



Vision: Who we are as a Church school? Why we are here?

1. The vision of the school

At Burdett-Coutts, we encourage our learners to be ambitious for themselves and for others. We challenge and support them in questioning the world and in finding solutions. Our Christian values of friendship, compassion and service underpin our ethos:

"I can do all things through Him who gives me strength."

2. School Context

Name of School: Burdett-Coutts and Townshend School

URN: 213/3316

Date and grade of last SIAMS inspection: 25th May 2015 - **Good**

Judgements below:

- The distinctiveness and effectiveness of Burdett-Coutts and Townshend Foundation School as a Church of England school are **good**.
- The school, through its distinctive Christian character, is **good** at meeting the needs of all learners.
- The impact of collective worship on the school community is **outstanding**.
- The effectiveness of the religious education is **good**.
- The effectiveness of the leadership and management of the school as a church school is **good**.

Date and grade of last Ofsted Inspection: 23rd January 2019 – **Good**

- 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 202 pupils on roll and they come from a wide range of ethnic backgrounds.
- 51% are eligible for free school meals. 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.
- Attendance is above the national at 96.2% and persistent absenteeism is below the national at 2.02%.



SIAMS Self Evaluation 2019

- Our roll is falling due to a falling roll trend across Westminster. 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 becoming more transient. Consequently, more children are joining us with high levels of language needs. Mobility is increasing.
- There are 28 pupils on the SEND register and 5 pupils have EHC plans.
- The proportion of pupils with learning difficulties is 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.
- 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.
- Children in the Early Years Foundation Stage are taught in one Nursery and one Reception class.
- The school has Silver Healthy Schools and Eco School awards. It has the Bronze Level Geography Quality Mark and RHS Gardening Level 1. We are working towards Science PSQM and the Artsmark.
- The school has achieved Unicef Rights Respecting School and Stonewall Champion recognition.
- The Headteacher is in her second Headship and has been in post since February 2014.
- The Senior Leadership currently comprises of a HT, AHT (performance information), and AHT (SENDco). We have three teachers on UPS and two holding a TLR for Science teaching and learning.
- At the last inspection, in January 2019, we were judged to be good with the following next steps:
 - **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.**

3. Some additional information

The school has a strong Christian foundation and close links with St. Stephen's church, which adjoins the school, and where school services in the Christian tradition take place. We are pleased that families from a wide variety of faith traditions (and none) choose to send their children to Burdett-Coutts, and that staff members with varying religious affiliations want to work here.

We ask that all staff should support the values of a Christian school in the tradition of the Church of England, and we would expect staff to make a positive contribution to the development of that ethos including taking part in school worship and the teaching of Religious Education (teachers only).



SIAMS Self Evaluation 2019

Our aim is that children should receive a broad and balanced education that includes a strong focus on basic skills. We regard our Christian tradition as a powerful resource for supporting and challenging all members of the school community in fulfilling our educational and personal potential.

Local church/parish involvement: Involvement of clergy	<ul style="list-style-type: none"> • The Revd. G. Buckle is our local vicar from St Stephen's and is a Foundation Governor. He leads our weekly whole school worship in church. • Staff attend the Harvest and Mothering Sunday services and lead aspects of the service. • In addition, the pastoral assistant linked with St Stephen's Church runs a weekly prayer and Bible stories club. This provides opportunities for pupils to reflect on and respond to beliefs.
What charities does the school currently support?	<ul style="list-style-type: none"> • Toilet twinning TEAR FUND • Comic Relief • Happy Shoeday • NSPCC • Green for Grenfell
Do you have links with other schools e.g. abroad?	<p>No</p>
What RE syllabus do you use? Key support resources used, for example Understanding Christianity	<p>LDBS</p>
Accreditation, awards and quality marks	<ul style="list-style-type: none"> • Healthy Schools Bronze and Silver • Music Mark • Sustainable Travel – Bronze • Geography Bronze Award • Stonewall Schools Champion • UNICEF Rights Respecting School
Links with diocese for example service level agreements, secondments	<ul style="list-style-type: none"> • Deputy Headteacher was seconded to St Augustine's school. • Grow Service Level agreement



