



Leadership Team:

Headteacher: Mrs R. Dyer

Assistant Headteachers:

Mrs S. Lee – English & Performance Data

Mrs E. Camplin - SENDCo

Middle Leaders:

Mr S. Brickell - Mathematics

Miss A. Matthey - Science

Miss L. Roberts - EYFS

Chair of the Governing Body: Mr P. Carrivick

Vice-Chairs of the Governing Body:

Ms L. Playford & Ms A. Johnson

DfE Number: 213/3316

URN Number: 101122

Local Authority: Westminster (Tri-Borough)

Diocese: Diocese of London

Latest Ofsted grade: Good (January 2019)

School Address:

**Rochester Street, Westminster,
London SW1P 2QQ**



The school's context, any significant changes in its circumstances since the last inspection and progress in key areas from the last inspection, which are relevant to the current framework.

- Burdett-Coutts and Townshend Foundation CE Primary School is a school serving an area of the City of Westminster close to Victoria Station.
- There are 161 pupils on roll and they come from a wide range of ethnic backgrounds.
- We serve an area of significant social and economic deprivation. Around 75% of our children live in areas that are in the bottom third of income domains nationally. Considering the cost of living and barriers to housing in our area, this means many of our families live in challenging and overcrowded housing conditions. Around double the national average of our children are eligible for Pupil Premium Support which is on the top 20% of schools nationally.
- The proportion of pupils speaking English as an additional language is well above average at 66% and around a third are at the early stages in learning to speak English. This number is increasing year on year. Pupils speak 40 different languages and come from 31 different ethnic backgrounds.
- Our roll is falling due to less numbers coming through nursery and reception. This is due to the unusual socio-economic pressures of the area we serve. The population whose children attend state schooling locally is falling and our community is becoming more transient. Consequently, more children are joining us with high levels of language and other needs and more children that has been the case in the past are joining us with lower levels of development in key areas. In recent years there have been increased levels of pupil mobility across all age groups. More children than usual join and leave at other times of the year.
- The proportion of children with SEND is broadly in line with national averages. 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 two pupils currently with Education Health Care plans.
- Children in the Early Years Foundation Stage are taught in one Nursery and one Reception class.
- The school has Extended School status, Bronze Geography Quality Mark, Silver Healthy School and Activemark awards.
- The Headteacher is in her second Headship and has been in post since February 2014. The school has achieved UNICEF Rights Respecting School recognition.
- The Senior Leadership currently comprises of a HT, AHT (performance information), and AHT (SENDco). We have three teachers on UPS and one holding a TLR for Teaching and Learning.
- At the last inspection, in January 2019, we were judged to be continuing to provide a good standard of education in all areas. The following areas for further improvement were given:
 - **Teachers consistently challenge pupils to use the wide range of reading comprehension skills that they have been taught**
 - **Pupils have consistent opportunities to apply their mathematical knowledge in solving problems.**



Overall Effectiveness	Area	Self-Evaluation Judgement
	The Quality of Education	2
	Behaviour and Attitudes	2
	Personal Development	2
	Leadership & Management	2
	EYFS	2
	Overall Effectiveness	2
	The Quality of Education	The Quality of Education Self-Evaluation Grade: 2
	Strengths	
	<p>Intention</p> <ul style="list-style-type: none"> • We have developed a clear statement of intent for our school curriculum based on a deep understanding of our school context and what our children need in order to be successful. It can be summarised thus: <ul style="list-style-type: none"> • At the end of their Key Stage 2 experience, the Burdett-Coutts' child will have the skills and knowledge to be an exceptional citizen and succeed in life. • Alongside the British Values, our Christian values of friendship, compassion and service permeate the teaching of every subject area and underpin the inclusive nature of our broad and rich curriculum. • Our school, based in the heart of Westminster, has a curriculum that acknowledges the rich history of our locality, explores contrasting locations, embraces new technology and challenges global issues. • We structure our curriculum through a long-term map that demonstrates the sequential progression of knowledge and skills. It is a spiral curriculum that builds on prior knowledge and gives opportunities for children to distil and consolidate their learning. • The Burdett-Coutts' curriculum prepares children for the future through equipping them with the essential skills of collaboration, communication, investigation, motivation, self-management and problem solving. • Although our success in achieving a good standard of education over the long term has never been due to over focussing on core subjects, we recognise that in order to achieve 	



this intent, we need to re-evaluate our curriculum and ensure that we retain the breadth of the national curriculum whilst ensuring what we teach is relevant to our children and gives them the best chance in life possible.

- To this end, we are in the process of reviewing our curriculum offer. We will retain the breadth of subjects of the national curriculum but will look at the content in each subject and how that is contributing to our over-arching curriculum intent.
- We know well the challenges our children need to overcome to be successful in life but we are also well aware of the extra opportunities there are in our location and that many of our children have the ability to speak languages other than English. The vast majority of our children, whether supported by PP or not, live in circumstances of considerable disadvantage. Through our understanding of the challenges they face and marrying together their skills and the opportunities available in our area, we aim to invest heavily in their cultural capital and understanding of British values to ensure they achieve a body of personal and academic knowledge which will underpin their success in life and realise their ambitions.
- We have appointed subject leaders to drive these curriculum developments and are supporting them in ensuring they have the CPD necessary to impact substantially in their areas. We are reviewing schemes of work to ensure that end points, and in particular the knowledge, skills, vocabulary and overarching concepts we deem appropriate are made clear in each year group and that they build to a clear end point by year 6 that matches or exceeds our intent.
- We recognise that for children with SEND this can be harder to attain in many areas of both personal and academic development and ensuring that they get the widest set of experiences possible and the best academic outcomes will be a key driver in all developments.
- We recognise the research that evidences that any successful curriculum needs to be planned and sequenced so that knowledge and skill build up towards these end points. Ensuring this and that schemes of work give inexperienced teachers clear guidance, allied with personal support where needed, will be a key quality indicator in subject leadership monitoring over this year.
- In this way we intend to drive consistency in the way our curriculum is delivered and raise standards further across the school, ensuring that our children have an even better chance of success in life.

