

Inspection of a school judged good for overall effectiveness before September 2024: Bishop Winnington-Ingram CofE Primary School

Southcote Rise, Ruislip HA4 7LW

Inspection dates:

15 and 16 October 2024

Outcome

Bishop Winnington-Ingram CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are extremely happy and feel valued in the school. They demonstrate the school's caring ethos through their kind and thoughtful behaviour. Staff have developed positive relationships with pupils. They know the pupils very well which ensures they are kept safe.

The school has high expectations for pupils, including those with special educational needs and/or disabilities (SEND). All pupils are supported to be able to achieve the aims of the curriculum.

Pupils are well behaved during lessons and around the school site. This includes in the early years and the provision for two-year-olds, where staff help children to follow routines and instructions. Pupils enjoy the opportunities they have to develop their character and contribute to the school community. These include peer mentors and reading ambassadors.

There are a broad range of clubs in the school that develop pupils' talents and interests. These include a choir, sports, and gardening clubs. Some opportunities are specifically designed to support the personal development of pupils with SEND. All pupils in the school take part in outdoor adventure activities each year. This supports pupils to develop a broad range of practical skills.

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

The school has developed an ambitious curriculum for all pupils, including pupils with SEND. The curriculum is designed to build pupils' knowledge progressively over time. The school has put in place a number of strategies in mathematics and writing to ensure the impact of the curriculum is strong in these areas. In the early years and the provision for two-year-olds, staff think carefully about how children learn across all areas of learning.

Teachers have strong subject knowledge. They present information clearly to pupils during lessons. In early years, staff check and develop children's use of language and vocabulary effectively. Staff make effective adaptations for pupils with SEND. Support staff work well with individual pupils to ensure that all pupils access the curriculum. Sometimes, teaching does not identify and clarify pupils' misunderstandings. This means that, on occasion, pupils do not commit knowledge and subject-specific vocabulary to their long-term memory.

Leaders focus strongly on pupils learning to read from the very start of Reception. Staff consistently deliver the phonics programme. They identify and support pupils who fall behind with early reading. The books that pupils read match the sounds that they know. This helps pupils to become fluent and confident readers. There is an emphasis on developing pupils' passion for reading. Pupils read a wide variety of texts daily and enjoy reading for pleasure.

Pupils have positive attitudes to learning. Leaders ensure that systems to support pupils' behaviour are clear. Staff use an effective rewards system to recognise and praise the positive contributions that pupils make. Pupils appreciate this and are motivated to earn rewards. In early years and the provision for two-year-olds, children follow routines sensibly and concentrate on activities.

The school has put in place a number of new measures to improve attendance. As a result of this, absences are reducing, including for pupils with SEND. The school has robust procedures in place and works closely with parents to support pupils to attend school regularly.

The school has developed a thoughtful personal development provision. This is centred around the values of the school. Pupils develop an understanding of how to stay safe and healthy. They attend a range of visits each year. Outings include visits to museums, places of worship and places of cultural interest. These broaden pupils' knowledge of their local area and awareness of different cultures. The school also welcomes regular visitors to the school to deliver workshops to the pupils. These include talks by the police, scooter safety and a Viking workshop.

Leaders prioritise the health and welfare of their staff and pupils. They are conscious of the pressures of workload and explore strategies to minimise this where possible. The school supports staff to be able to ensure that all pupils in the school can access the curriculum effectively. The school has built very strong working relationships with parents and carers, and the local community. The governing body understands the strengths and

priorities of the school and carries out its role effectively. It has a clear strategic vision and provides appropriate challenge and support to the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teaching does not systematically identify and clarify pupils' misunderstandings or ensure that pupils are secure in subject specific vocabulary. This means that sometimes pupils do not retain important key knowledge and understanding. The school should develop the expertise of all teachers so that they address any gaps in pupils' understanding and ensure that learning is firmly embedded before moving on to new content.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102417
Local authority	Hillingdon
Inspection number	10345805
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair of governing body	Danny Gallup
Headteacher	Rachel Blake (executive headteacher)
Website	www.bwicofe.co.uk
Date(s) of previous inspection	30 and 31 October 2019, under section 8 of the Education Act 2005

Information about this school

- Bishop Winnington-Ingram CofE Primary School is a Church of England school, within the diocese of London. The last section 48 inspection took place in April 2023.
- The school has a provision for two-year-olds.
- The school do not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, headteacher, members of the senior leadership team and a range of staff. They also met with members of the governing body, representatives from the local authority and the diocese of London.

- The inspector visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The Inspector considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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