

Burdett-Coutts and Townshend Foundation CofE Primary School

Rochester Street, London, SW1P 2QQ

Inspection dates 9–10 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and governors have ensured that teaching is good and pupils achieve well.
- Leaders and staff have created a harmonious and positive school community where pupils learn and flourish.
- Pupils are enthusiastic learners who behave well in lessons and all around the school. They enjoy school and attendance is consistently above average.
- Pupils' spiritual, moral, social and cultural development is promoted well and they are well prepared for life in modern Britain.
- Effective procedures ensure that pupils are safe. Consequently, pupils feel safe and very well looked after by staff.
- A good range of clubs and visits enhance pupils' learning and contribute well to their cultural development.
- Teaching enables most groups of pupils to make good progress. Teachers' good relationships with pupils, and their clear explanations and questioning, contribute well to successful learning.
- Children in Nursery and Reception classes have a good start to school. They make good progress in the areas of learning.
- Pupils make good progress, and attainment by the end of Year 6 is average in writing and mathematics, and just above average in reading.
- Pupils' grammar, punctuation and spelling are well developed by Year 6.

It is not yet an outstanding school because

- Teaching is not always fully effective in challenging and extending the most able.
- Some boys do not achieve as well as the girls in writing.
- Not enough pupils attain the higher levels by the end of Year 6, especially in writing.

Information about this inspection

- The inspectors observed teaching and learning in all classes. Nine lessons were seen jointly with the headteacher and deputy headteacher.
- Pupils' work was looked at and the information about their attainment and progress was analysed.
- Discussions were held with the headteacher, other staff, representatives from the local authority and the diocese, governors and pupils.
- The inspectors took account of the 80 responses to the Ofsted online survey, Parent View.
- Questionnaires completed by 31 members of staff were taken into account.
- The inspectors examined a range of documents, including school policies, safeguarding procedures and the school's self-evaluation and improvement planning.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Keith Homewood

Additional Inspector

Humaira Saleem

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- About a fifth of the pupils are White British. Other pupils are from a wide range of heritages including Any Other White, African, Bangladeshi and Caribbean.
- The proportion of disabled pupils and those with special educational needs is about 15%. This is average.
- Over half of the pupils are eligible for the pupil premium and this is well above average. The pupil premium is additional funding for looked after children and those known to be eligible for free school meals.
- Children in the early years attend part time and full time in Nursery. Children are full time in Reception.
- The school met the current government floor standards in 2014, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has been through numerous staffing changes during the past 18 months. A long-standing headteacher left in July 2013. The school then had two interim headteachers until the current headteacher started in March 2014.
- There has been a considerable teacher turnover and the current deputy headteacher started in September 2014.

What does the school need to do to improve further?

- Strengthen the already good teaching so that more pupils make rapid progress and more pupils reach the higher levels by the end of Year 6, especially in writing, by:
 - ensuring the most able are always fully challenged and their learning is extended in lessons
 - building on the current actions to improve the writing of some boys.

Inspection judgements

The leadership and management are good

- Leaders and managers ensure that pupils achieve well and receive good teaching.
- The school has been through a difficult period with changes to leadership and teacher turnover but staffing is now more settled. The relatively new headteacher brings ambition, enthusiasm and considerable experience to the school. The new deputy has settled well. The senior leaders are having a positive impact by conveying high expectations to pupils and staff.
- Other leaders, governors and staff share the ambitions and high expectations of the senior leaders. Staff work well together and strive to do the best for pupils and their families.
- The headteacher and key leaders systematically check pupils' achievement, teaching and all other areas of the school's performance. The school's self-assessment of key areas is accurate, rigorous and realistic. The findings of self-review are used effectively to inform planning and to bring about improvements. For example, decisive action is being taken to raise achievement in writing and to strengthen teaching so that it extends the most able.
- Leadership roles and responsibilities have been effectively distributed among the staff. English, mathematics, early years and special educational needs are all effectively led and managed. This has a positive impact on teaching and on pupils' learning.
- The headteacher and key leaders place much emphasis on developing teaching. Through regular checking, they have a clear overview of the quality of teaching across the school. Arrangements for the management of teachers' performance meet requirements and contribute well to improving practice. The targets set for teachers are closely linked to pupils' progress and to the priorities in the school improvement plan. Newly qualified teachers receive good guidance, mentoring and support from experienced colleagues. However, teaching is not yet fully effective in extending the most able.
- Leaders and staff ensure that pupils are well behaved at school and pay good attention to safeguarding matters. Pupils' spiritual, moral, social and cultural development is promoted well. The school has strong links with the adjoining church. Pupils have a good understanding of Christianity, other religious and different cultures, and are well prepared for their next school and for life in modern Britain.
- A broad and interesting range of subjects and topics contribute well to pupils' achievement and to their personal development. A learning programme to raise achievement in reading and writing has been implemented effectively. Pupils thoroughly enjoy the additional activities provided, such as clubs, sport and educational visits. Music and interesting local visits contribute well to pupils' aesthetic and cultural development.
- Leaders promote equal opportunities well and ensure that any form of discrimination is dealt with quickly and effectively. All pupils have full access to the wide range of learning activities provided. The school is at an early stage of developing a new assessment system to reflect changes nationally.
- Additional funding is used wisely to provide extra support for eligible pupils, particularly in literacy and numeracy. This is having a positive impact on pupils' progress.
- The primary sports funding is used well to extend pupils' opportunities for sport and physical development. Physical education in the school is well led and managed. External coaches have been used well to provide after-school clubs in different sports. The school participates well in local competitions in football, hockey and netball. The funding has also been used to improve apparatus and equipment for physical education.
- The local authority and the diocese have provided good advice and support to the school, particularly during the period of leadership change and staff turnover. Both organisations have a clear overview of how well the school is performing.
- The online survey, Parent View, shows that parents are pleased with the care and education provided for their children.
- **The governance of the school:**
 - Governors rightly became more involved with the school when it experienced leadership and staffing changes. They have become more effective in their role.
 - The governors possess a clear and accurate overview of the school's performance, particularly the data on pupils' attainment and progress.
 - The governors know how good teaching is and what is being done to improve it where needed. They have a clear understanding of the requirements relating to the management of staff performance. Governors ensure that staff promotion and salary increases are based on the progress that pupils make.