Implementation

- Strong and experienced school leadership has ensured that we have been able to retain and develop a staff base who have the experience and skills to deliver a well-planned and varied curriculum. The large majority of our curriculum leaders know their subjects well and provide clear guidance and support for colleagues.



- Experienced curriculum leaders know their children's progress well because they are highly skilled in a variety of forms of both formal and informal assessment. They use this knowledge well to ensure that as many of our children as possible fulfil their potential.
- Leaders have a realistic view of what data should be collected and regularly work with staff to ensure that any assessment activity undertaken is efficient and balances teacher workload with achieving the best progress for our children.
- That our children achieve well and our staff are settled, cohesive and dedicated is ample evidence that we have got this balance right. Nevertheless, we are always looking at ways to improve the welfare of our staff and the outcomes of our children and key changes to curriculum development will have at heart effective forms of assessment that can potentially reduce further the administrative burden.
- We have a staff which has a good balance of skills and experience and when planning their areas of the curriculum they are very mindful of the support they need to give to staff who may lack the experience and confidence in some areas of the curriculum.
- Curriculum plans are therefore being reviewed to ensure that all schemes of work give clear guidance on the knowledge, skills and vocabulary that children need to gain at each stage and that these are all built upon systematically towards clearly agreed goals by the end of Y6.
- We are also working to ensure that this knowledge, skill set and vocabulary is revisited and reinforced where possible across the curriculum and ensuring that the best practice evident in curriculum leadership is replicated across all curriculum areas.
- Our collaborative approach will again be key to these developments and sharing skills in curriculum content, pedagogy and clearly defining end points will be at the heart of further improvements.

Impact

Reading

- Progress in reading in EYFS is strong and is reflective of the very well thought out curriculum and the quality of teaching and learning that has been evident. Although we recognise that attainment is below average over time, it has improved this year and is now close to the national average. We can demonstrate considerable rates of catch up and progress for all groups, as the proportion on entry at Age Related Expectations (ARE) to ELG has risen from 53% to 73% and those exceeding from 0% to 20%. We can now accurately identify catch up groups for KS1 and we ensure that our children are as well prepared for KS1 as possible.
- Over KS1, progress is improving over time and has been good for all groups, including the disadvantaged in the last three years. This is leading to the proportion of our children, including disadvantaged children, reaching at least the expected standard and greater depth being in line with national comparator figures. 2019 attainment is above the national average at the expected standard. We therefore judge that outcomes in reading are good and are ensuring that our children have the skills and fluency they need in order to be successful and access a broad and balanced curriculum in KS2.



- Consistently good progress over KS2 ensures that most of our children catch up and acquire the skills and fluency needed to be successful in KS3. This is leading to rising levels of attainment at the expected standard and greater depth which are now in line with national averages. Progress in disadvantaged children has been at least close to others nationally over three years and is leading to current attainment levels that are at least close to others nationally. To improve further we recognise that the progress of our SEND support children is on a falling trend and although we have very small groups, progress is well below all children nationally. This group will be a prime consideration in the current curriculum improvements we are making.

Writing

- Progress in writing over EYFS is good but there is room to further improve the proportion of children we have catching up, especially those who are disadvantaged. Although we recognise that attainment is below average over time, it has improved this year but we have more to do to reach the national average. Nevertheless, we can demonstrate value added catch up and progress for all groups, as the proportion at ARE on entry to reaching ELG has risen from 47% to 60% and those exceeding from 0% to 20%. We can now accurately identify catch up groups for KS1 and so ensure that our children are as well prepared for KS1 as possible.
- Over KS1, progress has been good over time and has been so for all groups, including the disadvantaged, in the last two years. This is leading to the proportion of our children, including disadvantaged children, reaching at least the expected standard and greater depth being in line with national comparator figures. In order to improve further we need to improve the proportion of girls reaching greater depth so that our overall figure is also in line with similar children nationally. We therefore judge that outcomes in writing are good and are ensuring that our children have the writing skills they need in order to be successful and access a broad and balanced curriculum in KS2.
- Progress over KS2 has been consistently in line with national expectations over three years and the proportion of our children reaching greater depth is on a rising trend to above national averages. In order to further raise outcomes, we are striving to further improve progress in KS2 overall by ensuring that the proportion of middle prior attainers staying on track to reach the expected standard, especially in girls and the disadvantaged, rises to be at least in line with national expectations. We are also looking to reverse the decline in progress in our small group of SEND children. As a consequence, we are making the necessary revisions to our curriculum to address this issue and build further on the good progress our children already make.

Maths

- Progress in maths over EYFS is strong and is reflective of the very well thought out curriculum and the quality of teaching and learning that has been evident. We recognised that attainment was on a falling trend to well below average in 2018 and because of the actions we have taken, it has improved this year to be close to the national average. We



