



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Burdett Coutts and Townshend Foundation CE Primary School**

Rochester Street  
Westminster  
London SW1P 2QQ

**Previous SIAMS grade: Outstanding**

**Diocese: London**

Local authority: City of Westminster

Date of inspection: 20 May 2015

Date of last inspection: January 2010

School's unique reference number: 101122

Head Teacher: Rosetta Dyer

Inspector's name and number: Gladys Vendy 299

#### **School context**

Burdett Coutts and Townshend Foundation school is a two form entry primary school with a nursery unit. It is situated in a diverse socio-economic area adjoining the parish church of St Stephen with St John. A well above average number of pupils are entitled to receive the pupil premium, speak English as an additional language or have special educational needs or disabilities. Pupils come from a wide range of ethnic backgrounds being mainly of White British, Black African and Black Caribbean heritage. The Ofsted inspection in December 2014 judged the school to be good.

#### **The distinctiveness and effectiveness of Burdett Coutts and Townshend Foundation school as a Church of England school are good.**

- Close and supportive links between church, clergy and the school leadership team, supported by an active governing body, enhances the Christian distinctiveness of the school where children and families are nurtured
- The school has a shared identity based on clear Christian values which contributes strongly to academic improvement and the spiritual, moral, social and cultural development of the whole school community
- Collective worship and religious education (RE), especially the effective use of Godly play, provide opportunities for children's spiritual development

#### **Areas to improve**

- Develop assessment procedures and consistency in marking so that children understand how to progress their learning in RE
- Consistency in planning RE so that lessons have a balance of learning about and learning from religion

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

Burdett Coutts school has been through a period of transition in the last three years with appointments of a new head teacher, members of staff, governors and the vicar. Because of these changes, which have brought a renewed energy, some outcomes of its Christian vision have yet to be fully embedded. The level of pupil mobility across the school is well above average. Newcomers are effectively nurtured by the work of the family support worker. Children enter the nursery with attainment well below national expectations. There has been a three year rising trend so that pupils' achievement at the end of Key Stage 2 is now broadly in line with the national average. Support procedures are carefully implemented but there are still gaps between some groups of learners. The school's Christian values have had a positive influence upon attendance and punctuality which is in line with the national average. The broad and balanced curriculum is strengthened through a wide range of extra-curricular activities, a breakfast club, after school club and a Bible stories group. This contributes strongly to the spiritual, moral, social and cultural development of the whole school community. Children understand that the values of faith, hope and love, which form part of the school motto, are rooted in Biblical teaching. As a result they show respect for those of a different faith, endurance and fellowship. The Christian ethos which incorporates the charter of the UNICEF rights respecting school positively influences behaviour. Good relationships between all groups in the community are shaped by the promotion of Christian values. Children's understanding of Christianity as a multi-cultural world faith is developed through fund raising for international Christian organisations. RE plays an important role in promoting the Christian character of the school through its links with worship, themed RE days and half termly RE competitions.

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

Collective worship is regarded as central to the life of the school. It is carefully planned each term by the head teacher, vicar, RE leader and music teacher. Leaders ensure that collective worship themes such as the Resurrection and the Trinity contribute to pupils' understanding of Christianity so that children talk confidently about theological concepts. Anglican traditions and practices, with a clear focus on Christian values, reflect the worshipping life of the parish. The collective worship policy gives clear guidelines to the daily and weekly structure ensuring consistency of approach. The whole school, including nursery children, attend church together each week and children say this is a special and happy time 'we are all included together'. The choir process reverently behind children carrying the cross and candles and lead the worship through their enthusiastic and tuneful singing. Pupils are actively engaged through dramatized readings, music and prayer with even the youngest taking part. Children and members of staff have been involved in the Sunday liturgy on special occasions and as a result an increasing number of families now regularly attend Sunday worship. Children encounter a rich experience of worship styles through sharing services with a nearby church school and attending national events at Westminster Abbey. Collective worship is monitored and evaluated each term by the link governor, senior leaders and the pupil worship focus group, which includes children of other faiths. This has led to more interactive worship. Since the last denominational inspection children have become clearer about the purposes of collective worship. Opportunities for personal reflection and prayer have improved. Children can relate prayer to real life events. They are able to express the comfort and guidance it gives them –'I ask what is God trying to teach me today'?

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

RE is regarded as a core subject and given a high priority. Progress in the teaching of RE has been affected by the high level of teacher mobility. The knowledgeable and enthusiastic RE leader has rigorously evaluated the attainment data and put into place initiatives so that there has been rapid and substantial progress within RE over the year. Standards of attainment are in line with national expectations. The use of skills ladders for assessment has been implemented. Embedded peer and self-assessment together with more consistent marking would help children to understand how to progress their learning. The quality of teaching and learning observed was always good and sometimes outstanding. However occasional inconsistencies in planning mean that some children progress more slowly in learning from religion. RE is recorded individually in books and in a class RE activity book which allows a flexibility of approach. Godly play is well embedded and provides good opportunities for reflection, valuing the individuality of each child. For example, younger children chose to recount a story using the props, whilst older children maturely discussed complex issues from a parable. RE lessons further develop the school's values. 'We have learnt to work together in faith, hope and love', said one child explaining how the school's values influence behaviour and attitudes. Children's very good knowledge of Bible stories contributes strongly to their understanding of Christianity and to their spiritual and moral development. Visits to support learning about other faiths are a regular part of the curriculum. Extensive monitoring and evaluation by the RE leader, the head teacher and the link governor has accurately identified areas for development. As a result well focussed action plans have improved the quality of RE.

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

The head teacher and governors promote a distinctive Christian vision underpinned by Christian values. This was drawn up by the governing body during the interim period and it is planned to re-launch this so that ownership of it belongs to the whole school community. The senior leadership team was re-organised a year ago and the deputy head teacher was appointed in September 2014. Middle leaders, including the RE leader, are being trained as part of the curriculum team. This demonstrates clear strategic planning which was a focus for development in the previous denominational inspection. The RE subject leader regularly provides professional development for staff which has improved the quality of RE teaching. Presentations to governors at full governing body meetings mean that they are well informed about RE and worship. This is reflected in the generous budget allocations for these areas. Foundation governors, some of whom work as volunteers in the school, constantly monitor and review the effectiveness and distinctiveness of the school as a church school offering both challenge and support. Through their active and regular involvement in school life the vicar and church pastoral assistants effectively enhance the school's distinctive Christian character. A weekly Bible stories and prayer group organised by them resulted in the making of an altar cloth by the pupils which was blessed on Mothering Sunday. In addition to the RE competition parents are fully engaged in the life of the school through workshops, surveys and social events. School and church work closely together for their mutual benefit sharing information and events such as the summer fair. The school benefits from excellent support from the diocese. The strong partnership between the leaders of the school, church and governing body signal that there is an excellent capacity for improvement.

SIAMS report [May 2015] [Burdett Coutts, Rochester Street Westminster London] [SWIP 2QQ]