

## National Society Statutory Inspection of Anglican Schools Report

### **Bishop Winnington Ingram Church of England Voluntary Aided Primary School**

Southcote Rise,  
Ruislip,  
Middlesex,  
HA4 7LW

#### **Diocese of London**

Local authority: London Borough of Hillingdon

Date of inspection: 22<sup>nd</sup> January 2008

Date of last inspection: October 2003

Type of School: Voluntary Aided Primary

School's unique reference number: 102417

Headteacher: Mrs Gill Westbrook

SIAS Inspector: Gladys Vendy (N.S. 299)

### **Context**

Bishop Winnington-Ingram CE School is a popular two form entry school with a Nursery, attached to St Martin's Church, Ruislip. The school draws from a wide catchment area with 11% of pupils coming from out of the borough. The pupil intake has changed since the last denominational inspection with a rising number of children on the SEN register and with English as an additional language. A growing number of children are of an ethnic minority heritage. Most pupils come from socially and economically advantaged homes. 89% of the children are from Christian families and a significant number attend Sunday worship.

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

The school has some outstanding features and the strong Christian ethos is secured through the close links between the school and the church of St Martin's. Relationships between pupils and staff are excellent.

### **Established strengths**

- The worshipping life of the school with its close and active partnership with St Martin's Church is clearly articulated through the spiritual development of pupils, parents and staff.
- Sound teamwork by all staff support the leadership and management's vision of the school as a living Christian community in which everyone is valued and harmonious relationships are nurtured and flourish.
- Spiritual, moral, social and cultural development are very good.

### **Focus for development**

- Evaluation of the new scheme of work with particular reference to planning and monitoring
- Rigorous assessment of RE work using national level descriptors in order to make accurate comparisons with achievement in other core subjects.
- Recording non written and creative work for each child in RE.

**The school through its distinctive Christian character is outstanding at meeting the needs of all its learners.**

The school makes excellent provision to meet the needs of all its learners based on Christian values which permeate every aspect of school life. The mission statement with its clear emphasis on reflecting the love of God is displayed in the entrance foyer alongside faith symbols and The Bible. The appointment of an inclusion manager has ensured that the inclusion of all learners is central to the school vision. There is excellent support for SEN and EAL pupils who make good progress. Provision for the Gifted and Talented pupils is monitored through Individual Challenge Plans. The school has many positive behaviour management strategies and puts considerable emphasis on providing opportunities for children to build confidence and self esteem. Parents speak confidently of the school's Christian ethos and the high standards of achievement. A group of parents said that the school was a welcoming and friendly place – 'like one big happy family'. A Breakfast Club is run by one of the parents. Members of the school council feel they are listened to and through advocating a zero tolerance approach have influenced the behaviour policy. They feel that one of the benefits of attending the school is that they can 'talk openly about religion'. A group of children who were interviewed about attending a church school from the perspective of non-church-goers were able to articulate some of the differences with other schools they had attended saying that they had learned a lot about Christianity from RE lessons, assemblies, mass and church services as well as from friends who do go to church. There are very strong links between the school and the parish church and a group of pupils help with St Martin's Toddler Group on a regular basis as part of their citizenship programme. A wide variety of extra curricular activities encourage all pupils to further their spiritual, moral, social and cultural development. Children clearly understand and recognise the need to work together to help others and to care for those in the community through regular charitable giving.

