

# Inspection of an outstanding school: Christ Church Bentinck CofE Primary School

Cosway Street, Marylebone, London NW1 5NS

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Inspection dates: 21 and 22 May 2024

## **Outcome**

Christ Church Bentinck CofE Primary School continues to be an outstanding school.

## **What is it like to attend this school?**

The school has high ambition for all pupils to achieve. Pupils thrive and excel. They enjoy school, work hard and want to learn. Pupils achieve highly across subjects. This is realised through an engaging and carefully constructed curriculum that is delivered exceptionally well.

The school is at the heart of the diverse community it serves. Pupils show great respect for each other. They are very proud of their school and make positive contributions. Pupils enjoy the responsibility of being part of the school council and eco-club, where they have been working to reduce food waste and improve the school site.

Pupils' behaviour is exemplary. They follow the 'Golden Rules', which guide them to show respect, resilience, reconciliation and responsibility. This creates a supportive and nurturing environment where pupils flourish. Pupils feel safe and looked after. They said this school will not tolerate bullying. Pupils are clear about how they can share concerns, for example by using the worry box in their classroom. They know that they will be supported and cared for.

Pupils enjoy a wide array of opportunities. From cricket to crafts, ballet to Bollywood dance, the school offers after-school clubs that aim to enrich all pupils' experiences. A wide range of visits, such as to St Paul's Cathedral and The Royal Opera House, are also planned to strengthen pupils' learning.

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

The school is determined that all pupils receive an excellent education. The curriculum is highly ambitious for all pupils, including pupils with special educational needs and/or

disabilities (SEND). Pupils with SEND are identified quickly, and their learning adapted so that they can fully access the curriculum alongside their peers.

The curriculum has been carefully considered and sequenced. Learning flows seamlessly from the start of early years through to Year 6. Pupils are given excellent opportunities to develop their knowledge. They do this exceptionally well across the curriculum. Pupils' outcomes in statutory assessments are well above average.

The curriculum is taught in a highly effective manner. Learning is built up in small steps. Pupils are given regular opportunities to recall prior learning. This approach enables pupils to remember key concepts and knowledge. Teachers' delivery and explanations of vocabulary, knowledge and skills are excellent. They are skilled at identifying any misconceptions that pupils may develop. For instance, in Spanish, teachers are quick to identify and address any incorrect pronunciation as they arise.

Pupils' behaviour is impeccable. This enables pupils to learn without any disruption or distraction.

Children get off to a strong start in the early years. Staff have high expectations and support children in following clear routines. The curriculum is ambitious, preparing children very well for learning in Year 1. For instance, in mathematics, Nursery children have plenty of well-planned opportunities to explore and develop their knowledge of shapes. An example of this was when children made a square using sticks. Key vocabulary such as angle, length and vertex were taught and practised to help extend children's understanding.

The school has carefully considered how best to support pupils who speak English as an additional language. This ensures that these pupils learn the intended curriculum effectively.

Early reading has been given a high priority. Children start the school's early reading curriculum as soon as they join Nursery. They become confident and fluent readers as they move through the phonics programme. Staff training ensures consistency in the teaching of phonics. Regular assessment is used to check pupils' progression through the programme and ensure that reading books match their phonics knowledge. Pupils who need additional support are identified early and given extra support to catch up. Pupils enjoy reading. They read regularly in school and at home, and enjoy a wide range of genres and authors. Pupils enjoy daily story time and are excited to borrow books from the new school library.

The school has a very positive relationship with parents and carers. For example, weekly coffee mornings provide parents with workshops on how to support their children, as well as sessions on healthy eating and managing home finances. Parents are overwhelmingly positive and grateful for the support and guidance that the school provides.

Leaders have worked hard on improving attendance. They are not complacent. They work closely with other agencies, such as the local authority attendance team, to provide

support and challenge when there are concerns about low attendance. This has helped attendance levels to improve.

Pupils' personal development is given high priority. The school's work is driven by its aim of addressing disadvantage and improving equity for all pupils. A range of clubs and educational trips enhance the curriculum. These include visits to museums and places of worship. Pupils are proud to support the local community, such as by coordinating donations to a local food bank.

Staff enjoy working at the school. They feel well supported by leaders. There is a collegiate culture that helps to further develop staff. The governing body is highly effective in both supporting and challenging the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 outstanding in February 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

<b>Unique reference number</b>	101147
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10327637
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Susannah Robinson
<b>Headteacher</b>	Sandra Tyrrell
<b>Website</b>	<a href="http://www.ccbprimary.co.uk/">www.ccbprimary.co.uk/</a>
<b>Dates of previous inspection</b>	26 and 27 February 2019, under section 5 of the Education Act 2005

## Information about this school

- The school provides a breakfast club for pupils.
- The school does 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 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 senior leaders, including the headteacher and deputy headteacher, and a range of staff. The inspector also spoke with representatives of the local governing body, including the chair of governors.
- The inspector discussed the school with representatives of the local authority and the London Diocesan Board for Schools.
- The inspector carried out deep dives in these subjects: early reading, mathematics and languages. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. The inspector also considered the

curriculum in other subjects.

- The inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- 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 responses of pupils, parents and staff to Ofsted's online surveys.
- The inspector checked the school's policies and records, including those related to behaviour and pupils' wider development.
- The inspector spoke with pupils about their experiences of school and their views on behaviour and bullying. He observed pupils' behaviour during lessons and at social times.

### **Inspection team**

Nicholas Cornell, lead inspector

Ofsted Inspector

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