SIAMS Self Evaluation 2019

Please read the following documents for further information:

- The School Improvement Plan
- Pupil Premium Report
- IDSR
- Standards Report

4. Data shared with the public and externally

EYFS 2019	Reading 2017: 75% 2018: 63%	Writing 2017: 75% 2018: 56%	Mathematics 2017: 79% 2018: 63%	Knowledge & Understanding of the World	Good Level of Development 2017: 68% 2018: 50%
School	73%	60%	73%	73%	60%
National	77%	74%	80%	86%	72%

KS1 2019	Reading 2017: 81% 2018 EXP: 87% 2018 GDS: 17%	Writing 2017: 73% 2018 EXP: 74 % 2018 GDS: 13%	Mathematics 2017: 73% 2018 EXP: 78% 2018 GDS: 22%	Phonics 2017: 88% 2018 EXP: 85%	RE	Reading, Writing Mathematics combined 2017 EXP: 70% 2017 GDS: 5% 2018 EXP: 74% 2018 GDS: 4%
School EXP	81%	73%	81%	81%	82%	73%
National EXP	75%	69%	76%	82%	N/A	65%
School GDS	23%	12%	23%	N/A	12%	8%
National GDS	25%	15%	22%	N/A	N/A	11%



SIAMS Self Evaluation 2019

KS2 2019	Reading 2016: 54% 2017: 65% 2018 EXP: 64% 2018 GDS: 18% DfE Progress Score: 1.1	Writing 2016: 73% 2017: 65% 2018 EXP: 73% 2018 GDS: 22% DfE Progress Score: 0.9	Mathematics 2016: 67% 2017: 67% 2018 EXP: 58% 2018 GDS: 13% DfE progress Score: -3.2	GPS 2016: 75% 2017: 74% 2018 EXP: 56% 2018 GDS: 23%	RE	Reading, Writing Mathematics Combined 2016: 35% 2017: 52% 2018 EXP: 51% 2018 GDS: 9%
School EXP	72%	70%	67%	81%	76%	49%
National EXP	73%	79%	79%	78%	N/A	65%
School GDS	26%	23%	19%	44%	24%	5%
National GDS	27%	21%	27%	36%	N/A	11%
School Progress Score	-0.1	-1.1	-1.1	N/A	N/A	N/A
National Progress Score	0.0	0.0	0.0	N/A	N/A	N/A
School Scaled Score	103.5	-1.1	103.4	107.9	N/A	N/A
National Scaled Score	104.0	0.0	105.0	106.0	N/A	N/A

5. Support for vulnerable pupils

Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing?

Disadvantaged:

Strengths

- Disadvantaged children in Years 5 and 3 are performing well across all three subjects.



SIAMS Self Evaluation 2019

- In reading, Year 1 and Year 3 disadvantaged children are performing in line with all other children. In Year 5 disadvantaged children are performing better than other children.
- In writing and maths, Year 5 disadvantaged children are performing significantly better than other children.

Areas for improvement

- Diminish the difference between the performance of disadvantaged children in Year 2 and Year 6 where there are significant differences (at least 20%) across all three subjects.
- Diminish the difference between the performance of disadvantaged children in Year 4 in writing and maths where there are significant differences (at least 20%).

More Able Disadvantaged:

In Year 5 there is a high percentage of disadvantaged children working at a greater depth.

Support

- Book club for KS2 DA pupils
- HLTA additional group support intervention in years 2, 4 and 6.
- Full-time Pupil Premium teacher in year 6

Provision and Impact : How then do we live?

