

Christ Church Bentinck Church of England Primary School

Cosway Street, London, NW1 5NS

Inspection dates 9–10 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well throughout the school because they are taught well in all classes. Standards are rising and by the end of Year 6 are above average in reading, writing and mathematics.
- Teaching is consistently good and more is now outstanding. In most lessons, teachers set demanding activities and pupils receive very good advice on how to improve further.
- Pupils from different groups, including disabled pupils and those with special educational needs, make good progress. Their needs are understood and support for them is good.
- The Early Years Foundation Stage is outstanding. Children in the Nursery and Reception classes receive excellent help and quickly grow in confidence, developing a love and enjoyment for learning. They make outstanding progress.
- Pupils' behaviour, attitudes to learning and respect for each other are outstanding. Pupils are enormously proud of their school and play an active part in contributing to the positive atmosphere.
- Pupils' spiritual, moral, social and cultural development is a particular strength of the school. Pupils from different backgrounds and cultures get along very well and are respectful of each other's differences.
- Leadership is outstanding. Leaders are highly supportive of the vision to continually improve and are powerful role models around the school. Staff and parental support for the headteacher has driven up standards across the school.
- Governors' work with the school is outstanding. Governors know its strengths and weaknesses and are committed to asking demanding questions to make sure that it keeps on improving.

It is not yet an outstanding school because

- Although achievement and teaching are good, not enough pupils reach the higher levels in reading, writing and mathematics by the end of Year 2.
- The gaps between the attainment of pupils eligible for the pupil premium funding and their peers are not closing as swiftly in reading and writing as they are in mathematics.

Information about this inspection

- Inspectors observed 15 lessons, four of which were jointly observed with the headteacher and deputy. In addition, the inspection team made a number of other short visits to observe support and small-group booster sessions.
- Inspectors also attended a Harvest service in the church and a school assembly.
- Inspectors listened to pupils read and spoke with pupils throughout the inspection. They spoke with four school governors and a local authority representative. They also spoke to school staff, including senior and subject leaders.
- Inspectors noted the content of the 46 responses to the online Parent View survey when carrying out the inspection, and also spoke to parents and carers who were bringing their children to school. Responses to 30 staff questionnaires were also considered.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, planning and monitoring, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Victoria Turner

Additional Inspector

Full report

Information about this school

- The school is smaller than the average primary school and provision for children in the Early Years Foundation Stage is in the Nursery and Reception classes.
- The majority of the pupils are from minority ethnic groups and the proportion who speaks English as an additional language is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of those supported at school action plus or with a statement of special educational needs is slightly above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and pupils from service families, is well above average
- The breakfast club is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of pupils who achieve the higher national levels of attainment in reading, writing and mathematics by the end of Year 2 by continuing to build on the improvements seen in teaching.
- Quickly close the remaining gaps between pupils eligible for pupil premium funding and their peers, in reading and writing, by ensuring that:
 - teachers consistently set work which challenges the most able pupils in Key Stage 1
 - strategies to boost the learning of those supported by pupil premium funding are having as positive an impact on their achievement in reading and writing as they already are in mathematics.

Inspection judgements

The achievement of pupils is good

- Children joining the school in the Nursery class often require considerable support with their speech and language skills. They make excellent progress through the Early Years Foundation Stage because their needs are identified early on and they have first rate help from skilled adults who encourage their interest and enjoyment in learning.
- Pupils make good progress through the school and by the end of Year 6 are reaching standards which are above average overall. School information shows that all pupils in Key Stages 1 and 2 have made at least good progress since teaching improved and became securely good.
- Pupils known to be eligible for free school meals reach standards above those of others nationally for all subjects and perform particularly well in mathematics in school. However, in school, they are almost a year behind in writing and two terms behind their peers in reading. Gaps are not closing as quickly in writing and reading as they have in mathematics where extra funding has been used effectively to provide additional support in school, make the homework club more accessible and create booster support in Years 5 and 6. The school is looking more closely at refining the support available in English.
- Standards of reading have risen and are now above average. The more-able pupils in Years 2 and 6 read fluently and with good expression, demonstrating skill levels above those expected for their age. Less-able pupils in these years show a secure grasp of the principles of reading and how they have been taught to cope with unfamiliar words. Pupils speak with pride and pleasure about their enjoyment of reading and the reasons why they sometimes choose non-fiction books, so that they learn more. Year 1 pupils achieved higher than average results in the national reading check last year.
- Writing standards across the school are high and writing is a feature of many activities in classes, topics, visits and trips. All pupils have a regular weekend writing homework which reinforces the week's themes in literacy.
- Disabled pupils and those who have special educational needs receive good-quality support and achieve well as a result. Additional funding, to provide adult support for smaller groups, has been highly effective in promoting pupils' success in learning.
- The achievement of pupils from minority ethnic groups is similar to other pupils and is also good. Those who speak English as an additional language also make good progress, because the school identifies their needs early on and provides good support. The school is also active in working with parents and carers and organising workshops to encourage them into school.
- Sports funding has been used to allow more of the school teams to participate in competitions and this has aroused the interest and competitive nature of a larger proportion of pupils. The school has invested in the training of its physical education subject leader and, in turn, developed the skills of individual teachers so that the profile of sport and its importance in healthy lifestyles has been raised throughout the school. A high proportion of pupils attend the vast range of activities on offer to them.
- The improvements in teaching and learning since the last inspection have yet to increase the number achieving the highest levels by the end of Key Stage 1. Achievement across the school will be outstanding when learning gaps have effectively closed and more pupils gain the higher levels in national tests in Year 2.

