

Burdett Coutts and Townshend Foundation Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	101122
Local Authority	Westminster
Inspection number	335664
Inspection dates	2–3 December 2009
Reporting inspector	Kay Charlton

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	308
Appropriate authority	The governing body
Chair	Ms Denise Dillon
Headteacher	The Revd John Hicks
Date of previous school inspection	28 March 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 24 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at planning, assessment information, individual education plans, policies, pupils' work, a range of other documentation and 61 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which pupils are achieving all of which they are capable, with a particular focus on those with learning difficulties and girls in the Early Years Foundation Stage and Key Stage 1
- the effectiveness of teaching and the curriculum in meeting the needs of different groups of pupils
- the impact of leadership and management at different levels, especially curriculum leaders, in raising pupils' achievement.

Information about the school

Burdett Coutts is a larger-than-average primary school. Pupils come from a wide range of ethnic backgrounds, although most pupils are from White British, Black African and Black Caribbean heritages. A very high percentage are eligible for free school meals. The proportion of pupils speaking English as an additional language is well above average. Around a third are at the early stages in learning to speak English and this number is increasing year on year. The proportion of pupils with learning difficulties is above average, with growing numbers particularly into the Early Years Foundation Stage and Key Stage 1. The main identified needs of these children are linked to speech, language and communication as well as to behavioural, social and emotional difficulties. There are an above-average number of statements of special educational needs. In recent years there have been increased levels of pupil mobility across all age groups. Children in the Early Years Foundation Stage are taught in the Nursery and one Reception class during the Autumn term. A second Reception class opens in the Spring term. Burdett Coutts has Extended School status and Healthy School and Activemark awards. The after-school provision run by the Burdett Coutts After-School and Summer Club was inspected at the same as this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Burdett Coutts is a good school where girls and boys of different backgrounds and abilities make good progress and achieve well. Since the last inspection, many improvements have taken place. Consequently, standards in Year 6 have risen dramatically so that they are now in line with those expected in English, mathematics and science. Strong Christian principles lie at the heart of the school's work and are the basis of the excellent care, guidance and support provided for pupils. As a result, vulnerable pupils, those with learning difficulties, English as an additional language and behavioural difficulties receive well-targeted support to help them achieve as well their peers. Those who benefit from the extra support provided by school's Learning Zone make particularly good progress because of this excellent input. Pupils' outstanding spiritual, moral, social and cultural development reflects the school's key aim of 'Working Together in Faith, Hope and Love'. All work and play together in a very harmonious way and behaviour is good. Pupils show excellent commitment to physical exercise and talk in a very informed way about the need to eat a healthy diet. Safeguarding procedures are very robust and pupils learn in a safe and secure environment. They make an outstanding contribution to the school and wider community. In turn, partnerships with others, including with local businesses, other schools and the church, make an extremely strong contribution to pupils' personal development.

Pupils' good progress throughout the school is a result of good teaching. All staff engage pupils in interesting, purposeful activities and pupils try hard and enjoy their learning. They encourage pupils to talk about their work and this is effective in helping pupils to clarify their thinking as well as improving their skills in speaking and listening. Support staff are an important part of the team and work well helping pupils in their learning. Although teachers plan conscientiously to ensure that pupils' needs are met, there are a few lessons where teaching is only satisfactory. In these lessons, staff are not sufficiently rigorous in using assessment information, such as pupils' individual targets or the planned learning outcomes, to challenge all pupils to achieve as well as they can. The school is aware of this and has a clear priority to ensure that all lessons are good or better.

The headteacher and strong senior team drive the school forward with determination and are instrumental in improving teaching and learning. They have an accurate view of the school's strengths and areas that are in need of improvement. This is based on honest and discerning monitoring. Curriculum leaders play an important role in improving practice in classrooms. They have recently overseen the introduction of a 'creative curriculum' about which pupils are very enthusiastic. As yet, however, they

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are unclear how well this approach is helping to improve pupils' progress in different subjects. Governors act effectively as the school's critical friend and have played an important part in ensuring the noticeable improvement since the last inspection. Staff work well as a team with a shared determination to provide the best for pupils. This, together with good progress since the last inspection, indicates that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure more consistently good or better teaching by:
 - making more rigorous use of assessment information to challenge pupils of different abilities to achieve as well as they can.
- Ensure that curriculum leaders evaluate, and amend as necessary, the 'creative curriculum' to be sure it is fully effective in helping to improve pupils' progress in different subjects.