Provision: What do you do because of your Christian vision? (Actions taken)	Impact: How do you know it is working?
<p>Strand 1: Vision and Leadership</p> <p>In developing vision and leadership in a Church school the school must evaluate:</p> <ol style="list-style-type: none"> To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education? To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)? How well do leaders ensure that the school's formal partnerships are supported, sustained and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches. How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice? How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school? Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils? 	



SIAMS Self Evaluation 2019

Actions taken	Impact
<p>a) The vision Our Christian vision is deeply rooted in our theological understanding of St Paul's letter to the Philippians: "I can do all things through Him who gives me strength".</p> <ul style="list-style-type: none"> • 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 other 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. • Governors looked at different biblical stories and texts before deciding on the current vision statement. • They sought advice from Mary Thorne. • Revising and sharing the vision is the first key priority on the School Improvement Plan 2018-2019. • The new vision, which is anchored in three clear Christian values, was launched in September 2018. The excellent relationships between and among adults and pupils, the centrality of worship and the importance of Religious Education creates an ethos of mutual care and respect where pupils' spiritual, cultural, moral and social development is well-served. • The school and its stakeholders are clear about its Christian identity and character. Christian values of friendship, compassion and service underpin the school and are evident in all aspects of its work. Religious Education (RE) is given high priority and gives pupils a good foundation for the future. Collective worship is at the heart of the school. We know this because the children have been leading collective worship and we have read responses from the collective worship curriculum adviser. • The structure and transition of the day are marked by prayers and moments of calm – walking into the school building and starting the day with a school prayer (<i>this was created by the pupils after the last SIAMS in 2015</i>). 	<p>Pupils, parents, governors and staff are all consulted on the vision and values.</p> <p>The school values and the vision statement are reflected on during daily worship.</p>
<p>b) School Policies</p> <ul style="list-style-type: none"> • All school policies commence with the school vision statement. • Subject leaders also explicitly state how their policy will enable the school to deliver its vision. • Priority given to RE and Collective Worship <p>Collective Worship</p> <ul style="list-style-type: none"> • The Collective worship leader is the AHT. She plans the CW cycle with the music subject leader and clergy. This is shared every term. 	<p>Policies updated with the school vision and biblical verse during the Autumn Term 2018.</p> <p>Pupils have a focused input on the school</p>



SIAMS Self Evaluation 2019

- Collective worship is engaging and inspiring. The Headteacher and Assistant Headteachers lead worship twice a week, the Vicar of St Stephen's church and the Music teacher lead worship once a week and there is a weekly class assembly.
- The Collective Worship pupils' focus group commented favourably about the school's values and worship – that *"it makes me know how to treat people and know how I want to be treated"*. The format for collective worship is that:
 - pupils enter to music,
 - a candle is lit,
 - pupils sing hymns,
 - pupils listen to a Bible story or a reading linked to the Collective Worship theme,
 - pupils engage in an act of collective worship and say a prayer,
 - Pupils are silent and on occasion pupils lead the worship.
- The Collective Worship rota is devised by the Collective Worship Planning Committee: Assistant Headteacher, the Vicar of St Stephens, the RE subject leader and the Music teacher. It incorporates the LDBS Collective Worship scheme and the Church of England's liturgical calendar.
- Worship regularly includes Biblical material and Christian teaching, and pupils are able to relate this to the school's core values and their own lives. Worship provides the opportunity to understand and celebrate the festivals in the church each year, e.g. *Harvest, Christmas, Easter, and Ascension Day*. Worship also reflects the local Anglican practice, including *Communion*. Collective worship has a strong focus on the person of Jesus Christ and the Holy Trinity. The year 6 pupils also perform a dramatisation of the biblical readings at St Stephen's church every week.
- Our pupils contribute confidently and sensitively to prayer in worship. We use Anglican responses to prayers, beginning our assemblies with the worship leader saying: *"The Lord be with you...."* and pupils responding, *"And also with you"*.
- All children from Nursery to Year 6 are able to sing the Lord's Prayer.
- Every classroom has a prayer table covered with cloth in line with the liturgical calendar, eg *green for ordinary time, red for Pentecost etc...* The tables have prayer books, Bibles and a range of age appropriate Biblical stories, in order to provide opportunities for prayer outside of Collective Worship.
- The Vicar of St Stephen's and the Headteacher ensure that the Collective Worship themes contribute to pupils' understanding of Christian theological concepts and beliefs, e.g. *the Resurrection, Abraham, Pentecost, Corpus Christi, St Peter and St Paul* etc. Biblical texts are read during Collective Worship.

values and also have a good grounding in biblical stories.