	<p>can demonstrate good rates of catch up and progress for all groups as the proportion at ARE on entry to reaching ELG has risen from 47% to 73% and those exceeding from 0% to 20%. For disadvantaged children attainment rose from 25% at ARE on entry to 50% at ELG (with 12.5% exceeding), evidencing clear diminishing of the difference in attainment in this group. We can now accurately identify catch up groups for KS1 and we ensure that our children are as well prepared for KS1 as possible.</p> <ul style="list-style-type: none"> • Progress has been good over time over KS1 and has been for all groups, including the disadvantaged, in the last three years. This is leading to the proportion of our children, including disadvantaged children, reaching the expected standard and greater depth being at least in line with national comparator figures and often above over the last three years. 2019 attainment is above the national average at the expected standard and is in line at greater depth. We therefore judge that outcomes in maths are good and are ensuring that our children have the skills and fluency they need in order to be successful and access a broad and balanced curriculum in KS2. • We recognise that progress in maths across KS2 has been consistently below national averages in the last three years. This was recognised in 2017/18 and since then we have substantially revised our maths curriculum and the way it is taught. We have invested heavily in CPD and resources to rapidly improve progress. Although progress is slightly stronger this year, it remains below average and attainment figures at both the expected standard and greater depth remain well below national averages. Nevertheless, improvement is evident in that no group continues to show well below average progress this year and the progress of low prior attainers, boys and SEND children is in line with national comparator figures. This gives evidence to affirm our 2019 Ofsted inspection report which positively recognised the changes we have made and recognised that over KS2 as a whole, an increasing proportion of children were on track to reach at least the expected standard. We will therefore continue with the improvements we have started and will continue to track impact very carefully, as well as regularly reviewing our curriculum and teaching approach to ensure it is having a measurably positive effect on increasing standards. We continue to work towards ensuring that the progress of all groups rapidly improves to be at least in line with national comparator figures so that our children have the skills necessary to be successful in KS3.
	<p>Areas for further development</p> <ul style="list-style-type: none"> • We have established a clear statement of intent and a set of agreed personal skills that we need to embed in our curriculum. We will continue to build upon the strength we already have to develop children by the end of Y6 who will leave us with development levels that will ensure they have the best chance possible to be successful in their next stage of the curriculum. • We are reviewing curriculum leadership to ensure that the above skills are complimented by an academic curriculum that has clear end points at each stage and that schemes of



work make the knowledge, skill and vocabulary needed explicit at the end points and help less experienced and specialised teachers to deliver the full curriculum consistently well. Although we have strengths in some areas of the curriculum we will use best practice and the skills our curriculum leaders already have to bring greater consistency and breadth.

- Continue to build on strengths in the core areas and ensure that all children who have the potential to achieve and move beyond age related expectations are given every chance to do so, especially in boys and disadvantaged children in KS1.
- Continue to improve outcomes in maths over KS2 so that progress and attainment are at least in line with national expectations.
- **SIP KP2:** Continue to improve the consistency of the quality of teaching in Reading, Writing and Mathematics combined so that more pupils reach the expected standards at the end of KS2 in particular the Disadvantage, Middle Prior Attainers and More Able pupils.
- **SIP KP3:** Further advance improvements to the quality of teaching and learning of Mathematics across the school in order to increase rates of progress and attainment so that more pupils meet the national expected standards at the end of KS2.
- **SIP KP5:** Increase the rates of progress for children in the EYFS from their different starting points so that more children meet the outcomes in Reading, Writing, Maths and GLD, to be at least in line with the national expectations and ready for KS1.
- **SIP KP6:** Review and redesign the curriculum to challenge and inspire pupils to use and apply their core skills to improve their outcomes.



Behaviour and Attitudes	Behaviour and Attitudes Self-Evaluation Grade: 2				
	Strengths				
	<ul style="list-style-type: none"> Attendance and persistent absence levels have been at least in line with national averages in the last three years and more often better. Attendance is consistently well above that of schools with similar levels of deprivation. Persistent absence is consistently below national averages. 				
		2016 (2015-2016)	2017 (2016-2017)	2018 (2017-18)	2019 (2018-19)
	Attendance	95.7%	96.5%	96.6	96.2
		96.35%	95.79%		
	Unauthorised absence	0.8%	0.6%		
	Persistent Absence	8.2%	5.5%		
	<ul style="list-style-type: none"> Evidence from classroom observations show that children behave very well and in a manner which is highly conducive to learning. Children are almost always on task, engaged and motivated and virtually no learning is lost to disruption. Our children's behaviour and attitudes towards others, and respect for young people/adults is excellent. This is because we have clear behaviour policies which are understood and consistently followed by all adults in the school. All adults, whether they be classroom or support staff, have regular CPD around behaviour, welfare and safeguarding. New lunchtime staff have had 5 days of induction training to ensure that they understand their responsibilities and what they should expect from our children. Because we have mostly full-time staff on duty at lunchtime, we have a high degree of consistency in the application of behaviour expectations and this ensures that our children feel safe and secure during this time. Adults model positive social and learning behaviours consistently through our simple school rules. Ready. Respectful. Safe. By making these rules short and easy to understand, all members of our school community know how to play their part in ensuring a calm, civil atmosphere in all areas of the school and across the school day. The day starts in orderly fashion because children are punctual and understand what is expected of them in terms of behaviour around the school and learning behaviours in lessons. We have developed our curriculum so that our children actively engage in their learning and understand the importance of being active and positive during discussion parts of lessons. The large majority of lessons begin with an open ended question to explore which frames their learning and helps them to focus on developing their understanding and their ability to question and explain. 				