Outcomes for individuals and groups of pupils**2**

From low starting points, all groups of pupils make good progress in all key stages. They achieve well because they enjoy learning. In an outstanding mathematics lesson seen in Year 6, the teacher's high expectations of all pupils based on her in-depth knowledge of their levels of understanding ensured that all pupils, regardless of their ability, made excellent progress in learning about graphical presentation. Learning of this quality, however, is not sufficiently consistent across the school and there are some lessons where pupils can still do better.

Pupils respond very well to the school's Christian ethos. They reflect on relationships, celebrations and the world around them and show an excellent sense of reverence at times of prayer. Reflection and consideration of others contributes very effectively to their very positive attitudes towards each other and their willingness to take on an extensive range of responsibilities. This includes being very enthusiastic members of the school council and the 'friendship squad', and acting as school monitors. Taking part in the Westminster Citizenship programmes and singing to a wide range of audiences are just a few of the ways that pupils contribute to the wider community. They feel very safe in school and, as evidenced by the Healthy School and Activemark awards, have an excellent understanding of the need to keep healthy. Their attendance is good because they enjoy school so much, particularly the extensive range of visits. By Year 6, pupils work well in teams, they are mature, express opinions well and along with their much-improved basic skills, including good skills in information and communication technology, they are well prepared for their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Three members of staff with advanced skills teacher status work alongside class teachers and make an important contribution to the quality of teaching. All staff praise and encourage pupils very well and they have a very effective approach to behaviour management. As a result, lessons proceed in a calm and orderly way. Teachers have good subject knowledge. They use interactive whiteboards and interesting resources to make learning relevant as well as fun and to bring variety to lessons. Pupils' skills on entry are assessed accurately. A comprehensive system of tracking enables each pupil's progress to be monitored and compared with national data. This system, along with staff's good knowledge of individual pupils, ensures that challenging targets are set that are well matched to pupils' needs and that the planned learning outcomes for lessons are appropriate. There are a few lessons, however, where staff do not make best use of this assessment information to fully extend the thinking of all pupils and, in these situations, the pace of learning slows.

The curriculum meets the needs of different groups of pupils well. It gives a good focus to speaking and listening, literacy and numeracy. The recently implemented 'creative curriculum' planning makes clear links between subjects and it is working well to engage pupils' interests, for example in a topic about the Caribbean. The school is rightly looking to review and, if necessary, amend this approach to be certain that it is fully effective in helping improve pupils' progress in different subjects. Information and communication technology is much improved since the last inspection and pupils are confident to apply their skills in a range of situations. Music

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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is a particularly strong feature and the choir is inspirational. Further enrichment is provided by the wide range of clubs and visits out of school to the many and varied places of local interest.

Pastoral care is of the highest quality. The school works tirelessly to develop pupils' self-esteem and help them stay safe and healthy. Strategies to improve behaviour and attendance are very successful, with individual pupils showing huge improvements since first starting. Pupils with identified needs, including those who are vulnerable, are carefully monitored and support is very well targeted to individuals. The school's work with families and children through, for example, the Marlborough Family Support group, as well as with many other agencies, is highly effective in supporting those who face challenging circumstances. As a result, all pupils are in a position to benefit from their learning. Pupils are closely supported when joining or leaving the school so that they make a smooth transition at each stage.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher embeds ambition and drives improvement very well. Along with senior leaders and governors he has communicated a clear vision and programme for improvement and secured the support of all. The professional development of staff is very effective and ensures that they are well prepared to meet the changing needs of the school. Support for curriculum leaders is good and they are keen to take on the new challenges presented by the proposed curriculum review. Governors have a wide range of skills and use these very effectively to support the school. They ensure that safeguarding procedures are extremely thorough. Resources are well deployed to achieve the most positive outcomes for pupils and the school provides good value for money.

