

Bishop Winnington-Ingram Church of England Primary School

Southcote Rise, Ruislip, Middlesex HA4 7LW

Inspection dates	27–28 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- This is a much improved school since the previous inspection due to more effective leadership by the headteacher and other leaders, including governors. As a result, the quality of teaching has improved and is now good.
- As a consequence of good teaching, the outcomes for pupils have improved and they make good progress in reading, writing and mathematics across the school.
- Governors are skilled and know the school very well. They are highly effective in their role in supporting and challenging senior leaders to ensure that the school continues to improve.
- Pupils are kind, friendly, polite and mostly well behaved. They feel safe and well looked after in the school. Their attendance is improving.
- School leaders ensure that pupils who are at risk of underachieving receive effective support. As a result, all pupils, including disadvantaged pupils and those who have special educational needs or disability, make good progress.
- Children in the early years get a good start to school. They make good progress and are prepared well for Year 1.
- The school's work on promoting pupils' spiritual, moral, social and cultural development is embedded in all areas of the school and is highly effective.
- Leaders and staff ensure that pupils understand and embrace British values, and that they are well prepared for life in modern Britain.

It is not yet an outstanding school because

- In a few instances, pupils' low-level chatter and lack of concentration slows down learning.
- Occasionally, teachers do not check pupils' progress closely enough in lessons to pick up any misconceptions to move their learning on quickly.
- Sometimes, pupils do not refer to the learning targets set for them in English and mathematics to check their own progress against them.
- The attendance of disadvantaged pupils has been low over time, and this slows their progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, and the rate of pupils' progress, by ensuring that:
 - all teachers check the progress of pupils in lessons more closely to pick up any misconceptions to move their learning on more quickly
 - pupils use their learning targets set for them in English and mathematics in lessons to check their own progress towards achieving them
 - all classes are managed well so that pupils do not lose any learning time through low-level chatter and lack of concentration.
- Improve the attendance of disadvantaged pupils, so that it is at least as good as their classmates, to help them achieve more.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, together with leaders and governors, has a clear vision for the school improvement and is highly ambitious for pupils. The effectiveness of leadership and management has improved since the previous inspection, and the areas requiring improvements have been successfully addressed. All staff responding to the staff questionnaire agree that the school has improved.
- The headteacher is effectively supported by the deputy headteacher and other leaders, including governors, to drive improvements. This has led to improvements in the quality of teaching, learning and assessment.
- Leaders are using effective systems to monitor the impact of the new curriculum and evaluate the quality of teaching, learning and assessment. Leaders check the quality of teaching more closely and frequently, and teachers receive the appropriate support, guidance and training to improve. This has led to teaching that is now good, with pupils making good progress with their learning.
- Leaders, including middle leaders, ensure that the checks on the performance of teachers and the progress their pupils make are closely linked to their salary progression. Governors are appropriately involved in decisions to reward good or better teaching.
- The role of middle leaders has improved considerably since the previous inspection. They know their subject areas well, including the main strengths and areas for improvement. They contribute to the development of the school improvement plan and work closely with senior leaders to monitor the actions taken to bring about improvements. In this way, the middle leaders are adding to the capacity of the school to improve further.
- Leaders have effective tracking systems to monitor the progress of pupils, including different groups of pupils. There are frequent meetings involving leaders and teachers to check the progress pupils are making, with targets set for pupils in English and mathematics. In this way, leaders are able to quickly identify those pupils who are falling behind, or not doing as well as they should, and provide them with effective support to ensure they achieve well.
- The school is committed to ensuring that equal opportunities are well embedded in its work and that there is a very inclusive approach in meeting the learning needs of pupils. This ensures that all pupils do well, including pupils who have special educational needs or disability. Discrimination in any form is not tolerated.
- Leaders ensure that pupil premium funding is used effectively to support disadvantaged pupils through a range of activities, including, for example, additional support in reading, writing and mathematics, and enhancing their personal development and emotional well-being. Funding is also used to ensure they have full access to curriculum enrichment activities. This support has been effective in helping disadvantaged pupils make good progress with their learning.
- The school has a broad and balanced curriculum that engages pupils and catches their imagination. It enables pupils to use the skills they acquire in English and mathematics across a wide range of subjects. It is further enriched by educational visits and residential stays. Pupils also benefit from a range of extra-curricular clubs such as sewing, cookery, cross country, cricket and netball.
- Pupils' spiritual, moral, social and cultural development is promoted very well and underpins all that the school does. Pupils learn about other cultures and faiths, and visit different places of worship to widen their understanding of and respect for different beliefs. This prepares them well for life in modern Britain.
- British values are effectively promoted through pupils' understanding of democracy and the rule of law. Pupils are involved in electing their classmates to the school council, learning to be responsible citizens, petitioning about road safety and learning about local issues through visits from the mayor and the local police officer.
- The primary physical education and sports premium funding is used effectively. External coaches help teachers to improve their skills in teaching physical education lessons. There is a range of lunchtime and after-school clubs on offer, with increasing rates of participation from pupils. Pupils who can benefit further from improving their physical fitness and confidence are targeted for additional activities. Inter-school sports competitions have also increased.
- Senior leaders work closely with early years staff to ensure that early years provision is effective.
- All parents that inspectors spoke to and most who responded to Ofsted's online survey, Parent View, were very positive about the school. 'My child loves coming to school here', 'a close knit family with great