- The governors support the headteacher and staff well. Their clear understanding of the school's performance enables them to challenge senior leaders and hold the school to account.
- Governors make sure that additional funding is used effectively and check the impact of spending on pupils' achievement.
- They ensure that the school promotes positive values which prepare pupils for life in modern Britain.
- Governors have ensured that all safeguarding procedures meet requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Throughout the school, pupils show positive attitudes to learning and are keen to participate in the wide range of activities provided. Pupils' behaviour is good in lessons and around the school, and this supports their learning and sense of responsibility.
- In some classes, especially in Years 5 and 6, pupils' attitudes to learning, their behaviour and relationships with others are exemplary. Only occasionally are pupils' attitudes and behaviour less than good.
- Almost all parents and carers who completed the online survey stated that the school makes sure that pupils are well behaved. The pupils themselves stated that most pupils in the school are well behaved most of the time. These positive views from parents and pupils reflect the findings of the inspection.
- Pupils are courteous, friendly, and supportive, and show consideration and respect for others. Through their studies and interesting local visits, pupils demonstrate an appreciation and a good understanding of different cultures and faiths.
- Attendance levels are consistently above average. Pupils are keen to come to school and receive good support from their parents.

Safety

- The school's work to keep pupils safe and secure is good. The parents and carers who completed the online survey stated that their children are happy at school, feel safe and are well looked after. Parents' positive views reflect those expressed by the pupils themselves.
- The headteacher and the staff take effective steps to ensure that all pupils are well cared for and protected.
- Discussions with pupils revealed that they have a clear understanding of bullying and its different forms, including cyber-bullying and persistent name-calling. Pupils stated that there was very little bullying in their school. Their comments included 'I don't think there is any'; 'I have not seen any bullying'; and 'It is very rare.' The pupils spoken to were confident that should any bullying occur, it would be quickly sorted out by staff.
- Leaders and staff make sure that access to the school is secure. All staff are rigorously checked prior to their appointment. The robust systems for checking and recording safety matters ensure that any concerns are swiftly dealt with. Staff and governors are vigilant about safety matters. Regular risk assessments help to ensure that the school is a safe place for all pupils.
- The school has made good use of the local authority to audit and check its safety arrangements. Recommendations made for improvements were promptly and effectively addressed.

The quality of teaching is good

- Good teaching enables most pupils to learn well and make good progress in reading, writing and mathematics. Some teaching is outstanding and this results in pupils making rapid gains in their learning.
- Teachers establish positive relationships with the pupils and manage them well. Pupils remarked, 'Teachers make learning exciting.' Pupils are attentive, cooperative and follow teachers' clear instructions and explanations well.
- Good teaching enables them to acquire new knowledge and a deeper understanding of the work. Teachers use questioning skilfully to challenge pupils' thinking, explore their ideas and to check that they have understood the work.
- Teachers are particularly successful at developing pupils' speaking and listening skills. They introduce pupils to new and interesting vocabulary and carefully check that they fully understand the meaning of

new words. Pupils then apply this new vocabulary to their speech and writing.

