

Christ Church Bentinck CofE Primary School

Inspection report

Unique Reference Number	101147
Local Authority	Westminster
Inspection number	323412
Inspection dates	20–21 January 2009
Reporting inspector	John Horwood

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	292
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Samantha Spring
Headteacher	Mrs Sandra Tyrrell
Date of previous school inspection	11 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cosway Street London NW1 5NS
Telephone number	020 7641 4135
Fax number	020 7641 5442

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. The headteacher took up her post shortly before the last inspection in 2006. Most pupils come from a wide range of minority ethnic backgrounds. The large majority of pupils have English as an additional language and most of these are in the early stages of learning English when they join the school. The percentage of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is similar to that of most schools. A small minority pupils come from refugee or asylum seeker families. The Early Years Foundation Stage (EYFS) consists of a Nursery class for three-year-olds, who all attend part-time, and a Reception class for four year olds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Parents recognise this and the vast majority are satisfied with all it provides. Parental views were typified by one comment which said, 'The encouragement and support given by the teachers in relation to my child's welfare, studying and behaviour are just remarkable.' Pupils are very supportive of the school. They really appreciate how friendly and helpful the staff are and how they make learning fun. They enjoy school because everyone gets on so well together.

The senior leadership team has a clear commitment to raising standards and provides outstanding leadership and management. The team has been particularly successful in improving teaching and increasing pupils' progress and achievement. The staff provide outstanding pastoral care that contributes to pupils' excellent personal development. These features demonstrate the school's outstanding capacity to improve further. Governors continue to be outstanding. They carry out their statutory duties well and are actively involved in every aspect of the work of the school. They are fully involved in the monitoring of the school development plan and are aware of the strengths and areas for development of the school. There is an outstanding partnership between the leadership team and the governing body. The contribution the school makes to community cohesion is good. Within the school and the local community it is outstanding with pupils, staff and governors being representative of the local community. Within this church school pupils and families of all backgrounds are respected and pupils have a good awareness of other faiths and cultures in Britain and the wider world.

Children enter the EYFS with skills and abilities that are well below those expected for their age. Although the EYFS provision is good overall, the staff do not provide enough opportunities for the children to independently choose activities and explore outdoor areas. Pupils enter Year 1 with standards that are below those expected of five-year-olds, although they make good progress and they leave Year 6 with broadly average standards in English, mathematics and science. In past years pupils have done better in science where they enjoyed the practical activities but now they achieve equally well in all subjects because of improved techniques used in English and mathematics to make these subjects more interesting. All pupils, including those with learning difficulties, make good progress in lessons because of consistently effective teaching.

Teachers are knowledgeable and skilled at making lessons enjoyable within a supportive and caring environment. Work matches the needs of all pupils because the teachers' good planning is securely based on their accurate assessment and personal knowledge of the pupils' abilities. Target setting is well used and the marking of pupils' work is regular and always provides sufficient guidance to pupils on what they need to do to improve. However, teachers do not provide enough opportunities for pupils to assess or reflect on their learning and progress towards their targets during lessons. The curriculum is exciting and lessons often include stimulating practical activities. A good range of extra-curricular activities enriches pupils' learning experiences and personal development.

Pastoral care is outstanding and safeguarding requirements are met fully. The school's strong links with external agencies ensure good support for pupils who find learning difficult. The very good links with the feeder secondary school help the older pupils when they move between the schools.

Relationships are exceptional throughout the school. Pupils behave well, they enjoy school and they know how to keep themselves safe. Attendance is above the expected levels for similar schools. Pupils make a good contribution to the community, they eat healthily and take part in sport with enthusiasm. With outstanding personal development, good information and communication technology (ICT) skills and at least average standards in reading, writing and mathematics, they are well prepared for their future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children thrive in a safe, secure environment where staff know each child very well and work closely with parents and carers to promote the children's welfare effectively and meet their individual needs.

