

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Christ Church Bentinck CE Primary School

Cosway Street, London, NW1 5NS

**Current SIAMS inspection grade**

**Outstanding**

**Diocese**

**London**

Previous SIAMS inspection grade

Good

Local authority

City of Westminster

Date/s of inspection

23 November 2016

Date of last inspection

4 November 2011

Type of school and unique reference number

101147

Headteacher

Sandra Tyrrell

Inspector's name and number

John Pearson-Hicks, 760

#### School context

Christ Church Bentinck is an average sized school of 227 pupils with a Nursery and Reception Class. There are currently two Year 6 classes. The school serves a diverse local population located around Marylebone and the parish of St Paul's, Rossmore Road. The majority of children speak English as an Additional Language and approximately 15% come from Christian backgrounds. The school is just coming to the end of a lengthy building project. Since the last inspection a new incumbent, RE leader and assistant headteacher have been appointed.

#### The distinctiveness and effectiveness of Christ Church Bentinck as a Church of England school are outstanding

- Christian values are deeply embedded in the work and witness of the school which is fully supported and highly valued by all stakeholders so that relationships amongst adults and children are exemplary.
- The prayer life of the school has a significant impact on the daily lives of children and families both inside the school and at home.
- Worship, in all its forms, is central to the life of the school and makes strong connections between the school's mission statement and personal impact.
- Pupils are excited and enthused about Religious Education (RE) and achieve high standards, supported by a rigorous assessment system which has ensured children learn from and about religion in highly creative and effective ways.
- The absolute clarity and passion of the headteacher in leading an inclusive Christian community is shared by all leaders and governors and consequently children and the extended family fully support the work of the school.
- The impact of strong and purposeful relationships between the new Rector and school are evident throughout the work of the school and the wider family community.

#### Areas to improve

- Provide opportunities for children to plan and lead Collective Worship on a regular basis so that they develop a greater sense of ownership of worship.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The distinctive Christian character of this school, lived out through its mission statement, 'We are all unique in the eyes of God and together we enjoy, aspire and achieve,' permeates every aspect of its work and strategic planning. The passion and drive of staff and governors in supporting the 'whole family' has a significant impact on the children's personal, social, moral and spiritual development. The school has developed whole school RE days to deepen the children's understanding of Christianity and how key aspects of the faith relate to those with different affiliations. The most recent RE day focussed on a 'Golden Rule', which highly motivated the children to think about the personal impact of the rule. Children enthusiastically explained and made comparisons between religions, recognising the importance of doing 'unto others as you would have them do to you', Luke 6:3. Since the last inspection the academic standards have risen and RE makes a significant contribution to this development. Pupils make exceptional progress as they move through the school regardless of their ability or background. Great care and detail is taken in supporting the vulnerable and pupils spoke about the different reasons why they feel safe and are well supported by staff. Careful and well timed interventions have resulted in there being no exclusions in ten years. Pupils are excited about their learning and enjoy coming to school. Children take great pride in their work and talk in animated ways about their learning and achievements. The calm and purposeful atmosphere in the school, alongside a relentless focus on meeting the needs of all learners means that children are well behaved, happy and have high aspirations for themselves and their peers. The children are polite and courteous and their attendance is good. The children have a clear view of how to live out the school's mission statement and this positively impacts upon their understanding of the religious diversity within their school. The school and its parish church ensure that children and families of all faiths, and none, are affirmed. Parents talk fondly of the support the 'whole family' receives and the personal impact this has. Parents from various religious backgrounds, and none, explained how the school's distinctive Christian character and RE teaching impacts positively on family life. Examples given include support to bereaved families and parental involvement in religious trips organised by the rector, enabling parents to 'learn too' in order to develop a greater understanding of one another. This approach is instrumental in the school exercising its vision and mission. There is a tangible sense that the school is working together with all its stakeholders, in highly creative and systematic ways to ensure children make the most out of their time in school. This is based on a clearly defined set of Christian values which are applied to the lives of everyone in the school community.