Parents, staff, pupils and governors have clarity that we are a church school and this is at the centre of what we do.



SIAMS Self Evaluation 2019

- Pupils encounter a range of worship leaders as the Headteacher, Deputy Headteacher, Assistant Headteachers, Music teacher, Pastoral assistants, the Vicar of St Stephen's and pupils rotate the system for leading worship.
- The Collective Worship Planning Committee plans worship systematically, so that there is a clear focus on Christian beliefs and festivals.
- Governors have had presentations on collective worship and RE as part of the full governing meeting.
- The Collective worship leader has ensured that all assemblies are linked to a biblical text.
- Collective worship is central to the life of the school. It is distinctly Christian – reflective of the Anglican calendar and always inclusive of scripture and prayer. The collective worship program includes a variety of opportunity for pupils to develop SMSC through:
 - Monday – whole school worship
 - Tuesday – classroom worship. This is prepared by the collective worship leader and delivered by the Year 6 pupils in small groups.
 - Wednesday – worship at St Stephen's is led by the vicar or acting clergy.
 - Thursday – celebrations of achievement assembly.
 - Friday – class worship led by one of the 9 classes to the rest of the school.

Religious Education

- The RE subject leader is given additional release time to monitor pupils' performance and the teaching of RE. The RE subject leader attends the termly forum meetings at the LDBS to extend her knowledge and understanding of RE.
- Every class has a Big Questions book.
- We have had a *prayer space week* for two years running.
- We give the Angela Burdett-Coutts award to one child annually who embodies the school's values.
- All subjects have pupil curriculum advisers. The RE pupil curriculum adviser presented a workshop to parents about the impact of RE at Burdett-Coutts.
- The school's core values – *Friendship, Compassion and Service* – are distinctly Christian in character and are underpinned by truths in Biblical stories. The Christian values make a significant impact on the lives of members of the school community as children live out the essence of these values, both in the classroom and the playground.
- A prayer table in the entrance of the school clearly shares the Christian value focus for the term with the school community.
- Every class has a prayer table, also updated termly, and an RE Big Questions book, which promotes the value for the term. Children of Burdett-Coutts regularly receive praise about the welcome they give to new people or visitors to the school. They offer friendship freely, recognising it as something