staff and happy pupils' and 'it's a community where children are loved', were just some of the many phrases used by parents to describe the school.

- Leaders know that further work needs to be done on improving the attendance rates of disadvantaged pupils through stronger links with parents.
- The diocese has provided effective advice and support to the school since the previous inspection, leading to improvements in the quality of teaching and tracking systems to monitor the progress of pupils. The local authority commissioned an effective external review of the school following its previous inspection.
- **The governance of the school**
 - Governors ensure they have the appropriate skills to perform their roles effectively. They know the school well, including its strengths and areas for development, and are relentless in their drive for improvement.
 - Governors are involved in the development of the school improvement plan and in the review of the areas for improvement and the impact of specific action plans. They use their visits to the school, including the high-quality information they receive from the headteacher, to hold senior leaders to account for the work they do.
 - Governors ask probing questions on pupils' outcomes. They are keen to seek external validation of the school's work as well as on their own effectiveness in their drive for continuous improvement.
 - Governors have a secure understanding of the quality of teaching across the school and have worked successfully with senior leaders to bring about improvements since the previous inspection. They are involved in the headteacher's performance management, setting appropriate targets to improve the quality of teaching and raising achievement. They know how teachers' pay awards are linked to their quality of teaching and the progress their pupils make, and how good or better teaching is rewarded.
 - Governors ensure that funding, including the physical education and sports premium and the pupil premium funding, is effectively used and is having a positive impact on pupil outcomes.
 - Governors ensure they are up to date on safeguarding issues, including procedures on safer staff recruitment. They visit the school to make appropriate checks to ensure all current safeguarding requirements are met and pupils are kept safe.
- The arrangements for safeguarding are effective. All staff are appropriately trained on safeguarding issues. They are aware of their responsibilities to ensure that pupils are well looked after and are safe at all times. There are very effective links with parents and other agencies to ensure that pupils are kept safe and their welfare needs are met.

Quality of teaching, learning and assessment is good

- Leaders have been effective in improving the quality of teaching and assessment since the previous inspection. Through close and frequent checks on the quality of teaching and appropriate support and training for staff, leaders have ensured that the quality of teaching, assessment and learning is now good. This has resulted in pupils making good progress in reading, writing and mathematics.
- Teachers work closely with senior and middle leaders to improve assessment procedures, and to check the progress of individual pupils and groups of pupils. Pupils who may be falling behind, including pupils who have special educational needs or disability and those who are disadvantaged, are quickly identified. These pupils are provided with appropriate and effective support, either in class or out of lessons, by teachers and skilled teaching assistants to help them make good or better progress.
- The significant features of almost all teaching are the strong working relationships between adults and pupils, pupils learning with and from each other and the rich speaking and listening opportunities. This particularly helps pupils who speak English as an additional language to make good progress with their vocabulary and develop their language skills quickly. In a Year 5 English lesson, pupils were able to consider the current news event regarding the inquest on the Hillsborough disaster, and the plight of refugees through discussing the article 'The Pope saves refugees'.
- Teachers and teaching assistants make good use of questioning in lessons to check and reinforce pupils' learning and understanding. This keeps pupils engaged in their learning.
- The quality of marking has improved since the previous inspection. The school policy on marking and feedback is clear, and teachers mark pupils' work routinely and provide them with feedback on how they can improve. Pupils respond well to teachers' comments in their marking to make further improvements to their work. This contributes to the good progress pupils make with their learning.