- Pupils also learn appropriate behaviour towards others and learn strategies to handle conflict through our PSHE scheme which is reinforced in our core Christian values that permeate the ethos of our school. These are clear to see in the wider curriculum, school assemblies and classroom circle time and pupils are seen to use these skills in their interpersonal relationships.
- We are determined to develop the behaviour and attitudes of our children to ensure that they are as well prepared for life in Britain. London is an international city and our mission is to ensure they have the character and breadth of independent thought and action to be an asset to our local community. To this end, we have implemented and achieved Rights Respecting School recognition and are in the process of working towards Level 2.
- Almost all children tell us that they feel safe in lessons and that teachers are consistent and fair. This is one impact from our consistent positive behaviour management and a well-developed reward system. Children are supported in establishing polite, courteous, respectful behaviour to each other and to adults. The newly instituted Going Beyond Award further underpins the ethos that children will be rewarded for effort and behaviour which is consistently good. All staff look out for positive behaviours and attitudes and these are celebrated by the whole school. We track this carefully to ensure that there is an even distribution of praise and that all children feel included.
- All of this evidence was corroborated in our 2019 Ofsted report which states, "Pupils enjoy coming to school. Almost all parents who responded to the online survey, Parent View, confirm that their children are happy and safe at school. Pupils' behaviour in lessons and around the school is calm and sensible. Pupils are friendly and well-mannered. They show great respect for adults and for each other. In assemblies, pupils enjoy hearing about the learning that takes place in other classrooms. They take pride in their school and many talk confidently about their learning."
- Because of a relentless focus on our children's well-being, our children are very much able to protect themselves from bullying, racism and other discriminatory incidents. We take the view in our school community that in order to become good citizens and make a highly positive contribution to society, our children have to have a very good knowledge of what constitutes bullying and discrimination and be highly proactive in ensuring that they never tolerate it either against themselves or others. They have the right to be protected against all forms of this and also the responsibility to never practice it against others or knowingly allow it to happen to others. Discriminatory incidents are rare, but when they are reported, they are always dealt with thoroughly and children are entirely confident in going to adults with their concerns and know that they will be properly supported. As a result, pupils are clear that bullying is not tolerated. They know that adults will take rapid and effective action to deal with any problems that may occur.
- Staying safe online and being able to use technology safely is an integral part of our curriculum. Our ICT curriculum is delivered by a specialist teacher who ensures that every lesson has an element of how to use technology safely. All curriculum areas have leaders amongst our children who are responsible for promoting aspects of the subjects. In ICT, our digital leaders play a direct role in passing on staying safe online skills to other



	<p>children. They have participated in BETT and parental workshops and helped parents to understand the importance of PEGI ratings when selecting computer games.</p> <ul style="list-style-type: none"> • Despite the fact that, as in every school, we have a number of children with complex social and emotional needs, we have had no temporary or permanent exclusions since the last inspection. Where we have children whose behaviour makes them vulnerable, we go to great lengths to put in place personal provision to help them address the issues they have. We have a close working partnership with the Anna Freud Counselling Service and have secured services such as drama therapy to help individuals who we feel would benefit from this input. • We secure similar services for children at risk of non-attendance and create bespoke packages of support to families where children are at risk of persistent absence. We have had some very notable individual successes in this area which have had a profound impact on individual academic outcomes. Overall though, our success in this area is well evidenced by consistently higher than average attendance and consistently lower than average persistent absence.
	<p>Areas for further development</p>
	<p>KP4: Develop and implement a cohesive mental health strategy when supporting pupils so that they are ready to learn, are respectful of each other and feel safe</p>



Personal Development	Personal Development Self-Evaluation Grade: 2
	<p>Strengths</p> <ul style="list-style-type: none"> • We recognise that many of our children have very limited experiences in life and of areas outside their immediate environment. Whilst we take great efforts to ensure that we invest in our children’s cultural capital across our curriculum, many of our staff go the extra mile by providing high quality extra-curricular activities. In the Autumn 2019 term alone these consisted of: Chess, boys’ and girls’ debating club (who have attended the Royal Courts of Justice to test out their skills!), Reading Club, Football, Gymnastics, Dance, Bootcamp Fitness in Y6, Science Club, Christian Club, Latin and Bell Ringing. Other clubs, e.g. Arts club run at other times of the year. We have wrap around care from 8am to 6pm and around 30 children benefit from breakfast provided at the school. • We have a very highly developed PSHE curriculum which more than covers the 2019 relationships and health education framework. We also include a sex education element which we feel is appropriate to our children. This is run using materials from the Christopher Winter Project. At all stages we have included parents in the formulation of our policy and made it clear to them that they have the right to withdraw from the sex education element but not from the relationships or science curriculum elements of our curriculum. By being open with parents, sharing teaching materials with them and listening carefully to their concerns, we have ensured that almost all are in tune with what we are trying to achieve. We also ensure that parents have a termly curriculum update so that they know what their children are learning. Governors have been involved with the formulation, consultation and implementation of the curriculum and thus far, All of these actions and partnerships taken together have ensured a smooth introduction of our PSHE curriculum. • At Burdett-Coutts, we are a diverse school community with pupils of 34 ethnicities and speaking 40 languages: Acholi, Akan, Albanian, Amharic, Arabic, Bengali, Bulgarian, Cantonese, Mandarin, Danish, English, Finnish, French, Greek, Hungarian, Italian, Kurdish, Malayalam, Pashto, Polish, Portuguese, Farsi, Russian, Somali, Spanish, Telugu, Tigre, Tagalog, Thai, Turkish and Urdu! We benefit enormously from our rich cultural community and irrespective of our many nationalities, pupils, staff, governors and parents are proud to actively and unashamedly promote British values. Our curriculum promotes these British values and enables our pupils to: <ul style="list-style-type: none"> • develop their self-knowledge, self-esteem and self-confidence • distinguish right from wrong and to respect the civil and criminal law of England • accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely



	<ul style="list-style-type: none"> • acquire a broad general knowledge of and respect for public institutions and services in England • It also encourages: <ul style="list-style-type: none"> • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures • respect for other people • respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. <p>Full details of our curriculum coverage of British Values can be accessed here: http://burdettcoutts.co.uk/wp-content/uploads/Burdett-Coutts.OurBritishValues.pdf</p> <ul style="list-style-type: none"> • The promotion of British values, in conjunction with our PSHE curriculum and our Christian values, as well as the modelling of social behaviour and the high expectations we have in terms of our children’s attitude to each other and their learning, are all pivotal in developing the character of our children. We prize Readiness, Respectfulness and Safety and try to instil these simple values into our children. We give them a strong understanding of what is right and what is wrong and help them to develop a moral compass that encompasses the best aspects of human behaviour. We understand and help them to understand that they will not always get it right and work with children through their difficulties to understand that it is human to make mistakes. The important thing is to learn from them and make redress where it is possible to do so. • We work hard in our lesson planning to ensure that children have many opportunities to think about things from different viewpoints so that they can build an opinion which they can articulate. To enable this, we recognise that it is important that they have lots of opportunities to debate and discuss topics and learn that other ways of looking at things can bring valuable insight and enable growth in understanding. A recent example can be seen in the teaching of the nativity. The viewpoint of Matthew was discussed which focussed on the “more important characters” in the story such as the Three Wise Kings and the Angels as opposed to Luke’s version which was much more about the underdogs such as the Shepherds. The question was posed about attitudes to gender in the day and social standing and how this reflects in modern society. To sum up, children discussed who they felt Jesus would have found most important in the story and who he would reveal himself to in the modern day.
	<p>Areas for further development</p>
	<p>SIP KP4: Develop and implement a cohesive mental health strategy when supporting pupils so that they are ready to learn, are respectful of each other and feel safe.</p>



Leadership and Management	Leadership and Management Self-Evaluation Grade: 2
	Strengths
	<p>We have outlined our vision and the high expectations we have for everyone in our school community and this is constantly reinforced in all of the communications we have with our parents. Our vision and ethos is;</p> <p>At Burdett-Coutts, we encourage our learners to be ambitious for themselves, and for others, by challenging and supporting them in questioning the world and in finding solutions. Our Christian vision is deeply rooted in our theological understanding of St Paul’s letter to the Philippians: <i>“I can do all things through Him who gives me strength”</i>.</p> <p>Our vision is lived out through our exploration and teaching of the Christian values of friendship, compassion and service. We want our learners to be ready to learn, respectful of each and to feel safe so that they can flourish in today’s world, knowing that they are loved and cherished by God. For it is through Him, that they are given the strength to encounter each day and live life in all its fullness. This is the Burdett-Coutts way.</p> <ul style="list-style-type: none"> • We expect all of our staff to have the highest expectations for our children and to model aspiration and social behaviour. This is reflected in the excellent attitude of our children towards their learning and interaction with adults and with each other. This leads to a highly cohesive learning community with good overall outcomes by the time our children leave us for their next stage in education. • All school leaders and staff have bought into our school vision and it is the overarching aim and intent in our curriculum offering. By having high expectations of our children throughout our curriculum we ensure that our children leave us with a rounded and full education, equipped with the skills to go out into the world and make a positive difference. Although we value academic achievement highly, we also recognise that our children’s personal skills and development are every bit as important and we judge that we achieve a very strong balance. • Although these are the values we aspire to in our children, we recognise that by valuing all our staff and giving them the skills and development they need at all stages of their careers is vital in modelling and delivering our intent. To this end, we have invested heavily in CPD and support structures and have empowered staff at all levels to take responsibility in their areas in order to develop them to meet and exceed national curriculum objectives. We are revising our curriculum and have encouraged our subject leaders to see the national curriculum as a basis for development but not to be restricted by it. To this end, our subject leaders have looked closely at their areas of leadership and developed a clear intent for what children should be achieving at each stage. We encourage our subject leaders to



sign up to subject associations and to work towards external quality marks in order to ensure that we are up to date with current best practice. We have achieved Geography bronze award and are working towards quality marks in science and RE this academic year. This ensures that we have a highly devolved system of leadership that encompasses the strengths and passions of our staff. We work collegiately, with subject leaders working in pairs, to improve the knowledge and skills of each other.

- Parental engagement is strong. Parental surveys and feedback show a very high degree of satisfaction with all areas of our work and provision. All staff are sensitive to their and other group's cultures and we equip all of our children with the knowledge and open mindedness to accept and celebrate difference. There is absolutely no tolerance of any behaviour that is prejudicial to any group and all staff challenge this on the very rare occasions they arise. By teaching our children how to be global citizens, we enable them to develop strategies to resist inappropriate influences in the community and think for themselves.
- We have a stable staffing team who are happy in their work. Although we recognise that teaching is a challenging career, we celebrate the highs and support each other strongly during the inevitable difficult times. We have a very open atmosphere in our school which means that staff feel confident in approaching leaders when they are in need of help and support. High quality provision of CPD includes constantly evaluating the processes we have against the time taken and the benefit it has to our children's learning. The impact of our actions can be seen in our staff's interactions with our children and the extremely positive relationships evident across the school.
- Where children are identified with SEND needs, we create a holistic approach to implementing personalised programs of support. Our ambition is for as many children to reach age-rated expectations as possible and we recognise that over reliance on adult intervention and low expectation can be hugely detrimental to their progress. To this end, we have instilled in our staff the need to see SEND support as an aid to reaching age-related goals across the curriculum. We provide support to teachers to improve their support strategies and our SENDco gives regular support to help staff in sharpening their practice. Where specific interventions outside lessons are deemed necessary, they are closely monitored and time limited. Where rapid impact is not evident, different approaches are quickly implemented. Above this, children are expected to learn in their classrooms and intervention to help support age related expectations are expected to take place within lesson time. No children have left the school on managed moves, have been placed in alternative provision, have been excluded or left to be home schooled since the last inspection.
- Outcomes for disadvantaged children reflect those of our children overall. As a leadership team, we have taken the long-term, sustainable view to school improvement and have strengthened from EYFS up rather than apply short-term,



national exam performance improving strategies. This has led to growing consistency across EYFS and KS1, with outcomes by the end of KS1 being at least in line with national averages overall in all subjects and diminishing of the difference from entry are clearly visible in our disadvantaged children, meaning that attainment is in line with others nationally. From our children's often low starting points, this represents considerable progress. We recognise that outcomes in KS2 have been more variable but we are now in the position whereby all classes in the school have had their entire education under current leadership and expectations of learning behaviours and ethos. Our current Y6 are well on track to meet and exceed national average level in all subjects, with disadvantaged children well in line to match attainment outcomes for others nationally. Full details of our PP information can be accessed here: <http://burdettcoutts.co.uk/statutory-information/pupil-premium/>