SIAMS Self Evaluation 2019

<p>that Jesus would do. Their engagement in RE lessons and collective worship reflects a deep understanding and recognition of the importance of faith in their lives and their willingness to participate enthusiastically in fundraising events, such as raising money for the NSPCC, Comic Relief and the British Legion (Poppy appeal) shows a genuine hope for a better future.</p>	
<p>c) Supporting and sustaining formal partnerships</p> <p>LDBS Helen Ridding has conducted 3 school visits to focus on the key priorities for the school improvement plan.</p> <p>HT meetings The Headteacher also keeps abreast of Church School thinking by attending:</p> <ul style="list-style-type: none"> • Meetings and training at the diocese • The National Society conference • The LDBS conference • The Westminster south-west cluster HT meetings. <p>Working with other schools</p> <ul style="list-style-type: none"> • Termly joint services with St Matthew's school • (Local primary VA CE school). • Moderation meetings with other VA school in south Westminster looking at EYFS, Writing, Mathematics and RE 	<p>The teachers work in partnership with other church schools for moderation of standards in RE and Writing.</p> <p>The leaders work in partnership with other church schools for joint training & procurement of key services, eg: St Matthew's, St Clement Danes and St Barnabas.</p>
<p>d) Support for staff in their understanding of a church school</p> <ul style="list-style-type: none"> • All staff received training by one of the GROW leaders on excellent RE provision. (The consultant was a former Headteacher and their school was an RE Gold quality mark school). • All school staff have attended spiritual retreats led by the local clergy at St Benedicts and the St Katherine Foundation. • The vicar has also delivered professional development to all staff on theology and church school distinctiveness. <p>Preparation and support for future church school leaders Senior leaders have attended the Challenge of Headship professional development run by the LDBS.</p>	<p>Staff have clarity and understanding about what it means to work in a church school and the community which they serve.</p> <p>Leadership team trained and inspired to become future church school leaders.</p>
<p>e) Role of Governors</p> <ul style="list-style-type: none"> • Governors regularly monitor all aspects of the school including: Attendance, Safeguarding, SEND and H & S. • They have received reports from the LDBS and asked for evidence to ensure that the improvement points are being addressed. 	<p>Headteacher challenged and held to account for the performance of pupils and the staff.</p>



SIAMS Self Evaluation 2019

<ul style="list-style-type: none"> • The Local Authority and London Diocesan Board have supported the school well by conducting learning walks with the Headteacher, governors and senior staff. • This enabled the governors and staff to recognise where there was a need for improvement in order to continue to move forward. The current Leadership Team is now well established and we have developed a strong middle leadership team who are providing long term leadership capacity. • Helen Ridding conducted a book scrutiny. 	
<p>f) Update from the last inspection The areas for development in the May 2015 inspection were as follows:</p> <ul style="list-style-type: none"> • <i>Develop assessment procedures and consistency in marking so that children understand how to progress their learning in RE</i> • <i>Consistency in planning RE so that lessons have a balance of learning about and learning from religion.</i> <p>These have been addressed by :</p> <ul style="list-style-type: none"> • New RE books and labels • Introducing the Big Questions book – which has given pupils opportunities to participate in AT2 discussion • The Headteacher visited one of the local RE gold quality mark schools and implemented some of the best practice strategies from that school • The RE Subject leader attends the LDBS network training and has implemented the new RE syllabus • The RE leader has delivered staff training to teachers • New assessment procedures are in place • RE planning is regularly monitored • Teaching and assessment is linked to the 6 areas of enquiry which reflect AT1 and AT2 planning. This enables teachers to plan more effective opportunities for the areas of enquiry. • Pupils are using and applying RE to their own experiences. • RE teacher introduced the liturgical colours to prayer spaces in classrooms and communal areas 	
<p>Next steps:</p> <ul style="list-style-type: none"> • Governors to include SIAMS SEF as a standing agenda item at the FGB • Create a more compelling artistic feature in the ground floor hall to celebrate the Christian ethos • Headteacher to report to governors and staff on the current thinking on church school education 	



SIAMS Self Evaluation 2019

Strand 2: Wisdom, Knowledge and Skills

In developing Wisdom, Knowledge and Skills in a Church school a school must evaluate:

- a) How effective is your school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?
- b) How well does your school support all pupils in their spiritual development, enabling all pupils to flourish?