- The teaching of phonics (the sounds that letters make) is effective, and helps pupils to read unfamiliar or difficult words. Reading is taught well throughout the school. Pupils have daily reading sessions and the school encourages pupils to read for pleasure and develop a love for reading. Pupils say they enjoy reading and 'like to read lots of different books'. They make good use of the library to choose their own books.
- Teaching of mathematics is good and teachers have a secure subject knowledge. Pupils make good progress in developing their calculation skills and mental arithmetic. Pupils have opportunities to develop their mathematical reasoning and to apply their knowledge to solve a wide range of problems, including those relating to real-life situations.
- The quality of pupils' writing has improved since the previous inspection. Pupils enjoy writing and they write at length and across the different subjects. Consequently, progress in writing is now good and sometimes better.
- Pupils enjoy their learning and talk positively about their achievements. Pupils say that they particularly enjoy practical work and investigations. In a Year 6 science lesson, pupils were thoroughly engaged and worked effectively in groups to create an electric circuit. They were able to use scientific vocabulary to explain their task.
- Pupils enjoy learning French. In a Year 5 French lesson the teacher showed good subject knowledge that helped pupils in their learning and understanding of different clothing. Their learning was well supported by the use of different resources and activities, enabling pupils to put names of items into sentences.
- The most-able pupils enjoy their learning because their needs are well catered for through challenging work. They are provided with hard tasks to extend their learning and make them think deeply. This helps them make the progress they are capable of.
- Although pupils have learning targets in English and mathematics to support their learning, these are sometimes not used by pupils in lessons to check their progress in achieving them. Some targets are not ticked off or dated when achieved.
- Occasionally, teachers do not sufficiently check on the progress of pupils during the lesson. They sometimes do not know when a few pupils get stuck with their work. This means that the teacher cannot correct any misconceptions pupils may have or move their learning on.
- Although there are usually high expectations of pupils' behaviour, in a few classes pupils' low-level chatter is not effectively dealt with, and some pupils lose concentration. This slows the progress pupils make with their learning.
- Most parents responding to the online Parent View survey agree that their children are taught well and receive appropriate homework for their age.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils develop strong moral values. Their attitudes are shaped by the school's values, which include 'Compassion', 'Endurance', 'Friendship', 'Hope', 'Thankfulness' and 'Trust'. Pupils are kind and friendly and show respect and tolerance for differences. Pupils from all backgrounds get on well with each other.
- Pupils are keen to share their achievements, and celebrate the achievement of others in assemblies. They are proud of their school and show respect for the school's environment. Pupils enjoy their learning, and they say they feel happy and safe in school.
- Pupils take pride in the presentation of their work, and most pupils' books are well presented and show that they have good attitudes to learning. They are keen to complete their homework tasks.
- Pupils willingly take on responsibilities in roles such as 'friendship ambassadors', prefects, librarians, school councillors, and 'Eco warriors'.
- They learn about unsafe situations, including different types of bullying, and know how to keep themselves safe, for example when using the internet or mobile phones. Pupils say that bullying is not a problem at the school, but are confident that it would be dealt with swiftly if and when it occurred.
- The breakfast club provides a healthy and social start to the day. Staff develop the social skills of younger children through activities that encourage interaction. For some pupils, attending the breakfast club has helped to improve their attendance and punctuality.
- Almost all parents responding to the online Parent View survey agree that their children are happy and safe at school.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well in lessons and around the school. However, on a small number of occasions, a few teachers allow the noise level to rise and this slows down learning. This is also confirmed by some pupils who say that sometimes a few children distract others when they 'start talking in the classroom'.
- The school's monitoring information shows that there are very few incidents of poor behaviour and that bullying is rare.
- Leaders work effectively with parents and external agencies to improve pupils' attendance. The school's current information shows that pupils' attendance has improved for all groups and is in line with the average, and the rates of persistent absence have declined. However, the attendance of disadvantaged pupils has been lower than other groups over time and is not improving as rapidly as it is for other groups.
- Most parents responding to the online Parent View survey agree that the school makes sure its pupils are well behaved.