- Governors have a clear idea of their strategic role in supporting the school and holding leaders to account. They are a visible presence in the life of the school and carry out numerous roles in the school that give them a clear idea of the strengths the school has and where further improvement can be gained. They understand the intent of the school curriculum and through well planned visits they ensure that the curriculum being delivered fulfils the aims and ethos that has been agreed by all stakeholders. They undertake regular and well targeted training and have the collective skills and knowledge they need to independently access information which gives them a clear picture of the effectiveness with which leaders carry out their work. Committee work is undertaken termly and leadership is spread across these committees with succession planning key to the development of potential future lead governors. This has been a strong area of the school's development over the last five years and ensuring that this improvement in strategic leadership and oversight is sustainable has been at the forefront of recruitment and development.
- By being a visible presence in the school and having a clear monitoring schedule where responsibilities are shared appropriately, Governors are able to accurately gauge and support the ethos and vision of the school. HT's Performance management procedures are robust and leaders held appropriately to account for the holistic outcomes of all groups of pupils. Inclusion and equal opportunities are at the heart of the school's vision and vulnerable groups are monitored carefully in terms of both performance and engagement. Governors are acutely aware of the feelings of children and parents because they ensure they listen and act on concerns. Pupil Premium spending and the outcomes of SEND children are at the forefront of their monitoring and there is a clear understanding that PP spending and SEND support cannot just be seen in adult support but must overcome the lack of opportunities and experiences available to many of these groups of children.



	<ul style="list-style-type: none">• Senior Leaders and Governors are rigorous in ensuring that pupils and staff are safe and discharge their statutory duties effectively. Safeguarding is effective in all areas. Our children are safe in school and we know this because they and their parents tell us so and all procedures and policy are robust and regularly monitored and challenged. The school is tenacious in its pursuit of help and support for vulnerable pupils and child protection files give ample evidence that all concerns are followed up and in a robust and timely manner. Safer recruitment follows all relevant procedures, as do attendance procedures. Although bullying and racial incidents are rare, they are always taken seriously and the families of all parties are fully involved. Therefore, our children and parents know that if there is an incident, help will be immediate. The impact of this is that in pupils and parent questionnaires, almost all respondents tells us that children feel safe in school and know that any situations that arise will be swiftly and appropriately dealt with. The Headteacher regularly checks the SCR to ensure it is an accurate reflection of the staffing in school and all relevant checks are carried out and up to date.• Our Child Protection Policy can be accessed here: http://burdettcoutts.co.uk/wp-content/uploads/Burdett-Coutts.Policy.Safeguarding.2019-2020.pdf
	<p>Areas for further development</p> <p>SIP KP1: Update and communicate the school vision, values and expectations to all stakeholders in light of the SIAMS framework.</p>



EYFS	EYFS
	Self-Evaluation Grade: 2
	Strengths
	<p>Overall, our children start their schooling with most often below or well below average levels of attainment, dispositions and attitudes in all areas.</p> <p>Many of our children attend Nursery on site. However, we have a significant number of children who join us in Reception who have not been in this Nursery and who have had a very wide range of Nursery experiences. Alternative provision includes other local nurseries and other local providers, playgroups and child minder settings which overall give a variable experience of Nursery provision. Some children have been at home and have had no formal pre-school experience at all.</p> <p>Nursery</p> <ul style="list-style-type: none"> • On entry to Nursery, typically around 80% of our children are at age related development levels which are below 30-50 months in all prime areas. Of these, 75% are at developing levels in 22-36 months or below in Reading, Writing and number and 65% in speaking. We contend that this constitutes very low average development levels on entry. We therefore consider that our children begin with us with development levels which are well below expected. This continues to be in line with the “low” starting points mentioned in our last inspection report. • Children then make outstanding progress in Nursery due to the consistently good or better teaching and learning provision they receive. This means that by the end of Spring Term, almost all children had progressed to working within the 30-50 months age band in Reading, Writing and number with around a third in each area emerging into 40-60 months and coming into line with ARE. This represents significant value-added progress. • Nevertheless, speaking development is a much greater challenge with more than half of children emerging or below in 30-50 months and 38% still within the 22-36-month band. This is consistent with the high level of EAL needs we have. • We also have considerable mobility in Nursery with more children leaving and joining at different times of the year. • On entry to Reception class, we then admit a number of children who have not been in our Nursery and who have had a disparate range of provision or are new to formal education. A small minority of these children join us with a level of development which is still in the 22-36-month band in many areas and around half of our children are in the 30-50-month age band, with the majority of these being secure and the rest developing or emerging. In the key areas of Reading and Writing just over 40% are at levels in line with Age Related Expectations and this drops to around 25% in speaking and number. Therefore, on entry to Reception, although the



children who were with us in Nursery have made up significant ground, as a class, development levels remain well below expected. This has been typical of our cohorts over the last three years.

