

# Burdett Coutts and Townshend CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	101122
<b>Local Authority</b>	Westminster
<b>Inspection number</b>	285978
<b>Inspection dates</b>	28–29 March 2007
<b>Reporting inspector</b>	Brian Evans

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	321
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Betty Hagestad
<b>Headteacher</b>	Reverend John Hicks
<b>Date of previous school inspection</b>	19 March 2001
<b>School address</b>	Rochester Street London SW1P 2QQ
<b>Telephone number</b>	020 7641 5930
<b>Fax number</b>	020 8641 6386

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Burdett Coutts is a primary school of above average size. It is an inner city school which serves a mixed social and economic area. Children enter the school with below average basic skills. Many different ethnic groups and faiths are represented. Black African and Black Caribbean pupils make up nearly half the school roll. The proportion of pupils with English as an additional language is above average. The percentage of pupils entitled to free school meals is well above average. The percentage of pupils with learning difficulties and disabilities and the number with statements of special educational need is above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Burdett Coutts and; Townshend Primary accurately perceives itself as providing a satisfactory quality of education. Standards are improving because the school has introduced effective measures to address weaknesses in teaching and learning. Pupils are given a good start to their education and make good progress in the Foundation Stage. By the end of Year 2, they attain broadly average standards and achieve well. In 2006, standards at the end of Year 6 were average in English but exceptionally low in mathematics and science. Pupils now make satisfactory progress during Years 3 to 6. Although standards are now broadly average pupils' performance in mathematics and science requires further improvement. A number of recent initiatives, such as the revised system for tracking pupils' progress, have given school leaders a much clearer view of how well pupils are getting on. Areas that pupils find difficult are clearly identified, and determined action is taken to help all pupils improve. Pupils with English as an additional language make satisfactory progress, as do those with learning difficulties.

Pupils' personal development and well-being are good. Pupils enjoy their education, adopt safe practices and healthy lifestyles and make an excellent contribution to the school, church and wider community. These successes help them to develop appropriate skills for their future economic well-being. Behaviour is good. Nearly all parents praise the quality of provision. A parent commented, 'Burdett Coutts is clearly full of committed and caring teachers and staff.' Attendance is average. Care, guidance and support are good.

Teaching and learning are satisfactory overall and include examples of both outstanding and good practice. Learning is good in the Foundation Stage. Since September 2006 there have been improvements in lesson planning, classroom management and relationships. These factors have raised pupils' interest in learning and are making an impact on improving standards. A pupil stated, 'Teachers are good because they help you and we are doing lots of practical activities.' On some occasions learning is only satisfactory because there are not enough opportunities for pupils to apply their literacy and numeracy skills creatively in other subjects or topics. This is especially the case in mathematics and science where pupils do not have sufficient opportunities to solve problems. The curriculum is satisfactory. Clubs and out of class activities are major successes and feature strongly in the learning experiences of a high proportion of pupils.

The headteacher gives good leadership and has a clear vision for improvement which is shared by the school community. Leadership and management are satisfactory. Although there have been improvements there is more to do to ensure that the full impact of new structures and initiatives are fully effective. Monitoring procedures are well established. There has been satisfactory improvement since the last inspection. Given its recent track record and the improving effectiveness of senior managers, the school's capacity to improve is satisfactory. Governance is satisfactory and has improved since the last inspection, but governors do not always challenge the school enough on the outcomes of the school improvement plan.

### What the school should do to improve further

- Raise standards in mathematics and science in Years 3 to 6, providing more opportunities for pupils to devise their own experiments and apply their basic mathematical knowledge to solving problems.
- Ensure that pupils' literacy and numeracy skills are applied creatively to their learning in other subjects.

## **Achievement and standards**

### **Grade: 3**

The achievement of pupils is satisfactory overall and good in the Foundation Stage and in Years 1 and 2. Children enter the Nursery with levels of skills that are much lower than generally expected. By the end of the Reception year, most children make good progress in their personal, social and emotional development and in their writing. By the end of Year 2, pupils attain average standards in reading, writing and mathematics because they make good progress. In the past there has been significant underachievement in Years 3 to 6 in mathematics and science. The leadership has tackled these shortcomings but more remains to be done.

Underachievement in the last two years has been mainly because of a high staff turnover and weak teaching. In addition, pupils were not given enough opportunities to conduct their own scientific investigations and to apply their mathematical knowledge to solve problems. Although the situation has improved, through better teaching, more remains to be done to raise pupils' competence in using and applying their knowledge and skills. The rate of pupils' progress has increased. The school's assessments and inspection evidence show that standards are rising. There is no significant difference in the achievement of pupils of different ethnic background or of boys and girls. Pupils with learning difficulties and those at the early stages of learning English make similar progress to their classmates because of the additional support they receive.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy coming to school and say that they feel safe and happy. Attendance has improved due to the school's strong efforts to help pupils attend regularly. Pupils' spiritual, moral, social and cultural development is good. Musical activities, including pupils' excellent singing in assemblies and performances further afield in national venues, contribute enormously to their positive self image. Behaviour is good. Pupils demonstrate a willingness to take on responsibilities through the school council. Older pupils in the Friendship Group play an effective role in the school's anti-bullying strategy. From the Foundation Stage upwards, children learn how to cooperate with each other.