Children start in the Nursery with skills and abilities that are well below those expected for their age. They make good progress throughout the Nursery and Reception years but still enter Year 1 with the knowledge and understanding below that expected of five-year-olds in most areas of learning. Throughout the Nursery and Reception classes, there is a strong emphasis on children's personal, social and emotional development. Behaviour is excellent because there is a consistent approach by all adults to praising children for making the right choices and encouraging them to resolve any conflicts themselves. Provision for children with English as an additional language is a strength. There are strong links with families, and translators and support staff work effectively with children who are in the early stages of learning English to help them express themselves confidently. Staff carefully plan the next steps for children's learning based on regular observations and assessments.

Indoor classroom environments are colourful, attractive and well organised with posters and notices reflecting a range of home languages. Activities are fun and interesting and children engage well. Although teaching overall is good there is sometimes too much emphasis on adult-directed activities and children do not have enough opportunities to access the outdoor learning area or to choose activities for themselves.

The EYFS leader has a clear understanding of the strengths and areas for improvement and monitors the provision effectively to ensure every child is making progress. Staff work well together as a team.

What the school should do to improve further

- Provide more opportunities in lessons for pupils to assess and reflect on their own learning.
- Give children in the EYFS more opportunities to explore the outdoor learning area.
- Improve the balance of activities in the EYFS so the children can choose more activities for themselves.

Achievement and standards

Grade: 2

Standards are improving well. Pupils enter Year 1 with the knowledge and understanding below those expected for their age and make good progress to reach broadly average standards in all subjects by the end of Year 2. Standards are improving steadily and the 2008 national assessment results were the highest since the last inspection. Standards in writing were slightly lower than in other subjects but this has now been addressed through extra support. For several years test results show that the progress pupils make in Key Stage 2 has been improving and

the most recent assessments of Year 6 pupils for 2008 shows that the pupils made good progress. Standards in English, mathematics and science at the end of Year 6 in 2008 were above the 2007 national average. These results, combined with pupils' work and performance, are consistent with the good teaching seen across the school. Where there has been a variation in achievement by some groups, or between subjects, this has been addressed quickly. In all classes, the level of work set for groups and the support provided are appropriate and pupils of all backgrounds and abilities achieve well. Pupils with learning difficulties and/or disabilities make similar progress in lessons to other pupils because of the effective support provided by teaching assistants.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development are outstanding. Relationships are extremely good, with mutual respect between adults and pupils as well as among pupils. Stimulating group work in a religious education lesson, with a presentation of different prayer styles, demonstrated the respect and understanding that pupils have for each other's cultures, beliefs and feelings. The older pupils support younger ones well and listen patiently to their views. Behaviour is good, and often outstanding in lessons, ensuring that all pupils learn in a safe and happy environment. Pupils enjoy their lessons, especially the practical activities. During an assembly seen during the inspection both pupils and adults participated together, demonstrating how outstanding pupils' overall enjoyment is and the excellent relationship between the staff and pupils. Attendance is good and pupils arrive at school on time. Most pupils eat healthily during the day and are aware of what choices they should make. This has helped the school to gain Healthy School status. Pupils are mature and sensible and take on the responsibilities available to them, such as being school councillors and helping in the library and the playground. Their outstanding personal development, combined with their academic skills, ensure that they are well prepared for the future.

Quality of provision

Teaching and learning

Grade: 2

Within overall good teaching there is some outstanding practice that promotes learning at a rapid pace. Teachers' good subject knowledge, classroom management and the outstanding relationships with pupils ensure that pupils pay attention in lessons. Work is well matched to pupils' abilities and teachers make good use of assessment information in their planning. They make lessons interesting and fun. Often, this is achieved by the effective use of clear and challenging timescales for activities. Teachers use a very good range of activities and make full use of ICT to stimulate pupils' learning through visual displays and interactive software. Learning objectives are shared with pupils who know what targets they have and what they need to do to get to the next level. There is scope to improve opportunities for pupils to assess their own work and progress during lessons, as this is inconsistent across classes. Teaching assistants provide good support for those who need additional help. The good quality of marking helps pupils to make progress and also improves staff knowledge of pupils' needs.

