

Inspection of a good school: Bishop Winnington-Ingram CofE Primary School

Southcote Rise, Ruislip HA4 7LW

Inspection dates:

30–31 October 2019

Outcome

Bishop Winnington-Ingram CofE Primary School continues to be a good school.

What is it like to attend this school?

Leaders want all pupils to do as well as they can. Pupils said that they enjoy coming to school. Teachers make learning fun across different subjects. They expect pupils to work hard and try their best. Pupils told me that if they get stuck, teachers and other adults help them.

Pupils welcome the opportunities for learning beyond the lessons and developing their talents. They cited examples of participating and entering competitions in sport, dancing and music. They were animated when describing the annual enterprise week. They love the challenge of buying and selling goods to make a profit, which goes to charity.

Pupils behave well in class and around the school. The new behaviour policy and rules for dealing with disruption are effective. Pupils take responsibility for their own behaviour. Teachers' response to any occasional low-level disruption is swift, allowing learning to continue.

Pupils feel safe at school. Leaders manage the rare incidents of bullying quickly and efficiently. Pupils told me that staff care for them, listen to their concerns and help them solve their problems. A high number of pupils join the school at various points during the year. Pupils shared some examples with me of how they go out of their way to befriend and help their new peers.

What does the school do well and what does it need to do better?

Leaders prioritise the teaching of reading. They ensure that all staff have the expertise to teach reading effectively. Children, from the time that they arrive in Nursery, get off to a good start in learning how to read. Pupils practise their reading with books that match the sounds they have learned. Teachers expect pupils to read at home every day. Leaders provide pupils who fall behind with timely support to help them catch up. Pupils, as they move through the school, learn to read with confidence and fluency. They develop good comprehension skills and broaden their vocabulary.

The teaching of mathematics is effective. Leaders give teachers clear guidance of what to teach and when. They plan learning in a careful way. This helps pupils to build on their previous learning. Pupils revise, practise and apply their skills to solve problems. For example, pupils use their knowledge of fractions to understand percentages. They then work out the value of the percentage reductions on sale goods.

Leaders have been working on further improving their planning in the other subjects. Subject leaders give teachers guidance about what to teach and when. In most subjects, planning is logical and helps pupils to learn well. In a few subjects, such as geography and history, leaders have not identified the learning they want pupils to remember and use in future learning. Teachers do not give pupils enough opportunities to revise what they have previously learned. For example, Year 4 pupils who learned about ancient Romans knew that Rome is in Italy. However, while they had learned about the continents before, they had forgotten that Italy is in Europe.

Staff have a good understanding of pupils with special educational needs and/or disabilities (SEND). Leaders make sure that staff have the skills to adapt activities to meet the needs of pupils with SEND. As a result, pupils with SEND do well.

Staff expectations for pupils' behaviour are high. They are well-equipped to support those pupils who need to regulate their emotions. This helps to create a calm and purposeful learning atmosphere.

The school offers pupils many enrichment opportunities. All groups of pupils have access to a range of lunchtime and out-of-school activities. These promote pupils' health and well-being. It gives them opportunities to try new things. Pupils develop their talents and contribute much to the community.

Leaders consult with staff to decrease unnecessary work. This is enabling staff to focus more on their core job of teaching well. Staff value this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that they keep staff up to date with the latest safeguarding guidance. Staff have a sound understanding of how to identify pupils who may be at risk. There is an open culture of caring. Staff report even the slightest concern to make sure pupils are safe.

Leaders work with a range of external agencies. This supports pupils' safety and welfare effectively. Pupils learn about potential risks and how to keep themselves safe. This includes workshops about online safety and age-appropriate relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is delivered effectively, overall. This is particularly the case where leaders have planned learning that helps pupils progress well. They give clear guidance to teachers about what to teach and when. In a few cases, such as in geography and history, leaders' guidance focuses too much on individual tasks or topics, rather than planning learning over the longer-term so pupils know more and remember more. Leaders of those subjects need to define the essential knowledge that they want pupils to remember for the future. Leaders and teachers should be clear on how they want pupils to learn and remember key knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 27 to 28 April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102417
Local authority	Hillingdon
Inspection number	10121580
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Hilary Gotham
Headteacher	Gillian Westbrook
Website	http://www.bwicofe.co.uk
Date of previous inspection	27–28 April 2016

Information about this school

- There has been a reduction in the number on roll owing to changes in the local population. As a result, the school is moving from a two-form to a one-form entry school.

Information about this inspection

- I met with the headteacher, deputy headteacher and assistant headteacher as well as some middle leaders. I spoke to a representative of the local authority. I met with the chair of the governing body, as well as five other governors.
- I did deep dives in reading, mathematics and geography. This included discussions with leaders about how they plan the curriculum to ensure that pupils systematically learn and remember more; the guidance they give to teachers; and how they ensure that teachers gain strong subject knowledge. I also visited lessons, spoke with groups of pupils in some of those classes about their learning, and scrutinised pupils' work. I also had discussions with the teachers of the classes that I visited. Other subjects were also considered as part of the inspection.

- I checked the school's policies and records and spoke with the designated safeguarding leader, senior leaders, governors, pupils, staff and parents to check on the school's culture of safeguarding.
- I had formal meetings with staff and spoke with pupils during social times. I spoke with parents in the playground and considered the responses to the parent, staff and pupil surveys.

Inspection team

David Radomsky, lead inspector

Ofsted Inspector

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