- Outcomes are rising over time and by the end of Reception, children continue to make at least good and often outstanding progress. Further improvement over time have seen us move in line with national averages without mobility being taken into account.
- However, when we just count the children who have been with us for all of Nursery and Reception this figure typically rises, which represents significant value-added gain and closing of the gap from entry. We therefore judge that this represents potentially outstanding progress from low levels of ARE on entry to well above average levels of GLD (with mobility taken into account, for those with us for two years. Other children also make rapid progress, but despite this do not reach a high enough level in all prime areas to achieve GLD.
- The gap in attainment in our Disadvantaged children has diminished against other children nationally since the last inspection, with much less difference year on year and a consolidation of this over time.
- The proportion of SEN supported children reaching GLD varies with cohort, depending on the levels of need the children have. The quality of teaching from both teachers and support staff is consistently never less than good and is sometimes outstanding and as a result, pupils make rapid progress.
- The curriculum is highly responsive to pupils' needs and is planned carefully to deliver a wide variety of activities which stimulate interest and curiosity in all areas of learning.
- Accurate assessment informs both group and individual need. Moderation is robust which supports accurate judgements.
- Children demonstrate independent and safe learning behaviours as a result of the clear structures and adult guidance embedded in daily practice.
- Parents are actively engaged in their child's education through a variety of well attended visits, workshops and termly meetings.
- Leadership and management are outstanding and children are kept safe through rigorous and constantly evaluated and monitored safeguarding procedures.
- We engender close links with parents from our children's very first days in our EYFS provision and we consider this to be key in establishing positive and lastingly effective attitudes to learning.
- Therefore overall, from their starting points, we consider that our children make potentially outstanding progress in Foundation Stage and that outcomes across the stage are now potentially outstanding.



	Areas for further development
	KP5: Increase the rates of progress for children in the EYFS from their different starting points so that more children meet the outcomes in Reading , Writing, Maths and GLD, to be at least in line with the national expectations and ready for KS1



Appendices:

1. Safeguarding

- Almost all of our children tell us that they feel safe and well cared for in school. We question them regularly and ensure that they have a clear line of communication in reporting any concerns that they have to an adult in the school.
- The year 5 and 6 Children have received Anti-Radicalisation training from Just Enough UK

Quotes:

- I learnt that not only Muslims are terrorists but we will work together in peace
- I learnt that some tribes fight over bananas but you should share the bananas
- I learnt that words are better than violence
- I learnt about the Catholics and Protestants and how they used to fight
- Never chat to people you don't even know
- I learnt that radicalisation is when someone asks someone to do something bad
- I learnt that violence does not get remembered but peace does
- Guy Fawkes was persuaded to bomb the parliament

Anything else they wanted to say to Just Enough UK:

- Every religion does not have violence in it
- Accept everyone for who you are
- I learnt that people hijack religion and cause violence
- I will make sure that all the fighting in the world ends
- If you have something on your mind always tell someone you trust
- I will persuade the people in the UK to live in peace.
- I will tell people my thoughts and try not to get into arguments
- To make the world a better place I would spread peace across London

- Training for staff and governors in child protection, Prevent Strategy and safer recruitment has been thorough and is up to date. All staff and governors attend regular update training but no member of staff or Governor goes more than two years without safeguarding update training.
- Training for staff in the school means that they are clear of their role in the child protection process, who to go to with concerns and what to do if their concerns are not appropriately dealt with in the school environment.
- Therefore, staff are fully aware of procedures for referrals for safeguarding – and use these appropriately as and when required. All staff in the school are acutely aware of who the



SEF: School Self Evaluation Form 2019/2020

designated Child Protection Officers are, and are absolutely confident that any concerns will be taken seriously and appropriate action will be taken.

- Governors monitor safeguarding rigorously and both they and senior leaders evaluate the impact of procedures on a regular basis.
- Current statutory guidance, “*Keeping Children Safe in Education*” underpins our practice and overarching strategy and monitoring of safeguarding and ensures we have an ingrained culture of safeguarding.
- Where referrals have been made or we have children with child protection issues, our written records give clear evidence of our determination to ensure that all concerns are robustly followed up and we have been relentless in ensuring that all agencies involved in our children’s protection have been held to account and are undertaking their responsibilities appropriately.
- We are particularly aware of increased risk factors for groups of children e.g. disabled children, children of parents who have patterns of substance abuse, learning disabled parents etc. who are at greater risk of a range of types of abuse. We are also fully aware of greater risk for young females who are potentially at risk from FGM. Our staff have been trained to recognise signs of this and any requests for extended leave or where we suspect children are being taken out of the country for an extended period are investigated for child protection concerns.
- We have a fully up to date single central record for DBS and list 99 checks. This is checked regularly and accurately maintained.
- We have checked all teaching appointees since April 2014 against the National Prohibition from Teaching List.
- All staff have been checked as to whether they are living with anyone who is deemed unsuitable because of prior convictions. We have found no staff in this position.
- Our PSHE curriculum is well structured throughout the school and ensures that children understand the risks posed to them through prejudice, extremism and discrimination. Children are well prepared for life in modern, democratic Britain and have the knowledge they need to be tolerant and effective members of society.
- We undertake significant amounts of work across the school to help children stay safe using technologies and cyber safety is a central tenet of our ICT and PSE teaching.
- Security of the site is appropriate and access for visitors is well controlled. There is no access to classrooms to adults without appropriate checks.
- H&S checks are routinely carried out (in and around the school) and any issues are acted upon immediately.
- Risk assessments are included for activities in and out of school as appropriate.
- Communication about specific needs and risks is very good and all staff are made aware of, for example, allergy risks for pupils – this also extends to supply and temporary staff.
- Vulnerable pupils are identified to all relevant staff who are aware of the particular needs of that child within the confines of confidentiality.
- Fire and evacuation procedures are up to date and first aid provision (including paediatric first aid) is secure.
- We also work closely with other agencies and governors to ensure safeguarding.



