

# Christ Church Bentinck Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	101147
<b>Local Authority</b>	Westminster
<b>Inspection number</b>	376519
<b>Inspection dates</b>	13–14 September 2011
<b>Reporting inspector</b>	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Samantha Spring
<b>Headteacher</b>	Sandra Tyrrell
<b>Date of previous school inspection</b>	20–21 January 2009
<b>School address</b>	Cosway Street London NW1 5NS
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<b>Email address</b>	office@ccbprimary.co.uk

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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 24 lessons or parts of lessons, taught by 11 teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, the school's development plans, and policies and records for safeguarding pupils. They considered the 131 responses to the questionnaire received from parents and carers, the 110 responses to the questionnaire for pupils in Years 3 to 6, and the 28 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How accurately the school evaluates the quality of its work and secures consistency of provision through the school.
- Whether rates of learning and progress are consistently swift in all classes and for all groups of pupils, including children in the Early Years Foundation Stage.

## Information about the school

This is a slightly larger than average primary school with Early Years Foundation Stage children taught in one Reception and two part-time Nursery classes. The proportion of pupils from minority ethnic backgrounds is above average. The proportion of pupils with special educational needs and/or disabilities is below average, although more pupils than average have statements of special educational needs. Most of these pupils have speech, language and communication needs. The very large majority of pupils speak English as an additional language. A minority of these pupils are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is well above average. More pupils join and leave the school partway through their education than nationally. The school operates and manages a breakfast club. The school has achieved a number of nationally recognised awards including the Healthy School Award and the Activemark for sport.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Christ Church Bentinck Church of England Primary is a satisfactory school. Children make satisfactory progress in the Early Years Foundation Stage. They are happy and form positive relationships with adults and other children in the Nursery and Reception classes. Records of ongoing observations of the progress children make in their learning are kept. However, these are not always used to plan tasks that build on what the children know already so that they make swifter gains in their skills. Pupils' attainment by the end of Year 6 in English and mathematics is rising although it remains broadly average overall. Teaching is satisfactory and enables pupils to make satisfactory gains in their learning. There are classes where pupils make good progress because teaching is good, for example in Year 6 and Year 2. This helps to raise attainment but is not consistent enough to ensure that all pupils learn and progress well through the school. The school has good systems to track the progress pupils are making and set individual targets for pupils. However, teachers' planning does not always make enough use of assessment data and targets to match activities to pupils' specific learning needs. Consequently, expectations of what pupils can do are not always appropriately challenging to ensure that the pace of learning is consistently swift.

The school's strengths are in the promotion of aspects of pupils' personal development. This contributes to pupils' positive attitudes to learning and their good behaviour in lessons and around the school. Pupils know the importance of healthy lifestyles as the school's success in achieving the Healthy School Award and the Activemark reflects. The large majority walk, cycle or travel by scooter to school. Extra-curricular sports clubs, including multi-sports, tae kwon do and football, are popular and pupils enthusiastically use the sporting equipment available in the playground at break-times. Participating in competitive sporting tournaments with other local schools raises self-confidence, boosts pupils' self-esteem and builds links with a variety of local communities. Pupils have a good awareness of how to keep themselves from harm, for example through opportunities to learn cycling proficiency and by exploring how to use electricity safely in the home in science lessons. They are in no doubt that adults will help them should any problems occur. Positive social skills, average attainment in literacy and numeracy, and above average attendance mean pupils are satisfactorily prepared for the next stage in their education.

The headteacher and deputy headteacher work closely together with the staff and the governing body as a cohesive team. Self-evaluation of the quality of the school's work is generally accurate. Priorities for improvement are appropriately identified and