### **The impact of collective worship on the school community is outstanding**

Collective worship is central to the life of the school and makes a significant contribution to the children's understanding of their uniqueness and sense of place in the world. The headteacher and Rector work closely together to devise the programme for worship which is based on stories from the Bible, Christian values and current events. Clear procedures for evaluation and effective working partnerships ensure worship is central to the life of the school. Children, staff and parents talk highly of collective worship and its personal impact because of the value placed on exploring children's 'uniqueness in the eyes God'. Children understand and embrace the diversity of the school. Children say that, 'teachers [and the Rector] make a really good atmosphere and it helps us to reflect'. This is one of many reasons children give as to why they love worship and think it is important. Since the last inspection there has been a significant focus on developing prayer throughout the school day. There are many opportunities for the children to write and share prayers as well as using the 'prayer boxes' in each class every day. Children enjoy reciting The Lord's Prayer and their school prayer and can explain what they mean and why they use them. Parents say that children, irrespective of the religious or non-religious background, readily talk about prayer and worship and the impact it has on them as individuals and in respecting and understanding the views of others. During an extended period of building work and expansion, the leadership have been creative in their approach to ensure that a daily act of worship remains a key focal point of the school day. This has enabled more staff [and governors] to be involved in the leading of collective worship in school and church. Whilst children actively participate in worship, there are opportunities for greater involvement in the planning and leading of worship. Children talk in an animated way about the person Jesus, 'the stories he tells us' and what he 'teaches us whatever our religion is'. Children were keen to explain the meaning of the Trinity and spoke eloquently about the impact of their experiences in worship. Children, staff and governors are actively involved in evaluating worship through a systematic process, which enables school leaders to respond to children's views and questions promptly. The children said they enjoyed evaluating the worship because they felt more involved.

### **The effectiveness of the religious education is outstanding**

Religious Education is given a high profile within the life of the school, which is clearly evident in the children's books, classroom displays and around the school. The development of RE since the last inspection has been significant. The majority of children now make excellent progress as they deepen their understanding in RE because

staff plan detailed and creative lessons with challenging questions. This makes a positive impact on the children who are able to clearly explain what they are learning and how it relates to them as unique individuals. Staff bring RE alive by using high quality resources, for example a Muslim and Christian member of staff shared with pupils how they pray and this enabled children to compare and contrast different religious practice. In another class adults dressed as characters from the Christmas story and the classroom had a full size stable which resulted in the youngest children being actively involved and engaged in the unfolding story. The impact of outstanding and consistent teaching throughout the school is that children are aspirational in their approach to the subject and can relate specific lessons to their lives and choices they make. Inventive and creative approaches to teaching RE enhance the children's enjoyment of the subject. They describe how they 'love RE and learn about Holy stuff' in lessons. The quality of work in the children's books, portfolios and RE extended writing is exceptional. Marking is used effectively to move children on in their thinking and the children's responses are often thoughtful. The school has effectively developed the use of the RE scheme to ensure questioning by adults deepens children's thought processes. Children are articulate in explaining what they are learning about, as well as learning from Christianity and other world perspectives and how this applies to them as individuals. Since the last inspection new leadership of RE has ensured consistency and rigour in monitoring and support. The impact being staff are confident in teaching RE. The school has put in place a thorough and detailed assessment system to track progress in RE as children move through the school. This has led to targeted questioning in lessons so that all children can access the learning intentions. Regular training and development has ensured staff feel supported in their delivery of the curriculum and monitoring is tracked effectively to show impact. The governing body receives regular feedback from the RE leader and there is a clear process for evaluation and development of the subject. Consequently governors are knowledgeable about the RE curriculum and standards achieved, which in turn informs their self-evaluation.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

Leaders and governors articulate the school's inclusive Christian vision in that every child is unique and this uniqueness is celebrated. The entire staff community, effectively led by the headteacher, live and work by the school's Christian vision, 'We are all unique in the eyes of God and together we enjoy, aspire and achieve' which children and parents are equally committed to. Children and staff talk confidently about how they are unique in the eyes of God. They relate their experience of God through the school's vision. The impact being that all the children 'enjoy, achieve and aspire' in this church school. The school's mission statement is the foundation of the school's decision making, which ensures excellent pastoral support for all children which in turn has a significant impact on their personal, spiritual and academic development. This informs the way the whole curriculum is delivered as well as how the pastoral support systems operate within the school. Leaders ensure there is a rich and diverse curriculum which celebrates the backgrounds of all, and makes learning stimulating. The impact of the vision statement 'aspire and achieve' in a Christian context means that children are well supported and achieve their very best. High standards of achievement in RE and other subjects are consistent across the school. Systematic review and evaluation by all leaders has ensured that the outstanding leadership at the time of the last inspection has been sustained. The school's website gives clear examples of pupils, parents, staff and governors being actively involved in evaluating the school. Purposeful induction for newly appointed staff, including new leaders, about working in this church school ensures 'belonging' is embedded with staff fully understanding the values which underpin the work of the school. This supports the continuity for the children. All leaders are actively involved in the school's regular self-evaluation of its work. They accurately evaluate their work as a church school and this recognises their achievements as well as identifying areas for future development. The impact of strong relationships with other local church schools means that leaders regularly compare and contrast standards across schools and subjects, including RE. The children are clear that the school has a Christian foundation and relate this well to the school's mission statement. One child said, 'the school does its very best for us, we have a good education and it's fun', which sums up the school very well indeed. Parents, staff and children place significant value on the involvement of the parish in the school which makes a significant contribution to its inclusive Christian character.

SIAMS report November 2016 Christ Church Bentinck, Westminster NW1 5NS