The school's work is successful in providing pupils with equal opportunities. Community cohesion is good. The school has undertaken an audit of its work and can clearly identify its impact, with effective plans to develop aspects further. Through its very strong links with others it is extremely effective across the locality. Parents, in particular, are appreciative of the school's positive approach to valuing diversity. Pupils make a good contribution to world charities and have established some global links, for example with Spain and Burma, and the school is rightly developing these further.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

As a result of good teaching and learning, girls and boys make good progress, with no differences evident between different groups. They make particularly good progress in their personal, social and emotional development. They settle well into the Nursery and quickly develop confidence and independence. By the time they enter Year 1, the majority are working within the expected levels for their age in all areas. However, a minority, who start from a very low base, do not reach these, notably in aspects of communication, language and literacy. Staff plan activities with a good balance between those that children can choose for themselves and those led by an adult. They are skilful at organising activities that match children’s interests, as was seen in Reception when children enthusiastically worked out how many parcels would fit into both a large and a small ‘Santa Sleigh’. The outdoor area is well planned to cover all six areas of learning, although, particularly for the children of Reception age, access is limited. Children are safe and extremely well cared for and all welfare procedures are of high quality. Relationships are very good and children play happily together. Close links are established with families and this supports children’s learning very well.

The leadership and management of the Early Years Foundation Stage are good. Leaders have an accurate view of what to do next and good plans are in place to develop the phase further. In line with the rest of the school, they are aware that there are occasions where staff do not challenge children sufficiently to achieve all that they might, especially in aspects of literacy. Also, very clear plans are in place to improve the accommodation to ensure that the outdoor provision becomes a more integrated part of the provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Parents’ and Carers’ Views

Parents are overwhelmingly positive about school. They indicate that their children are happy and safe at school. They feel that teaching is good and children are well prepared for their future. Confidence is expressed in the leadership. Comments such as, ‘She is very happy and loves coming to school’, and, ‘A wonderful atmosphere’, sum up their views well. The school deals effectively with any unacceptable behaviour and has good procedures to take account of parents’ suggestions.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burdett Coutts and Townshend C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	79	11	18	1	2	0	0
The school keeps my child safe	35	57	22	36	0	0	0	0
The school informs me about my child’s progress	36	59	22	36	2	3	1	2
My child is making enough progress at this school	34	56	23	38	3	5	1	2
The teaching is good at this school	40	66	20	33	1	2	0	0
The school helps me to support my child’s learning	33	54	26	43	1	2	0	0
The school helps my child to have a healthy lifestyle	29	48	31	51	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	39	27	44	2	3	0	0
The school meets my child’s particular needs	29	48	26	43	3	5	0	0
The school deals effectively with unacceptable behaviour	36	59	20	33	4	7	0	0
The school takes account of my suggestions and concerns	34	56	23	38	4	7	0	0
The school is led and managed effectively	36	59	20	33	2	3	0	0
Overall, I am happy with my child’s experience at this school	43	70	17	28	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



4 December 2009

Dear Pupils

**Inspection of Burdett Coutts and Townshend C of E Primary School,
London SW1P 2QQ**

Thank you for helping us when we visited your school. We particularly enjoyed coming to your lessons and talking to some of you. We judge Burdett Coutts to be a good school, and here are some of the reasons why.

- Teachers help you so that you make good progress in your work, and achieve well.
- Your behaviour is good, and you get on very well with each other.
- You clearly enjoy school and, particularly, like going out on visits.
- You make good choices to keep healthy.
- You take on responsibilities, such as being members of the school council, very well.
- All of the adults in your school make sure that you are very well looked after.
- Your headteacher and all of the others who help run your school do a good job.

All of the adults in your school are keen for it to be even better. To help them to do this, we have listed what we want them to do next.

- To make sure that in all lessons teachers make more use of things, such as your individual targets, to challenge you so that you always do your best.
- To make sure that the topics, for example the one about the Caribbean, is not only interesting but also helps to improve your progress in different subjects, such as mathematics, science and history.

Yours sincerely

Kay Charlton
Lead inspector

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