully ensuring that the children continue to receive a lively and engaging curriculum. There is a good blend of teacher directed and child initiated learning opportunities throughout the Foundation Stage, including regular use of the outdoor environment. The impact of the school's effective management and the good leadership of the Foundation Stage is reflected in the current focus on developing early writing. This is already having an impact in this year group. Teachers' careful attention to providing a wide variety of writing experiences, supported by good equipment and resources, has resulted in children that are enthusiastic and confident in their early writing skills.

What the school should do to improve further

- Raise standards in writing by developing greater consistency of teachers' expectations of the pupils and by improving marking.
- Increase opportunities for pupils to apply their writing skills more creatively across the curriculum.

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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	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

22 November 2007

Dear Pupils

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

Thank you for your help during my inspection of your school. You were all helpful, polite and friendly and it was good to see how well you work and play together.

I agree with you that you have a good school. The adults who look after you are good at helping you to learn. They provide you with interesting activities and clubs, which you enjoy, and you talk enthusiastically about your work and play. The school council is very keen and well organised so you can pass on your views and concerns to the adults who lead the school. This helps to improve your school because the adults listen to and value your ideas. This is why you enjoy coming to school and attend regularly.

By the time you leave school most of you have made good progress and achieve good standards in reading, mathematics and science. Your writing is satisfactory, but I think it could be better if you had the opportunity to write more often. Therefore, I have asked your teachers to:

- make sure your work is always tidy and properly laid out
- tell you how your writing can be improved
- give you more opportunities to develop your writing skills in other subject areas.

With best wishes for your future work and success.

Yours sincerely,

Paula Protherough

Lead Inspector