Pupils have a good understanding of what makes a healthy lifestyle. At break times they are active and their regular involvement in sports and inter-school competitions boosts their fitness, confidence and teamwork skills. Pupils make an outstanding contribution to the wider community through contribution to charities and involvement in activities outside school. Many pupils develop the skills they need for later life through opportunities to work collaboratively in clubs and after school activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is good in the Foundation Stage and teachers track pupils' learning well. Children are engaged in a range of activities which lead to good achievement. In Years 1 to 6, teachers plan their teaching of literacy and numeracy well and increasingly have good strategies which effectively reward good learning.

Some teachers do not provide sufficient opportunities for pupils to learn on their own and to apply their basic skills creatively across topics. They have introduced more practical work, particularly in science and mathematics, which has led to improvements in performance. New resources such as interactive whiteboards further enliven teaching and learning. Teachers now take satisfactory account of pupils' potential because of the introduction of new tracking procedures for monitoring pupils' progress. There are some examples of outstanding or good teaching throughout the school which provide good models of a creative approach to learning. Adults work closely with teachers in the classroom and around the school and make an important contribution to the progress of all groups of pupils.

## **Curriculum and other activities**

### **Grade: 3**

In Years 1 to 6, the curriculum is well planned to promote good personal development. Provision for all groups of pupils through extra-curricular clubs and activities is very good. It has been greatly enhanced through partnership work with neighbouring schools and with local business and voluntary organisations. The activities make learning fun and promote important fitness skills, and pupils say that they really enjoy them.

Opportunities for pupils to apply their basic skills in other subjects or topics are limited and hamper pupils in applying their basic skills in other subjects. However, there was an outstanding percussion lesson in which pupils used mini-camcorders to record their musical performances. It was then made available on the school's website. Pupils really enjoyed the experience of applying their information and communication technology skills in the context of a music lesson. The curriculum for children in the Foundation Stage is good and provides a good basis for children's personal and academic development.

## **Care, guidance and support**

### **Grade: 2**

The school provides very good pastoral care. Although pupil mobility is higher than usual, teachers make a point of getting to know each pupil's needs as soon as possible. Vulnerable pupils are particularly well looked after. Younger pupils learn well because they feel safe and very much at ease in school. This is also increasingly the case for older pupils. All pupils are confident to turn to staff if they have worries. Provision for pupils with learning difficulties is satisfactory and support for those whose home language is not English is also satisfactory.

The school works well with a good range of outside agencies to provide specialised support. The school welcomes the involvement of parents to promote care and learning. They in turn feel genuine members of the school family. There are satisfactory systems to track pupils' progress and teachers are quick to notice when pupils are not doing as well as expected. They are becoming increasingly effective in finding ways to help pupils to get back on track.

## **Leadership and management**

### **Grade: 3**

The headteacher, supported well by his deputy headteacher and senior leadership team, provides clear and effective leadership with a strong focus on raising standards and promoting good standards of care for pupils. Against a backdrop of high staff turnover they have forged a strong sense of purpose and teamwork. As a result of school leaders' shared enthusiasm and

their commitment to ensure that pupils do well, achievement in the Foundation Stage and in Years 1 and 2 is good and improving in Years 3 to 6. This demonstrates the school's satisfactory capacity to improve.

Monitoring of teaching is satisfactory and teachers are given clear indications of where teaching could be improved. However, more remains to be done to lift the quality of teaching in mathematics and science, especially in providing wider opportunities for pupils to use their initiative. Good links with outside agencies have benefited the school by providing additional support and professional development for staff. The school promotes equality of opportunity and works hard to include and value everyone. This is reflected in the good management of the provision for pupils with learning difficulties and for those at an early stage of learning English.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

18 April 2007

Dear Pupils

Inspection of Burdett Coutts and Townshend CofE Primary School, Rochester Street, London, SW1P 2QQ

Thank you for making us feel so welcome when we visited your school recently. We were very impressed by how friendly, helpful and polite you all were. It made our visit a very pleasant one. Yours is a satisfactory school which is making every effort to improve. These are the things that we particularly liked about your school.

- We thought the singing of all age groups in assemblies was superb. It was a great thrill to see you all enjoy these occasions.
- Staff take good care of you and help you to feel happy at school.
- You are very keen to join in well with the activities, clubs and visits the school offers.
- You act responsibly and make a good contribution to the school.

These are things we asked the school, with your help, to do to make it even better.

- Improve your work in mathematics and science, particularly those of you in Years 3, 4, 5 and 6, by giving you more opportunities to find things out for yourselves.
- Ensure that you have many more opportunities to use your literacy and numeracy skills in all your subjects and topics.

Thank you again and best wishes for the future to all of you.

Yours sincerely

Brian Evans

Lead inspector