



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Bishop Winnington-Ingram CE Primary School

Southcote Rise

Ruislip

HA4 7LW

Previous SIAMS grade: Outstanding

Diocese: London

Local authority: Hillingdon

Date of inspection: 10 November 2015

Date of last inspection: December 2010

School's unique reference number: 102417

Head Teacher: Gill Westbrook

Inspector's name and number: Gladys Vendy 299

School context

Bishop Winnington-Ingram school is a two form entry primary school with a nursery unit situated in the parish of St Martin's, Ruislip. The number of pupils entitled to receive the pupil premium is in line with the national average. An above average number of pupils speak English as an additional language or have special educational needs or disabilities. Pupils come from a wide range of ethnic backgrounds but the majority are of White British heritage. A significant number of pupils are from practising Christian families. The Ofsted inspection in January 2014 judged the school to require improvement.

The distinctiveness and effectiveness of Bishop Winnington-Ingram school as a Church of England school are good.

- The curriculum strengthened through a wide range of extra-curricular activities makes a strong contribution to the social, moral, spiritual and cultural development of the pupils
- Support systems and pastoral care mean that all pupils are included and valued
- Clear strategic guidance by the governing body has supported the leadership team effectively through a challenging period

Areas to improve

- Further guidance about how to use prayer tables and the prayer box would enhance opportunities for pupils' spiritual development.
- Review the Religious Education (RE) scheme of work so that RE provision meets the changing needs of the children and their level of understanding.
- Revisit the Christian vision with all members of the school community so that everyone is confident in expressing it.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Bishop-Winnington Ingram school has responded to the focus for development from the previous denominational inspection to identify specific Christian values. The whole school community was involved in this. The school council decided on the final six Christian values which are displayed on the school website and around the school. The Christian character of the school consistently informs the school's approach to the daily lives of all learners and

shapes harmonious relationships between all groups of the community. Pupils enter the nursery with attainment below national expectations. Pupils had not made the expected progress by the end of Key Stage 2 at the time of the last Ofsted inspection. Since then progress has been rapid and current data shows that achievement is rising and is now above the national average. This is because of good support systems and rigorous monitoring. The inclusion team ensures loving pastoral care and effectively nurtures newcomers so that all pupils feel valued. Gaps between all groups of learners are narrowing. The level of pupil mobility across the school is above average. Attendance is improving because the school, influenced by its Christian character, has implemented many strategies to support absentee families. Behaviour is generally good. When it falls below what is expected children are encouraged to reflect on the teaching of Jesus – ‘treat others as you wish to be treated’. The curriculum is strengthened through a wide range of extra-curricular activities including wrap around child care. This, along with the good RE provision, makes a strong contribution to pupils’ spiritual, moral, social and cultural development. Pupils’ understanding of and respect for diverse communities has been strengthened by links with a local Sikh academy. Through raising funds for overseas Christian organisations and sponsoring a child in Rwanda, pupils understand that Christianity is a multi-cultural world faith.

The impact of collective worship on the school community is good

Collective worship is integral to the life of the school. It is distinctively Christian and supports the promotion of the Christian values. It is based on the church calendar year and the Social and Emotional Aspects of Learning programme. Pupils are familiar with Bible stories and understand how they link with the school’s Christian values. Pupils say ‘it helps us to live as Jesus commanded’. All members of staff attend worship which is led by a range of staff and visitors. Pupils say they enjoy the chance to experience different styles of presentation. The liturgical framework, in which pupils join with responses and say the Lord’s Prayer, mean they are familiar with Anglican practice and tradition. The Vicar introduces Key Stage 2 pupils to the Eucharist which is held twice termly in school or in church and is attended by parents. The impact of this service has been reviewed. As a result pupils now meet in smaller groups to foster better engagement. They actively participate in services, serving, reading and writing intercessions. On a focus visit to evaluate the impact of worship and RE, Governors reported that children talked knowledgeably about the Trinity explaining ‘it is God, Jesus and the Holy Spirit.’ An act of worship is evaluated weekly by different classes. As a result pupils now take a more interactive part in worship and each half term a singing assembly uses contemporary Christian music. The observed act of worship was good but opportunities for reflection were limited. Children understand the nature and purpose of prayer and make good use of their own class prayer books twice daily.

The reception area has an attractive prayer tree. Further guidance about how to use the prayer tables in their classrooms and the prayer box in the entrance hall would enhance opportunities for pupils’ spiritual development.

The effectiveness of the religious education is good

RE is regarded as a core subject and given a high priority. The newly appointed subject leader is well supported by an experienced RE team. He has quickly analysed the areas for development and revised the RE action plan to address these. Assessment of RE was a key issue in the previous denominational inspection and has been effectively addressed. Following new guidelines, half termly assessments show that standards of achievement in RE are in line with or sometimes exceed the national expectations. These are often better than those in English and Mathematics. Overall the quality of teaching and learning in RE is good. It is not yet outstanding because lessons do not always meet the changing needs of the children or their level of understanding. Godly play is well embedded and provides good opportunities for reflection, valuing each pupil’s contribution. A scrutiny of pupils’ work shows that RE is consistently taught and well recorded. RE lessons further develop the school’s values that influence pupils’ behaviour and attitudes. For example they were able to relate the theme of compassion in worship to that of the story of the lost sheep. Christianity is well taught with clear reference to the Bible. Visits to other faiths places of worship contribute to pupils’ understanding about other religions. The teaching of Sikhism has been enhanced by links with a

Sikh academy. The recent introduction of elected RE ambassadors add depth to the vision and values of the school by giving pupils a voice. Monitoring is rigorous and undertaken by governors and the RE team. As a result in-service training has centred on securing teachers' subject knowledge and skills so that the quality of teaching has improved and lessons are delivered with confidence. RE complies with the National Society's Statement of Entitlement for RE.

The effectiveness of the leadership and management of the school as a church school is good

The school motto 'belief in God, our children and their future' provides the basis for the ethos of the school outlined in the aims. The head teacher and governors promote a Christian vision underpinned by Christian values. Although other members of the community are aware of the school motto and know about the Christian values not all are able to express the Christian vision. The senior leadership team has recently been re-organised and extended so that responsibility is better shared. This has led to more rigorous tracking of pupils' progress so that vulnerable groups are identified and supported. The newly constituted governing body is driven by a strong Christian ethos and gives clear strategic guidance. Self-evaluation strategies have led them to challenge and support the school so that standards of achievement and attendance have been raised. Foundation Governors are clear about their role to ensure that the Christian ethos is developed and enhanced. Their recommendations have led to improvements in RE and collective worship. The governing body has recently gained the Governor Mark. A long established well-being team contributes to high staff morale by supporting everyone in the school community. Pupil voice is heard through the school council who have brought changes in resources at lunch time. The school benefits from close links with the parish church and other churches in the area. This is reflected by the clergy who play a key role in contributing to RE lessons and leading the worship. The strong and effective Parents' Association supports the school financially and promotes Christian values. The school is very well supported by the diocese. By using their training courses leaders are well prepared for future leadership across church schools. The strong partnership between the school leadership team and the governing body indicate that there is an excellent capacity for improvement. Arrangements for worship and RE meet statutory requirements.

SIAMS report [Month Year] [name and location of school] [post code]