Outcomes for pupils

are good

- Pupils make good progress in reading, writing and mathematics and standards are rising. This is confirmed by the school's assessment and monitoring information and the progress seen in lessons and pupils' books.
- Pupils' attainment at key stage 1 has improved since the previous inspection from broadly average in reading, writing and mathematics to significantly above average in all subjects combined in 2015. Leaders have strengthened the teaching in key stage 1 to ensure pupils make good and sustained progress.
- At the end of Year 6 in 2015, pupils' attainment in reading, writing, mathematics and English grammar, punctuation and spelling was above average. The proportion of pupils who made expected and more than expected progress from the end of key stage 1 in 2011 to the end of key stage 2 in 2015 was above that seen nationally in reading, writing and mathematics. This means that pupils are well prepared for the next stage of their education when they leave the school at the end of Year 6.
- The most-able pupils make good progress and achieve well in reading, writing and mathematics. At the end of Year 2 in 2015, the proportion of pupils achieving the higher levels, Level 3+, was broadly average in reading and mathematics; it was significantly above average in writing.
- At the end of Year 6 in 2015, the attainment of the most-able pupils at the higher levels, Level 5+, was just above average in reading, writing and mathematics. The proportion of pupils achieving the highest level at L6 in mathematics was significantly above average; it was just above average in writing and English grammar, punctuation and spelling. The most-able pupils make good progress in reading, writing and mathematics. All who attained Level 3 in reading, writing and mathematics at key stage 1 made expected progress by the end of key stage 2; some did better. The most-able pupils are often provided with appropriately challenging tasks to deepen their learning.
- Pupils' writing has improved since the previous inspection. Pupils enjoy writing and become skilled at writing, and they have developed a stamina to write extended pieces in a range of styles for different purposes. Most pupils are keen to correct their grammar, punctuation and spelling and present their work neatly.
- Pupils' achievement in mathematics has been particularly strong over time. Teachers have a secure subject knowledge and pupils are given challenging tasks to solve a wide variety of calculations.
- The proportion of pupils who reached the expected standard in the Year 1 phonics screening check has increased since the previous inspection from below the national average to above the national average in 2015. This is helping pupils to read more fluently and become confident readers.
- Pupils who have special educational needs or disability make similarly good progress as their classmates. This is as a result of close tracking of their progress, and providing them with timely and effective support.
- There are no marked differences in the progress of different ethnic groups. Pupils who speak English as an additional language make good progress because of the rich speaking and listening opportunities in the classroom. They receive effective focused support from skilled teaching assistants to develop their reading and writing skills.
- At the end of Year 6 tests in 2015, the attainment gaps for disadvantaged pupils widened in reading, writing and mathematics compared to other pupils both nationally and in the school. There has been a

greater focus on the achievement of this group of pupils through targeted interventions, early morning booster sessions and after-school support clubs, with leaders and teachers tracking their progress carefully and frequently. The school's current information shows that these pupils now make good progress overall in reading, writing and mathematics. The learning seen in classrooms and the progress seen in pupils' books confirms the good progress these pupils make in these subjects. Some disadvantaged pupils have other complex and additional learning needs, and a few joined Year 6 in September 2014; this distorts their overall attainment.