- The teaching of reading skills, including phonics (letters and the sounds they make), has improved. This is having a positive impact on pupils' progress in early reading skills. Teachers successfully promote a love of reading to pupils. Attractive and well-organised reading areas in classrooms stimulate pupils to choose interesting books.
- Pupils receive effective guidance and demonstration from staff in writing. Grammar, punctuation and spelling are well taught in English lessons and in other subjects. Pupils have opportunities to write for different audiences and in different styles. Teachers are finding ways to inspire boys to write because boys' writing skills have lagged behind that of the girls. Interesting and challenging novels are used well to promote good writing skills. Teachers plan and introduce interesting topics which will appeal to boys.
- In mathematics, pupils are effectively taught essential knowledge and skills. Teachers develop pupils' mathematical vocabulary well, and provide interesting and relevant opportunities to solve mathematical problems. For example, In Year 1, pupils made good progress in solving addition and subtraction problems. The tasks were challenging and there were good-quality learning resources to help them.
- However, teaching is not always fully effective in challenging and extending the learning of the most able. As a result, the most able do not always reach the standards of which they are capable.
- Disabled pupils and those who have special educational needs are well taught and make good progress. Teaching assistants contribute well to pupils' learning. They provide good guidance and support to pupils who need additional help with literacy, numeracy and social skills.
- The marking of pupils' work is effective. Teachers provide praise for good work and helpful comments to guide improvement.

The achievement of pupils

is good

- Throughout the school, most groups of pupils make good progress from their starting points and achieve well.
- During the past three years, pupils' attainment by the end of Year 2 has steadily improved and is now closer to average, particularly in mathematics.
- Attainment by the end of Year 6 has been average during the past few years with reading being a little stronger than writing and mathematics. Year 6 pupils have attained above average results in the grammar, punctuation and spelling tests.
- Pupils from different ethnic heritages achieve well and there is no significant difference between the achievements of different ethnic groups.
- Some boys do not achieve as well as the girls in writing. Leaders and teachers are taking decisive action to tackle this matter. Boys are making faster progress in lessons.
- The proportions of pupils who attain the higher levels by the end of Year 2 are below average, particularly in writing. By the end of Year 6, above average proportions attain the higher levels in grammar, punctuation and spelling. Average proportions attain the higher levels in reading and mathematics but not enough reach the higher levels in writing. Work set is not always demanding enough to stretch the most able.
- In Year 6 in 2014, the pupils supported by the additional funding attained standards a little lower than the others. These pupils were about seven months behind others in writing, four months in mathematics and just two months in reading. When compared to other pupils nationally, pupils supported by the funding at Burdett-Coutts attained similar standards in reading. They were three months behind in mathematics and eight months in writing. Positive action is being taken and gaps in attainment continue to close, particularly in writing.
- Disabled pupils and those who have special educational needs make good gains in their learning. This is because the work set and the support provided is well suited to their specific learning needs.
- Pupils make good progress in reading. The proportions of pupils who reached the nationally expected standard in the Year 1 phonics check were below average in 2013 but rose to above average in 2014. Pupils in Years 5 and 6 apply reading skills well to find useful information. Their skills of deduction and inference are developing well. They enjoy the good range of fiction and non-fiction texts provided.
- Most pupils achieve well in writing and positive action is being taken to raise the achievement of some boys and those supported by additional funding. Pupils write for different purposes and in different styles. Pupils apply their writing skills well in different subjects.
- Pupils in Year 2 wrote convincing letters to Florence Nightingale applying to be a nurse at the hospital. They outlined the qualities needed to be a good nurse well. In the role of Ernest Shackleton, pupils in Year

5 wrote vivid diary entries of the ill-fated voyage to Antarctica. They used powerful vocabulary to convey the hazardous and perilous conditions. By Year 6, grammar, punctuation and spelling are mostly accurate.

- In mathematics, pupils are making good progress. They show a secure knowledge and understanding of calculation and mathematical operations. Pupils show a clear understanding of mathematical vocabulary. They apply their knowledge, understanding, vocabulary and skills well in solving mathematical problems.

The early years provision

is good

- Children enter Nursery with knowledge and skills lower than typical for their age, particularly in communication and language. Some children start with limited English.
- Good teaching and the interesting range of learning activities provided contribute to children's good progress in all areas of learning.
- Good attention is paid to teaching early reading skills. Children are making good progress in recognising and saying letter sounds. Adults encourage children to talk about their learning and they develop speaking and listening skills well. Children make good gains in working with numbers and solving number problems. In Reception, they recognise and name two-dimensional shapes. They use these to create interesting patterns.
- The outside learning accommodation and facilities are used well to extend children's learning. There are good plans to cover and shelter some of the outdoor areas so that children can go outside in all weather.
- Children make good gains in their personal and social development. Adults establish positive relationships with the children and manage them well. The children respond well to the adults' clear expectations and guidance. They are safe in the setting and, consequently, grow in confidence and relate well to adults and to other children. Their good behaviour supports their learning well.
- The early years are well led and managed. Staff work well together in planning interesting activities for the children. The attainment and progress of children is carefully checked.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101122
Local authority	Westminster
Inspection number	448212

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 of pupils on the school roll	335
Appropriate authority	The governing body
Chair	Rebecca Smith
Headteacher	Rosetta Dyer
Date of previous school inspection	2–3 December 2009
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