

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church Bentinck Church of England VA Primary School	
Address	Cosway Street, Marylebone, London, NW1 5NS

School vision
We are all unique in the eyes of God and together we enjoy, aspire and achieve by showing respect, resilience, reconciliation and responsibility.
School strengths
<ul style="list-style-type: none"> • The school fully knows and understands the diverse community it serves. Through commitment to valuing every pupil and adult, each is treasured as a child of God. • Shared ownership and understanding of the school's deeply rooted theological Christian vision consistently and wholly influences the school in who it feels called to be. This leads to the lives of pupils and adults being markedly transformed. • The senior leadership team and governors unite in unwavering commitment, serving to provide Church of England education of the highest quality. This leadership, in turn, inspires all adults to contribute impactfully to this shared mission. • The very strong partnership between the school and parish church deepens the living out of Christian faith in all aspects of school life. • Deeply meaningful Religious Education (RE) provision leads to strong religious literacy and flourishing of all pupils. RE learning is translated from the classroom to affect positively the way this community lives well together.
Areas for development
<ul style="list-style-type: none"> • Develop opportunities for all pupils to become champions for justice, bringing their understanding of the Christian vision to encourage justice where there is injustice in society.
Inspection findings
<p>Christ Church Bentinck is a highly ethnically diverse community which lives well together. Most pupils speak English as an additional language. This diversity in community is seen as a rich characteristic with each person being cherished as created by God. Disadvantage in the community is significantly above national average. The school has considered this context in renewing its Christian vision. Biblical underpinning is understood by all, through chosen parables and associated values. The vision is evident throughout the school in how it lives and learns together. The school relentlessly ensures that barriers are overcome for pupils and adults. This ensures that all have the chance to flourish from being part of this Church school.</p> <p>The senior leadership team, alongside governors and parish church, work strategically to serve a common purpose. They tirelessly and unwaveringly ensure, through their leadership and the work of all adults, that pupils are enabled to succeed.</p> <p>Well-informed governors are highly involved with the school. They are supportive, providing</p>



appropriate challenge to ensure the school is as effective as possible in living out its vision. Full ongoing self-evaluation of impact is carried out, originally focused on by the parents, pupils, parish and community governor committee.

The curriculum is rich with representation and experiences appropriate to the community. The school goes out of its way to pursue curricular and extra-curricular opportunities. Most pupils would not experience these otherwise; indeed, families may not even know of or could only dream about them. For example, pupils have the chance to learn to play a musical instrument such as the violin, which most have never seen before. This informs budget spending by the school. Shared understanding of spiritual development is practised, particularly through experiences offered in the inclusive curriculum. Pupils aspire through these vision-led opportunities, developing a sense of hope. During the COVID pandemic, the school ensured all pupils continued learning, despite exacerbated disadvantaged circumstances that many faced. Giving priority of equity means that pupils holistically achieve well.

The school identifies all pupils whom it deems as vulnerable. It applies interventions as needed, closely monitoring for effectiveness. This individual concern gives the best possible chance of success. Partnerships are chosen wisely, influenced by the needs of pupils and families. For example, West London Zone supports the most vulnerable pupils, not eligible for other external support, to promote readiness for learning. The school's home support worker speaks Arabic, a significant language of the community. This helps her form relationships of trust with families. She signposts them to places of help, meeting their needs. The Thursday morning group teaches parents helpful skills and offers access to local organisations. This care for families supports them and their children towards flourishing.

Everyone is encouraged to have an equal place in the life of the school. This language of being unique means behaviour is excellent and all feel valued. Different initiatives are in place to support people. The school benefits from MIND, the mental health wellbeing charity. They, exceptionally, provide a school based mental health practitioner to support pupils, parents and staff. The school looks after staff's wellbeing, people are cared for at crisis points in their life. The word 'family' is regularly used to describe this close-knit school community. This shows the connection and care each feels towards the others in this resilient community.

Kindness in charitable giving is shown to others, even though many face financial challenges themselves. A pupil wanted to address food waste and was enabled to launch a project reducing this. Although pupils understand the need for justice, they do not yet all have opportunities to engage as champions for justice.

The parish church is a key contributor to the difference the school can make to its community. The rector is unequivocal about the priority of the school in the parish, the clergy wholeheartedly support it pastorally and spiritually. This has enabled the school with the local community to cope with painful events. The church credits the mutually beneficial relationship with the school for the eco club's success in helping it gain Eco Church Gold Award. This binding relationship is informed by the vision, with shared concern to value all and give a glimpse of the Christian faith to each person.

Inclusive and inspiring collective worship serves as the utterly intrinsic heartbeat of the school. All are welcomed to worship, held both in school and church. The liturgical year is experienced, with Anglican rituals shared, in a way comfortable for all. Use of different religious material evokes a safe and reflective holy space for worship. The school has developed an understanding that 'Spirituality enables us to become more aware of God, one another, the world around us and ourselves as unique individuals.'

Through clear, yet gentle worship, pupils and adults are inspired to reflect on living out the vision in their lives. Spiritual flourishing springs from this carefully planned, sensitive collective worship,

always appropriate to the community. For example, at Remembrance, in the shadow of the current conflict between Hamas and Israel, sensitivities to the Muslim and Jewish members of the school community were recognised. The clergy led worship around ‘What does it mean to pray for peace when the world seems so chaotic?’

This consistent understanding of the community and tailoring everything the school does to its context means the cohesiveness of this precious community grows, nurtured by concern and care. This ensures the whole school community is comfortable in participating, there are no withdrawals, as there are none in RE.

High priority is given to RE, national expectations for a Church of England school are met. The leadership have developed the subject to be highly effective. The school follows the diocesan RE syllabus. It provides balanced and sequential RE, covering Christianity and different world faiths. Teachers are supported by INSET from the RE subject leader who, in turn, draws upon diocesan support. Together, this ensures the curriculum is delivered in a relevant and creative way. Teaching is consistently good, with much even better.

In addition to weekly lessons, an annual RE Day lets pupils explore a theme from an RE perspective such as justice and equality. Work is marked responsively to RE learning objectives and the school insightfully understands how pupils are achieving. It has co-led moderation with other local Church schools, confirming accurate judgements of pupils’ achievements. These inform future teaching and learning.

Pupils across all key stages develop very strong religious literacy which they eagerly draw upon. Extended writing opportunities in RE enable an expression of deep responses. These are highlighted in RE portfolios and pupils’ publishing books. Pupils also recognise the high status of the subject by the interest of governors and visitors. Learning in RE and its relevance is seen as highly important by all. It clearly contributes towards this diverse community of faiths living well together as a Church of England school. Consequently, pupils are distinctly flourishing through their RE experience. This is a core factor of the transformative effect that being a part of the Christ Church Bentinck community undoubtedly has on its unique pupils and adults.

The inspection findings indicate that Christ Church Bentinck Church of England VA Primary School is living up to its foundation as a Church school.

Information			
Inspection date	22 November 2023	URN	101147
VC/VA/Academy	Voluntary aided	Pupils on roll	211
Diocese	London		
MAT/Federation			
Headteacher	Sandra Tyrrell		
Chair	Susannah Robinson		
Inspector	Shaun Burns	No.	808