2. Governance – Evidence of Governor self-review

- Governors have a good understanding of their responsibilities.
- Through frequent formal and informal visits, they have become increasingly aware of the quality of teaching and how it relates to pupils' progress.
- They attend training to ensure that they have the knowledge to understand data and the skills to hold the headteacher and leaders to account for the school's performance.
- Governors keep a close eye on the allocation and impact of any spending, including the pupil premium funding.
- Governors ensure that reviews of teachers' work are linked closely to the progress and attainment of their pupils, to the standards expected of teachers and to the pay scales that teachers are on.
- They ensure that statutory requirements are met and safeguarding has a high priority.
- Governors have a clear and accurate knowledge of the strengths and weaknesses of the school and understand the challenges it faces. They are aware of the need to not just be supportive but also to challenge the Headteacher and play the role of critical friend effectively.
- Governors ensure that school targets are sufficiently challenging because they have a good understanding of the school's headline data and know how to use this to hold the school to account.
- The Governing Body is appropriately structured to ensure a balanced focus on resources and budgeting and on the quality of provision and pupil care.
- School visits are now undertaken by a wide range of governors and are monitoring a wide range of aspects of our school effectiveness. They report back to the full governing body on their findings and we have ample evidence to support their effectiveness in being a visible presence in the school. Examples of this include learning walks, exit interviews with Y6 parents and pupils and coffee mornings.
- The governors ensure that the school meets statutory requirements in relation to safeguarding.
- 2 Governors have undertaken safer recruitment training. They are involved in the appointment of teachers and all other senior members of staff.
- The School Improvement Plan is monitored regularly through governing body meetings and reviewed through a process of governor involvement with staff.
- They are developing a good understanding of the use of data and are now more confident in addressing areas where performance could be improved.
- The governors receive the results of surveys designed to gather the views of users and stakeholders by the leadership team.



3. SMSC

SMSC

Spiritual Development:

Be able to reflect, debate, respect / enjoyment in learning / imagination and creativity / reflect on own experiences.

- As well as teaching our children profoundly Christian values, we ensure that we prepare them for life in Modern Britain. We recognise that our children need to understand and respect the many different faiths that make up our school and society and that this reflects the nature of our country as a whole.

Moral Development:

Distinguish between right and wrong / English law / consequences of behaviour, actions / offer reasoned views and appreciate views of others.

Anti-Radicalisation Training

Social Development:

Social skills when working with others, resolve conflict / British values.

- However, we also believe that it is vital that this is balanced with the responsibilities we all have as part of a democratic community and we ensure that our children are aware of the damage that extreme views and behaviour can have and to know what they must do if they come into contact with them, in order to keep themselves and others safe.

Cultural Development:

Appreciate cultures of others relevant to their setting, own community, understand range of cultures that make up modern Britain / Britain's democracy / artistic, musical, sporting, cultural participation/ interest in and respect and tolerance for faiths, cultures, locally and globally.

- We have a wealth of national institutions on our doorstep and take full advantage of this to ensure that our children leave us knowing what their place in British society is and the rights and privileges that go with it, including taking part in the democratic process and the right to free speech and thought.



4. Parental Engagement

Parents attend:

- Weekly class assemblies – where afterwards they are invited into their child’s classroom
- Sports days
- Summer Fair
- International evening
- Angela Burdett-Coutts Day
- Interfaith worship
- Christmas shows
- Mental health coffee mornings
- Dysfluency Workshop for Parents
- Mothering Sunday service at church

The things we do with parents that directly impact on their ability to affect their children’s outcomes include (This ranges from anything which involves the parents in any type of learning to coffee mornings to curriculum evenings etc.):

Communication from school about school business

- Texting service
- Fortnightly newsletter
- Website
- Emails
- Parents’ notice board
- Coffee mornings – introducing new staff/parent view

Communication from school about their child’s learning

- Annual pupil’s report and meeting with class teacher
- Individual Education Plan for AEN pupils
- Flexible appointments at the end of the day
- Parents’ evening x 2
- Reception introduction meeting
- Year 6 SATs meetings
- Year 2 SATs meetings
- Secondary Transfer meetings

Communication from school about the curriculum

- Inspire Maths workshops,
- Fortnightly newsletter
- Termly Class curriculum letter
- How we teach Phonics, Writing, Maths and Reading workshops for parents



- Learning to learn workshop
- Safer Internet workshop
- Home- Learning (*homework*) policy
- More Able Pupils workshop

General Communication:

The things we do which bring parents into school, thus providing a role model to the children for how important continual learning is and how vital it is to be shown to be supporting their own children include:

- Science week activities
- Parents supporting school trips
- Making resources to be sold at the Christmas fair
- Home-school Reading log/ journal
- Annual Home-school agreement
- Attendance at Anna Freud (family groups) sessions
- Book Fair



5. Curriculum Enrichment

Raising money for:

- Jeans for Genes charity
- Local charities through the choir singing at Churchill Gardens, Victoria station, John Lewis partnership and Trafalgar square
- British Legion – Poppy Appeal
- Christmas Jumper day
- Comic Relief - Red Nose day
- Friends of Burdett-Coutts
- The Children's Society
- Grenfell Appeal
- NSPCC

Physical Education:

Throughout the year: weekly Football and dance clubs

- Healthy Schools Week and Sports Days: one at Battersea Track and another at Vincent Square
- MEND weekly after school family workshops

Language and Communication

- No Pens Day
- Spanish day
- Book Week and World Book Day
- Weekly homework club throughout the year

PHSE

- Cycle Proficiency Training for year 5
- Healthy School's Week
- Gardening club
- Friendship fortnight
- Mental health day

History

Not Forgotten – World War 2 project for year 6 pupils
Black History throughout the year – *Who Am I* Project?



Geography

Geography Week – Whole school project: *Float along the Thames*

Science

- Spring Term Science club
- Science Week

Religious Education

- Peace day
- prayer space week
- Joint church and school celebrations: Harvest Festival, Animal Blessing service, Mothering Sunday & Christingle

Art

Autumn term Art Club

Music

- Proms for Praise
- St John's Smith Square – Bach choir and Nine Lessons service
- Year 4 Class orchestra learning the flute and clarinet
- Years 5 & 6 Campanology club