Early years provision

is good

- In 2014, most children joined the school with knowledge, understanding and skills that are typical for their age. By the end of Reception in 2015, their attainment was above average. Pupils' attainment has been rising since the previous inspection. Children's good level of development has increased from below the national average in 2013 to well above average in 2015. This is because of good teaching and the high levels of care and support children receive. This ensures that children make good progress with their learning from their different starting points. Overall, children get off to a good start and are well prepared for Year 1.
- Leadership is effective and is having a positive impact on improving the quality of teaching and the progress children make. Accurate assessment information systems are in place to identify the learning needs of children when they start school and during their time in early years. This information is used well to plan appropriate activities. Those children who are not making the expected progress or who are falling behind are targeted for specific additional support. In this way, leaders ensure that children who have special educational needs or disability, disadvantaged children and those who speak English as an additional language make good progress from their starting points. However, the most-able children are sometimes not challenged sufficiently to help them make the progress they are capable of.
- There are effective arrangements to support children when they start school and move into Year 1, which help them to settle into routines quickly. Staff work closely with parents, and leaders have run workshops to help parents support their children's learning at home.
- Children are very well behaved and have good attitudes to learning. They engage with each other well and are able to work collaboratively. Children in the Reception enjoyed playing doctors and nurses in a 'hospital corner' as they looked after an 'ill patient' lying on a bed, with the 'doctor' writing a 'prescription' for the patient.
- Children are able to make choices about their learning, including whether to engage in activities in the indoor or outdoor learning areas. The outdoor learning area is well resourced and is stimulating and engaging. Children in the Reception looked at the seeds they were growing, and discovered to their delight that some of the seeds had grown a green shoot. One boy said that his seed was 'going to grow into a beanstalk'. Careful questioning by the adult extended their thinking and understanding of what seeds need to grow.
- Children are encouraged to follow routines, take care of themselves and develop independence by dressing themselves for outdoor play and physical education. For example, children in the Nursery were able to take their own shoes and socks off, place their socks in their shoes and follow instructions when entering the gym. In an adult-led activity linked to the theme of 'Goldilocks' and cooking, children were able to follow instructions and answer 'how' and 'why' questions in response to the events in the story. Children were able to express themselves about how the ingredients tasted.
- In an effective phonics session, the children in the Reception enjoyed learning the rhyming poem 'Goat in a coat' to reinforce their understanding of the 'oa' sound.
- Children are safe at school because safeguarding procedures are effective throughout the school. Leaders and adults ensure that children's welfare requirements are effectively met.

School details

Unique reference number	102417
Local authority	Hillingdon
Inspection number	10011940

This inspection 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	394
Appropriate authority	The governing body
Chair	Sue Ripley
Headteacher	Gillian Westbrook
Telephone number	01895 633520
Website	www.bwicofe.co.uk
Email address	office@bwi.org.uk
Date of previous inspection	23–24 January 2014

Information about this school

- This is a larger than the averaged-sized primary school.
- Children attend a part-time Nursery class. There are two full-time Reception classes.
- Pupils come from a wide range of ethnic groups, with the largest group being from a White British background.
- The proportion of pupils who have special educational needs or disabilities is above average compared to similar schools nationally.
- The proportion of pupils supported with additional government funding, known as the pupil premium, is average. This funding is provided for those known to be eligible for free school meals and looked after children.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is above average.
- The school meets requirements on the publication of specified information on its website.
- The school runs a daily breakfast club and a range of after-school activities.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed pupils' learning in 27 lessons, of which 13 were joint observations with the headteacher or the deputy headteacher. Inspectors observed pupils' behaviour and attitudes in classrooms, and at breaks and lunchtimes.
- A meeting was held with different groups of pupils to discuss their learning and views about the school. Inspectors listened to pupils read in Years 1, 2 and 6 and discussed their reading with them.
- The inspectors held discussions with senior leaders, middle leaders and eight governors, including the chair of the governing body. A discussion was held with a representative from the Diocese of London, and a telephone discussion was held with a local authority representative.
- The inspectors observed the school's work and considered a range of documents, including the school's improvement plan, checks on the quality of teaching and learning, information about pupils' progress, attendance and behaviour records and safeguarding policies.
- The inspectors examined pupils' work in different subjects across the school to see what progress they make, and the quality of teachers' marking and feedback to pupils in line with the school's marking policy.
- The inspectors took account of 73 responses received from parents to the online Parent View survey. In addition, inspectors spoke to 27 parents in the playground at the start of the school day.
- The inspectors also considered 37 questionnaires completed by staff.

Inspection team

Avtar Sherri, lead inspector	Ofsted Inspector
Julie Davey	Ofsted Inspector
Paul Harris	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
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