Curriculum and other activities

Grade: 2

The curriculum is rich and stimulating. This is reflected not only in how much pupils enjoy their lessons but also in the high-quality displays around the school. To meet the needs of the pupils, the school is continually monitoring and reviewing the curriculum as the backgrounds of the pupils is continually changing. The pupils say that they learn something new every day in every lesson. Planning ensures continuity between year groups and that work properly matches pupils' needs and abilities. Teachers deliver the curriculum using different strategies and approaches so that all pupils have access to learning in effective and exciting ways. Pupils of all abilities are catered for and this is demonstrated by the progress all pupils make in class and their achievement over time in school. Parents are very pleased with the support given for those with learning difficulties. The curriculum is enriched by a good range of interesting visits and trips where full use is made of the exciting and stimulating opportunities available in the local area. Partnerships have been established to considerably enhance the curriculum and support pupils' learning. An example of this was where the school worked with the support of the Royal Albert Hall to produce an acoustic wall and a stage within the school grounds. This not only increases the performing arts opportunities for pupils but is also used to encourage the local community to visit the school to see the pupils perform. There is a good range of clubs open to all ages and the many well-attended sports clubs have contributed to the school being awarded the Activemark. The effective leadership and management of the curriculum impact positively on pupils' progress because systems to implement change and review initiatives are robust and understood by all staff. At present pupils do not have the opportunity to express their views about the ways they enjoy learning most.

Care, guidance and support

Grade: 2

The pastoral care of pupils is outstanding. The school has established strong links with external agencies to help ensure pupils are cared for and supported well. Child protection procedures are securely in place. Health and safety requirements are met. There are good systems for managing behaviour and monitoring attendance. Staff know pupils well and all pupils feel valued. Pupils say that teachers are very fair. Staff ensure all pupils are treated equally and included in all activities. Pupils who need extra help are effectively provided for and make good progress. Their individual education plans are of high quality and ensure that pupils receive appropriate resources. Attendance has improved through an effective range of actions but, more importantly, because of consistent messages from all staff and parents supporting the school policy. Academic guidance is good and is consistent across year groups and in all subjects. Marking of work is very good and pupils are advised how to improve their work. While some pupils have opportunities to be involved in assessing their own work, this is inconsistent across the school.

Leadership and management

Grade: 1

The headteacher, the deputy headteacher and the leadership team all share the same vision for the school and provide outstanding leadership and management. Governors fulfil all their statutory duties and make an excellent contribution to supporting school improvement. The

leadership team, staff and governors are very effective in evaluating the impact of the school's work on pupils' achievement. A very well-devised school development plan is used to identify priorities that lead to rising standards. It contains issues based on secure data and includes not only the planned timescales but also financial information and a monitoring plan to accurately identify the school's effectiveness. Challenging targets are set to aid improvement. Any necessary actions are taken quickly and professionally and their success monitored. Community cohesion is outstanding within the school and within the local community, and this is reflected in excellent racial harmony. Community cohesion is a regular matter discussed by the governors as part of their review of the school development plan.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

03 February 2009

Dear Pupils

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

Thank you for welcoming us to your school. We enjoyed talking to you, looking at your work and seeing how your school is helping you learn. We were impressed by your enthusiasm for learning and how polite you were to visitors. I really enjoyed your school assembly.

Your school is providing you with a good education and it is making sure you make good progress in your work. These are some of the good things about your school.

- The quality of leadership and management, including that of the governors, is outstanding.
- The way you are looked after and kept safe is outstanding. As a result of this you make excellent progress in most of your personal qualities.
- Relationships throughout the school are outstanding and you have a good understanding of each other's cultures and beliefs.
- Your behaviour is good, and often outstanding in lessons.
- Teaching and learning are good and you achieve well as a result.
- Teachers make your lessons fun and try to give you a good variety of activities.
- There is a good range of clubs and after school activities.

In order to improve the school further, we have asked the headteacher, governors and staff to:

- help you get more involved in reviewing your targets to check your learning and how well you are doing
- give the children in the EYFS more opportunities to use the outdoor learning area to develop their language, literacy and numeracy skills
- improve the balance of activities in the EYFS so the children can choose more activities for themselves.

You can help the school by continuing to work hard and asking your teachers for higher targets when you are ready for them. We wish you all the best for the future.

Yours faithfully

John Horwood

Lead Inspector