

Christ Church Bentinck CofE Primary School

Inspection report

Unique Reference Number	101147
Local Authority	Westminster
Inspection number	276461
Inspection dates	11–12 January 2006
Reporting inspector	Glynis Bradley-Peat

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mrs Norma Morris Miss Sandra Tyrrell
Date of previous school inspection	Not previously inspected
School address	Cosway Street London NW1 5NS
Telephone number	02076414135
Fax number	02076415442

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Christ Church Bentinck is a larger than average primary school. The acting head teacher and acting deputy head teacher have only been in their present posts since the beginning of this term. The percentage of pupils eligible for free school meals is well above average. The proportion of pupils who come from minority ethnic groups and speak English as an additional language is well above average. The number of pupils with special educational needs is about average although this varies greatly between year groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

Focus on: Raising standards in English by giving pupils more opportunities to use their writing skills in a range of subjects. Expecting more of higher attaining pupils, especially in English.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Pupils learn well because they value their education and because teaching is good. The school experiences difficulty in the recruitment and retention of staff because of the expense of local housing. To overcome this, managers make sure that teachers are appropriately skilled through regular training. An example of this is the good use all staff make of the new interactive whiteboards to make learning more fun. Teachers and assistants know their pupils well. There are very good systems for tracking pupils' progress in English and mathematics and teachers make good use of these to set termly targets for groups of pupils. These targets are understood by pupils and help them to improve their work and progress to the next level. Planning is thorough and generally matches activities to what pupils have learned before. Teaching assistants are used well to support the learning of pupils in the classroom. However, teachers do not always have sufficiently high expectations of what higher attaining pupils can achieve, especially in English.

Curriculum and other activities

Grade:

The broad and balanced curriculum is good and makes a positive contribution to pupils' ability to stay safe and healthy. The curriculum plans across all subjects are implemented effectively and this is demonstrated by good lesson planning. However, there are too few opportunities to write at length in other subjects besides English. Staff encourage pupils' creative skills and this is reflected in good quality art work. Those at an early stage of learning English are given work which is well matched to their needs and they benefit from good support. There is provision for a wide range of experiences giving all pupils a chance to succeed. Many visits and visitors help to make lessons interesting and exciting and the school has successful links with the Royal Albert Hall and Bloomsbury Theatre. Pupils have also benefited from visits by artists and have created bronze sculptures. The school also holds mathematics and science weeks where pupils' skills are developed through investigation. The school encourages pupils to take part in a variety of extra curricular activities including the 'Christian club', chess club, street dance club and football club, amongst others, which contributes much to their self confidence and life skills.

Care, guidance and support

Grade:

Staff provide good care, guidance and support for pupils which matches the school's own assessment. Parents are confident that their children are safe at school. Child protection procedures are effective and all staff have recently received training. Relationships between adults and pupils are good and pupils are encouraged to speak about their concerns. Pupils settle quickly when they join the school. Speedy assessment and effective induction procedures enable suitable support to be put into place quickly. The welcoming approach of both staff and pupils helps newcomers, often with little English, to feel that they belong to the school very quickly. Support for pupils who have difficulties with behaviour is good and is having a positive impact across the school. Pupils and their parents take part in the setting and review of individual targets that guide pupils in their learning. Parents are encouraged to help their children at home to achieve these targets.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the lovely welcome we received from you when we visited your school earlier this week. We enjoyed watching you in your lessons, assemblies and when you were playing. We would like to thank those of you who took the time to talk to us about the interesting things that happen in your school and about what you do. You told us that you enjoyed coming to school. We are happy to be able to tell you that your school is a good school and your head teacher knows how she can make it even better.

Your behaviour around the school is good and you are very polite and helpful. In the playground, you play together nicely. You know how to keep yourself healthy and safe and why you should exercise. You also know about eating food that is good for you and the school council had some interesting things to say about this! We also like the way that you welcome new children into your school and make friends with them quickly. You, and your teachers, understand how hard it is when new children don't speak much English.

You do well in most of your lessons because of good teaching, but we think that some of you could do even better in English, especially with your writing. Your enthusiastic and hard working teachers are planning to help you to do this by giving you opportunities to write more in other subjects. In some lessons the work is a bit too easy for some of you so the school has been asked to make sure that there is some harder work particularly in English. We know that your head teacher and her staff will work very hard to make these improvements and you can help them by working hard and doing your best.