The quality of teaching is good

- Lesson observations, work seen in pupils' books and the school's own records show that good teaching over time enables pupils to make good progress and achieve well. In the majority of lessons, teaching is consistently good and more is increasingly outstanding.
- Teachers in school plan together in teams, carefully taking account of what pupils already know, understand and can do. This makes sure that activities are suitably demanding for most pupils

and engage the interest of all pupils, motivating them well. In a small number of lessons however, the most able pupils are not challenged enough and they miss opportunities to deepen their understanding and move up to higher level work. In the recent past, this has especially been the case for Year 2. School leaders have rearranged groups, reduced their size and provided additional teaching to cater for the most able. This is beginning to have an impact on pupils' achievement.

- The school provides good support for disabled pupils and those who have special educational needs. All pupils receive high-quality support from teachers and dedicated teaching assistants at the right level for them within lessons and in one-to-one or small-group activities. Their progress is carefully tracked so that they achieve well.
- Activities are varied and teachers use different methods and resources to bring subjects to life. The use of information and communication technology and a range of paired and group activities involves pupils more actively in their learning. Their resulting interest, motivation and enjoyment of learning contribute to their good progress.
- In the lessons where teaching is outstanding, teachers are very effective in creating opportunities for pupils to develop their thinking, apply ideas and find things out for themselves. The pace of learning is swift and pupils are highly engaged. They deliberately create opportunities for pupils to be independent and responsible for themselves and their own successes.
- Marking across the school is consistently good, and pupils say that they value this as it helps them to know how to improve and to reach their targets. Pupils make their own comments and have 'read and respond' time to check what the teacher has written, which helps them to reflect and make good progress.
- Teaching has greatly improved over time and is close to being outstanding overall. It is not yet there, because all groups of pupils are not consistently challenged to achieve their very best across all subjects and in each phase of their learning.

The behaviour and safety of pupils are outstanding

- Pupils have exceptionally positive attitudes to learning. They manage their own behaviour very well and play a very active part in maintaining the positive atmosphere in their school.
 - The parents, carers, and staff agree that pupils' behaviour in lessons and around school is excellent. Pupils' attendance levels are rising and are above average. The school is vigilant in withholding permission for term time holidays and has scheduled staff training days so that pupils can observe their religious festivals, without missing out on learning opportunities. The breakfast club is extremely popular and has also had a positive impact on attendance.
 - School councillors represent pupils well and act as positive role models for others in the school. Older pupils deliberately become buddies for younger ones and the friendship bench is an excellent place for anyone in need of a little company. Everyone knows and agrees with the 'Golden Rules' and this helps pupils to move around the school responsibly, showing their well-developed sense of maturity.
 - Bullying is rare and dealt with effectively when it occurs. Pupils understand risk, particularly as they are involved in a high number of visits and know how to stay safe outside school. They are highly aware of different types of bullying and how to keep themselves safe, especially on the internet. There are very few racist incidents, and discrimination in any form is not tolerated.
 - Pupils are very proud of their school and all speak positively about how much they enjoy and value being a part of it. From the very youngest, pupils check that nobody is alone and often go to sit with others, to make sure that they have company at lunchtime in the hall.
 - Pupils say that they feel very safe in school. If they have any concerns, they say that there are several adults who they can turn to for help.
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The leadership and management are outstanding

- School leaders have been highly successful in continuing to improve the school since the last inspection, so that all aspects of its work are now good or outstanding. School leaders work together with a clear vision and commitment to continuous improvement. Their high expectations are reflected throughout the school.
- Leadership roles have evolved and strengthened and new roles created to further develop talented teachers and drive key improvements identified in the school's development plan. Staff responses were resoundingly positive and praising of the leadership team.
- The school reviews all aspects of its work thoroughly and acts quickly to address any gaps so that the pace of improvements is not slowed. School development plans are realistic and sharply focused. Plans to raise standards are linked to close checks on the quality of teaching, learning and progress and these are shared by all leaders at all levels in the school. Excellent staff training and the highly effective recruitment and retention of teaching staff in recent years have led to marked improvements across the school.
- Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress. This has helped to improve the quality of teaching so that all is now consistently good, and increasingly outstanding.
- Pupils greatly enjoy the different subjects they study and high proportions involve themselves in the variety of after-school clubs. Pupil premium funding enables those who are eligible to be involved in a wide range of clubs and provides free access to the breakfast club and the additional care and support of the learning mentor in school. This has helped pupils to feel more settled and be more fully included in the life of the school and has secured their good progress in line with their peers.
- Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer.
- The local authority and the diocese have supported the school very well. Working closely with early years specialists, this has raised the quality of the Early Years Foundation Stage to outstanding. In recognition of the school's improvements, the local authority has elevated school's status and support is at a lighter touch level.
- **The governance of the school:**
 - Governors are highly skilled and their work with the school is exceptional and has been integral in the drive to raising standards and the quality of teaching in the school. They have an excellent understanding of information on pupils' progress, and use the very latest available to make comparisons with other schools. Governors are committed to enhancing their own skills and ensuring that their training is completely up to date. They make regular visits to check directly on key areas of the school's work and also ensure that financial resources are efficiently managed, including pupil premium and sports funding and how this impacts on pupils' achievement. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They check that the popular breakfast club is well run and that safeguarding meets requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101147
Local authority	Westminster
Inspection number	425518

This inspection of the school 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	224
Appropriate authority	The governing body
Chair	Samantha Spring
Headteacher	Sandra Tyrrell
Date of previous school inspection	13 September 2011
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