**The impact of collective worship on the school community is good**

Worship is of central importance to the life of the school and is a key element in the Christian witness which underpins its Christian character. There is a clear pattern of worship throughout the week which includes worship with the whole school, key stages or year groups and which all staff attend. Themes for worship are carefully planned and often link to the church year. Worship is regularly led by clergy from St Martin's Church and other local churches that the school children attend which allows them to experience a breadth of Anglican worship as well as some non denominational worship. All major Christian festivals are celebrated in school, sometimes with a mass for the Junior children. As a response to a whole school evaluation of worship there are plans to sometimes hold this in the church. Year 6 serve, write and read prayers and lessons at mass. Worship is effectively monitored and evaluated by the lay reader, who is a governor, and she reports annually to the Governing Body. There is a good coherence between worship at St Martin's Church and the school, made easier because of the numbers of children and staff who attend Sunday worship. Children are very aware of prayer and develop a spiritual life and like the chance to reflect quietly. A memorial to one of the children who died recently has been designed to be a reflective place for children. Pupils say they enjoy worship and those new to the school were able to compare worship very positively against their previous experiences. As one child explained, 'I now know God is always there to help'. Key Stage and Year Group acts of worship were observed and the children came in silently to music, understood the use of the candle as a focus and joined in the singing enthusiastically, often using actions. There was very good reflection and a clear development of the theme of journeys between the different age ranges. Classes make their own prayer books and a book of graces each term which are used regularly. Each class makes its own cross in September to be displayed throughout the year in their classroom and these are always imaginative and serve to emphasise the wholeness of the school community. A residential visit to Walsingham is planned for Year 5. There is a Parents' Prayer group which meets monthly and uses the requests which are left in the prayer suggestion box in the entrance foyer.

### **The effectiveness of Religious Education is good**

The RE co-ordinator who is a senior member of staff is enthusiastic, knowledgeable and passionate about her subject. Following a carefully audited review a clear action plan was drawn up and through common consent with the staff and governors the school has this term introduced the new Diocesan scheme of work. The RE co-ordinator has worked closely with a well qualified higher level teaching assistant to produce long term planning and individual lesson plans for all year groups. Planning shows good links with other subjects, particularly literacy, music, art, and PSHE. Staff are encouraged to annotate these plans for future review and evaluation. The staff have welcomed and embraced this high level of support. The quality of learning and teaching observed was always good with the pupils showing very good prior knowledge and understanding. In the Foundation Stage RE is taught as a discrete subject using elements of Godly Play showing very good links with the Early Learning Goals. Children in Key Stage 1, who were learning that Jesus is the Light of the World, understood that light is a symbol of hope and goodness and were able to recognise a range of different candles including the purpose of a votive stand. Children spoke openly about praying for others. The lower juniors were beginning to understand the relationship between God and Jesus through the story of Jesus found in the temple. They showed very good empathy with the feelings of Mary, Jesus and Joseph. In the upper Key Stage 2 RE impacted upon the capacity of the children to confront and reflect upon the mysteries of life through the idea of encounters with God. Pupils showed very good knowledge of the stories of Jacob's wrestling and Moses and the Burning Bush. Children were confident in their responses and able to share their emotions in a secure and respectful environment. They had used a wide range of writing genres and the poems they wrote were imaginative, sensitive and of a very high standard. In all classes questioning skills were of a high order, giving children time to reflect and drawing all the children into discussions thus contributing to their spiritual and moral development. Skilful use was made of interactive white boards to support children's learning. The new scheme of work has yet to be embedded and evaluated with particular reference to planning and monitoring. Assessment has been set up to use the national level descriptors and is being developed alongside the introduction of the scheme of work. Follow up work sometimes takes a practical form and ways to record non written and creative work are not yet established. The school has a good range of resources including age appropriate Bibles which are maintained in very good condition. Children say they have enjoyed RE more this term because it has made them think more about the way they live their lives. RE is reported on annually to the Governing Body.

### **The effectiveness of the leadership and management of the school as a church school are outstanding**

The strong Christian leadership by the Head Teacher, senior staff and clergy, who work in close partnership, contributes significantly to the strength of the school as a church school. Staff are made aware at their interviews of the Christian nature of the school. There are effective induction procedures in place to explain and explore the Christian ethos which includes training to lead worship. The school governors give very good support to maintaining the distinctive ethos of the school as shown through their contacts with other churches and the wider distribution of their admissions leaflet. Governors are assigned to year groups and move with them through the school so that children get to know them well. Staff morale is very good and a 'Well- Being' team seeks to maintain this. The close involvement of the parish and its community make a significant impact upon the distinctiveness of the school as a church school and the school always contributes to St Martin's church magazine. The school has a colourful website and there are clear links with the church website. Staff have completed a questionnaire about collective worship and RE and the results have led to several changes in both areas. The school has very good links with its local church secondary school. The school is very well supported by the diocese and the LA. All aspects for development since the last denominational inspection have been achieved.