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are leading to improvement, such as the start made in raising attainment in English and mathematics at the end of Year 6. However, the impact of the self-evaluation process is only satisfactory because monitoring of teaching, learning and the curriculum does not always focus sufficiently on ensuring sustained improvements are made. Consequently, some positive initiatives to improve pupils' academic outcomes are not being followed up systematically at all levels to ensure they lead to increased rates of pupils' progress to raise attainment further. Some recently introduced initiatives, including daily mental mathematics practice and opportunities for pupils to write in a variety of different styles using key literacy skills, are well chosen, but have not had time to show their effectiveness. Given the school's track record since the last inspection, for example in raising attainment, in ensuring consistently good behaviour and above average attendance, and in successfully involving parents and carers in helping their children's learning, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- By summer 2012, raise attainment and increase rates of learning and progress through the school by:
  - enhancing the consistency of teaching so that all pupils make swift gains in improving their literacy and numeracy skills
  - using assessment information and pupils' individual targets to plan the next steps in pupils' learning and set work that is consistently challenging and well matched to all pupils' needs, including for children in the Early Years Foundation Stage.
- Sharpen the skills of leaders and managers at all levels in using monitoring to secure sustained improvements to provision, learning and progress for all groups of pupils.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils' overall achievement and enjoyment in their learning are satisfactory. The reason for this was illustrated in a literacy lesson. Pupils were working hard to complete the tasks set although expectations of new learning were not matched in difficulty to the full range of pupils' abilities in the class. The pace of learning slowed because some pupils were not stretched enough when they were expected to complete work they were already able to do well. In another literacy lesson, pupils concentrated well on the work they were doing although explanations and models of language were not sufficiently clear to ensure that all pupils developed new skills swiftly. In a mathematics lesson, pupils appreciated being challenged to work out for themselves what method to use to calculate multiplication sums. They made good

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progress because the teacher also modelled clearly what they had to do and regularly checked that they had understood.

Pupils with special educational needs and/or disabilities, including those with speech, language and communication difficulties, enjoy working with adults in lessons and outside the classroom in small groups. They make satisfactory rather than good progress overall because the quality of their learning is uneven. Pupils who arrive partway through their education settle quickly, make friends and do as well as their peers. Pupils speaking English as an additional language make satisfactory progress in their learning because they work hard with additional adults to complete the same work as other pupils.

Pupils from widely diverse backgrounds get on well together in lessons and out at play. They are knowledgeable about the wider cultural diversity within the school and treat each other’s cultures and faiths with respect and consideration. Partnership with the parish church is strong and moral values are promoted consistently clearly. Together with caring attitudes and generous charity fund raising, the extent of pupils’ spiritual, moral, social and cultural development is good. The school council sometimes takes a leading role in school assemblies and has helped to select equipment for pupils to use at break-times. However, opportunities for pupils to take on responsibilities more widely within the school and local community are limited.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Pupils have a clear understanding of what they are going to learn in class because teachers consistently explain this at the start of lessons. Good relationships between staff and pupils, and the effective way behaviour is managed by all staff, help to foster pupils’ positive attitudes to learning. Their good social skills are promoted through opportunities to work together in pairs and small groups. Speaking and listening are prioritised regularly in lessons, supporting pupils speaking English as an additional language in developing their English language skills. When teachers’ lengthy explanations leave limited time for independent work, or when pupils who complete tasks quickly spend time waiting for other pupils to finish, the pace of pupils’ learning and progress slows. Although additional adults are sometimes used well in lessons to support pupils’ learning and progress, teachers’ planning does not always identify specifically what they should do to support learning so that all pupils make swift progress. More able pupils are sometimes set tasks that are insufficiently challenging during independent work.

Good links between subjects are developing through topic-based themes. For example, pupils in a literacy lesson were practising writing instructions for making chocolate croissants. First, they made the croissants for themselves and then they described how they made them and the ingredients they used. However, the curriculum does not always ensure that pupils build steadily on their skills in English and mathematics because planning does not always ensure that tasks are consistently well matched to all pupils’ needs. There is a satisfactory range of visitors to the school and visits to local places of interest. Extra-curricular clubs including choir, jewellery and art are particularly popular.

The coordination and monitoring of support for pupils with special educational needs and/or disabilities is satisfactory. The quality and effectiveness of additional provision for these pupils, including for those with statements of special educational needs, are not always checked regularly enough to enable rapid improvements to be made. Staff know pupils well as individuals and provide appropriate additional care and guidance to pupils who experience challenging circumstances. Links with outside agencies provide additional advice and guidance for vulnerable pupils. Transition arrangements ensure that pupils make informed choices about their transfer to secondary school. The breakfast club ensures a calm and punctual start to the school day. Here, opportunities for pupils to make friends with pupils in other classes effectively foster their personal skills.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>3</b>

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**The effectiveness of care, guidance and support**

