

Inspection of a good school: Burdett-Coutts and Townshend Foundation C of E Primary School

Rochester Street, London SW1P 2QQ

Inspection date:

24 April 2024

Outcome

Burdett-Coutts and Townshend Foundation C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. They are happy and safe here. Staff have consistently high expectations of pupils in both their learning and behaviour. They get to know pupils well in order to meet their needs. Pupils trust the staff and can speak to them about their learning and if they ever have any worries or concerns. Many pupils enjoy and benefit from spending time with Biscuit, the school's therapy dog.

Pupils demonstrate positive attitudes in lessons and towards each other. They behave sensibly inside and outside the classroom. The school's work to promote pupils' personal development and welfare is highly effective. Leaders make sure that pupils learn how to keep themselves both physically and mentally healthy. They plan regular school visits to strengthen their curriculum offer, taking full advantage of the opportunities available in the area.

Pupils enjoy their visits to the theatre and museums. The vast majority of pupils take advantage of the wealth of clubs available for them after school. These range from chess, circus skills, sewing and many sports and performing arts clubs. In early years, children, including the two-year-olds, benefit from the wealth of learning opportunities in their setting.

What does the school do well and what does it need to do better?

Leaders have thought carefully about what pupils should learn and when. They have made sure that the curriculum is at least as broad and balanced as the national curriculum. The school has made significant changes in many subjects. Leaders' work on this has been recent. Consequently, despite the ambitious intent, the school's implementation of curricular changes is not embedded in a few subjects. This means there are gaps in pupils' knowledge and subject-specific understanding.

Where the curriculum has been in place for a while and training for staff made a priority, the impact on pupils' learning is impressive. In mathematics, for example, teachers display strong subject knowledge and present information clearly in lessons. This work starts well in early years so that children have strong foundations before they go to Year 1.

Staff check that pupils remember important subject content regularly. They identify when some pupils need additional support. Pupils develop a deep understanding of subject content over time in most subjects. This supports them well in readiness for their next stage in learning. Staff know how to identify pupils' needs closely. Pupils with special educational needs and/or disabilities (SEND) learn the same curriculum as their peers. The school works with outside agencies effectively to best support pupils with SEND.

Typically, staff deliver phonics teaching consistently and with confidence. Pupils who have fallen behind in their early reading catch up quickly. Books that pupils read typically match their phonics level. Most pupils routinely use their phonics strategies to decode unknown words. The assessment processes in place are thorough. This enables staff to identify gaps in individual pupils' knowledge. The school promotes the love of reading for all pupils.

Bullying is not tolerated here. Pupils focus during lessons and do not disrupt learning. In early years, children follow routines and instructions well. Staff actively encourage pupils to raise any concerns they may have. Attendance is an ongoing focus for the school. Leaders work closely with families to improve pupil attendance, as at times this is a concern. Staff are happy here. They said that leaders helped them to manage their workload. Governors provide the right level of support and challenge to school leaders. Most parents are happy with the school. They value the school's regular communication.

The school works closely with pupils to develop their character. Pupils exercise their right to vote when selecting their school council representatives. They are taught about what makes a healthy relationship. Pupils enjoy the link the school has with the church next door, especially the opportunity they have to learn how to become bell ringers.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, where changes have been recently made, the curriculum is at the earlier stages of implementation. Because of this, there are significant gaps in the pupils' knowledge. The school needs to ensure that all subjects are fully embedded and that any gaps in pupil's understanding are plugged so that learning can be deepened over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101122
Local authority	Westminster
Inspection number	10327636
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair of governing body	Narrisa Bowles
Headteacher	Yvonne Barnett
Website	www.burdettcoutts.co.uk
Date of previous inspection	23 January 2019, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary-aided Church of England School.
- The school started taking two-year-olds into its pre-school in September 2023.
- The school currently uses no alternate provision for its pupils.
- This is a one-form-entry school.
- The school's last section 48 inspection took place in October 2022.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with representatives of the governing body, including the chair of the governing body. The inspectors spoke to a representative from the local authority and met with the headteacher and other members of the leadership team.

- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to surveys completed by pupils, parents and staff. They also spoke to some parents and most staff.

Inspection team

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

Rekha Bhakoo

Ofsted Inspector

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