Actions taken	Impact
<p>a) Curriculum revision</p> <ul style="list-style-type: none"> • The school have revised its curriculum and ensure that all of the policies are shaped by the vision. Every policy demonstrates how the policy will enable the school to deliver its vision. • Staff have had professional development from the LDBS RE consultant on how to deliver excellence in RE. • We define vulnerable pupils as : <ul style="list-style-type: none"> • Disadvantaged • Mental Health needs • SEND • Safeguarding • We have a Family Support Worker who works closely with each class teacher to identify and support pupils from these groups. They receive support from: <ul style="list-style-type: none"> • Anna Freud – Counselling and Family therapy • Roundabout – dramatherapy • Anthony Wright – additional speech and language therapy • Terri Broughton – coaching and mentoring on behaviour • Multi- Disciplinary teams – who work with the DSL and Family Support Worker hosting regular Child in Need / Family in Need meetings to monitor a pupil’s social circumstances. • Governors receive termly reports on vulnerable groups. 	<p>Staff have a greater understanding of the RE syllabus and the need for developing pupils’ religious literacy.</p> <p>Ofsted Inspection recognised the improvement in standards, January 2019. This demonstrated that the school is enabling its vulnerable pupils including those with learning difficulties to flourish academically.</p> <p>Staff have a clear and secure understanding of spiritual development that is distinguishable from social, moral and cultural development.</p> <p>Pupils develop curiosity through questioning, listening and responding.</p>



SIAMS Self Evaluation 2019

<p>b) Mapping opportunities for spiritual growth</p> <ul style="list-style-type: none"> • Within our curriculum map we have identified opportunities for spiritual experiences. • In addition to this we have broadened our curriculum to include opportunities for spiritual development: <ul style="list-style-type: none"> • Year 6 leading classroom worship • Prayer week with a dedicated prayer space • Joint mass with a local church school • Weekly worship at St Stephen's which is led by the vicar and involve the year 6 pupils and Head Chorister • Interfaith service with local leader: Imam, Buddhist leader, Rabbi, Vicar of St Stephens • Educational visit to places of worship: Sikh Temple, Rochester Cathedral, Westminster Abbey, Central Mosque, Gurdwara 	
<p>Next steps:</p> <ul style="list-style-type: none"> • Ensure that the 7 strands are visible in the classroom • Define wisdom, knowledge and skills with the children 	

<p>Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy</p> <p>In developing character, a school must evaluate:</p> <p>a) To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?</p> <p>b) Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?</p> <p>c) How well does the school community connect their ethical and charitable activities to their vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?</p>	
<p style="text-align: center;">Actions taken</p>	<p style="text-align: center;">Impact</p>
<p>a) The development of a new vision and three new values.</p> <ul style="list-style-type: none"> • Having three values enables pupils to fully distil their meaning and develop a deeper level of competency about the values. • Our values Friendship, Compassion and Service develop aspiration in pupils 	<p>A culture of aspirations established.</p>



SIAMS Self Evaluation 2019

<p>and enable them to be resilient and perseverant through learning about:</p> <ul style="list-style-type: none"> • positive relationship and tolerance • The value of forgiveness and showing compassion • How to serve your community and keep on trying 	<p>Quotes from the Ofsted report show that pupils are able to make positive choice about how they behave.</p>
<p>b) Our curriculum design contains several topics which enable pupils to look beyond themselves.</p> <ul style="list-style-type: none"> • Some examples of this are as follows: <ul style="list-style-type: none"> • In the EYFS the children read and reflect on the story about the effects of climate change, <i>The Journey Home</i>. They also learn about caring for the natural world through their topics on Habitats and caring for chicks as eggs and through to when they hatch. • In KS1 topics on <i>Food</i> explore the countries that the food originates from and also the inequalities of food distribution. • In KS2 <i>the Rainforest</i> topic and the Great Kapok Tree links to a detailed study of deprivation, global warming and the impact of deforestation. • Learning about the Victorians and the legacy of our founder, the Baroness Angela Burdett-Coutts, involves a detailed study around social inequality and disadvantage. • <i>Chocolate</i> in year 4 looks at fair trade and issues of exploitation in the natural world are explored and taught • School staff attend the training at Diocesan house and they are updated about RE, the Church's vision and the leadership of a church school. • The Headteacher attends the National Church conferences as well as the LDBS conferences and disseminates the information to governors and school staff. • The school has termly joint worship with a local church school, St Matthew's. • The year 6 cohort attend and perform at the annual Deanery Service at St Margaret's chapel. • The Headteacher and senior leaders attend the Deanery events 	<p>Curriculum design revisited & opportunities to explore disadvantage, deprivation and exploitation have been included and are taught.</p> <p>Strong debating team in place and they have visited the Royal Courts of Justice to debate about ethical issues.</p>
<p>c) Our ethical and charitable activities are linked to the vision as raising money for:</p> <ul style="list-style-type: none"> • Comic Relief • British Legion • Jeans for Genes Day • TearFund 	