**3**

## How effective are leadership and management?

The governing body is supportive, and works closely with the school’s leaders and managers. They ensure arrangements for safeguarding are good. Staff receive regular training and have a good knowledge of safeguarding procedures. Policies are detailed and reviewed regularly. The school site is well maintained and secure. Quality assurance and risk assessments are good. The school promotes community cohesion well by developing and encouraging a detailed understanding of the school and local community. The many different faiths, ethnicities and cultures that exist within it are strongly valued. The school systematically evaluates its work to promote community cohesion in order to plan further improvements and links are developing with a contrasting school within the United Kingdom. Pupils have equal opportunities to make satisfactory progress in their learning and all pupils, whatever their background or ability, have the chance to participate in activities in and out of school because discrimination is appropriately tackled. Leaders, managers and the governing body drive improvements and embed ambition satisfactorily. This is because initiatives to increase pupils’ progress and raise attainment are not always monitored and followed up regularly enough. Consequently, despite recent enhancements, inconsistencies remain in the quality of provision for English and mathematics, and teaching is not consistently good. The school works hard to engage the support of parents and carers: sessions for parents and carers explaining how mathematics are taught, English classes for parents and carers who speak English as an additional language and weekly newsletters are a particular strength of the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Children in the Early Years Foundation Stage work and play well together. For example, children sensibly played a counting game in the Reception class. They took turns and helped each other to count the number rolled on a dice and match it with the same number of toy biscuits. Children making self-portraits using paper plates and tissue paper shared resources readily and enjoyed looking at each other’s paper faces when they had finished. There is an appropriate balance of adult-led tasks and opportunities for children to choose tasks for themselves. Children working with an adult in the Nursery outside area were learning to use the climbing frame safely. The Early Years Foundation Stage is satisfactorily led and managed which ensures that the progress children make in the Nursery and Reception classes is regularly documented. However, these records and observations are not always used systematically to plan the next steps in children’s learning. Recent enhancements to the outdoor spaces for children in the Nursery class ensure that they develop their skills in both the inside and outside areas. Provision for outdoor learning in the Reception class is more restricted. This sometimes limits opportunities for children to develop their physical development and their knowledge and understanding of the world in particular. Children make satisfactory progress in the Early Years Foundation Stage although their attainment remains below average by the end of the Reception Year.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A larger-than-average proportion of parents and carers responded to the questionnaire. In the survey, the very large majority of parents and carers are happy with their children’s experience of school and almost all are confident that the school keeps their children safe. The very large majority evaluate the quality of the school’s work to develop pupils’ personal skills positively. Most agree that their children’s needs are met and almost all agree that they are well taught at the school. Inspection findings generally endorse the views of parents and carers regarding pupils’ personal development. Inspectors found rates of learning and progress, pupils’ academic outcomes and the quality of teaching and other aspects of the school’s provision to be satisfactory.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Bentinck Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 131 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	75	31	24	1	1	1	1
The school keeps my child safe	97	74	33	25	0	0	0	0
The school informs me about my child’s progress	79	60	43	33	5	4	2	2
My child is making enough progress at this school	64	49	53	40	7	5	3	2
The teaching is good at this school	77	59	47	36	7	5	0	0
The school helps me to support my child’s learning	67	51	51	39	5	4	3	2
The school helps my child to have a healthy lifestyle	79	60	45	34	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	47	55	42	5	4	0	0
The school meets my child’s particular needs	59	45	63	48	7	5	0	0
The school deals effectively with unacceptable behaviour	80	61	44	34	3	2	0	0
The school takes account of my suggestions and concerns	58	44	64	49	6	5	0	0
The school is led and managed effectively	72	55	47	36	5	4	0	0
Overall, I am happy with my child’s experience at this school	87	66	39	30	3	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 September 2011

Dear Pupils

**Inspection of Christ Church Bentinck Church of England Primary School,  
London, NW1 5NS**

Thank you very much for your friendly welcome and for helping us when we visited your school recently. We enjoyed talking to you very much and listening to what you had to say. We were pleased to see how well you all get on together and how well behaved you are in lessons and around the school. This letter is to tell you about the judgements that we reached.

Christ Church Bentinck Church of England Primary is a satisfactory school. You told us that you like coming and you particularly enjoy the clubs that the school organises. You have a good understanding of how to keep yourselves fit, healthy and safe. The youngest children get off to a satisfactory start in the Nursery and Reception classes. You also make satisfactory progress to reach average standards by the end of Year 6.

To help you to do even better we have asked the staff to make sure that all of you are set work that is the right level of difficulty for you. All of you can help by telling your teachers if the work is too easy or too difficult. We would also like the teachers to set you tasks that enable you to meet your individual targets in literacy and numeracy so that you can move quickly up to the next level in your work. All of you can help by remembering these targets and checking regularly for yourselves that you are meeting them. We have asked the school to make even more checks on its work so that it continues to improve. We would like each of you to make good progress in all your lessons.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard  
Lead inspector

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