SIAMS Self Evaluation 2019

<p>This encourages our learners to be ambitious for others, question the world and find solutions for other communities. It also provides demonstrable opportunities to use the values of friendship, compassion and service to the wider community and across the globe.</p>	
<p>Next Steps: Define character education, hope, aspiration and courageous advocacy with staff and governors to ensure that there is consistent understanding and interpretation of these terms within the school.</p>	

<p>Strand 4: Community and Living Well Together In creating a community where all live well together a school must evaluate:</p> <p>a) To what extent does your school’s Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school’s behaviour, exclusion and attendance policies?</p> <p>b) How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</p>	
Actions taken	Impact
<p>a) New Behaviour Policy implemented in September 2018 - Ready, Respectful, Safe.</p> <ul style="list-style-type: none"> This is our vision: At Burdett-Coutts, we encourage our learners to be ambitious for themselves and for others. We challenge and support them in questioning the world and in finding solutions. Our Christian values of friendship, compassion and service underpin our ethos. This underpins the relationships in the school by encouraging pupils to share their views, listen respectfully and feel confident to challenge. Pupils’ practice forgiveness and reconciliation through our behaviour policy: Ready, Respectful and Safe. The restorative questions within our behaviour policies lead to a quick conflict resolution. The school has gained UNICEF Rights, Respecting Schools Award Level 1. 	<p>Behaviour has improved significantly. During 2018-2019 we have not imposed any fixed term or permanent exclusions. Attendance is 96.2% which is above the national.</p> <p>Pupils confidently express their views and concerns and feel listened to through school council and surveys.</p>
<p>b) Staff have received training on identifying mental health needs.</p> <ul style="list-style-type: none"> The school has mental health week in our school calendar and teaching about mental health is part of the PHSE curriculum on Health and Well-being. 	<p>Teachers are aware of pupil’s mental health needs and make referrals and support them.</p>



SIAMS Self Evaluation 2019

<ul style="list-style-type: none"> • We work closely with the Nursing Service in Westminster. The school nurse delivers workshops on mental health to pupils in KS1 and KS2. • Pupils have also been part of the MEND programme : <i>Mind Exercise Nutrition Do It</i> which improves health and well-being, • There is time for reflection in RE assemblies and PSHE lessons. • Staff refer children to the Anna Freud Counselling service • Staff professional development includes: <ul style="list-style-type: none"> • Wellbeing days • MEND • Staff meetings on Mental health and Well being 	<p>Year 6 SATs week – calm and supportive of the pupils needs</p> <p>Effective systems are in place for the early identification of issues connected to mental health and wellbeing.</p> <p>Experts (eg, counsellors) assess pupils’ needs and give bespoke appropriate support.</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> • SIP Key priority 2019-2020: to develop a Mental Health policy, using the National Society model. • Make pupils more aware about associated vocabulary, eg: <i>forgiveness, reconciliation</i>. • Lessons to reference the vision. 	

<p>Strand 5: Dignity and Respect</p> <p>In creating a school environment built on dignity and respect a school must evaluate:</p> <p>a) How well does your school’s Christian vision and associated values uphold dignity, Valuing All God’s Children ensuring through its policy and practice the protection of all members of the school community?</p> <p>b) How well the whole curriculum does provide opportunities for all pupils to understand, respect and celebrate difference and diversity?</p> <p>c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and dignify others? (From 2020 onward)</p>	
<p style="text-align: center;">Actions taken</p>	<p style="text-align: center;">Impact</p>
<p>a) Valuing God’s children is the Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying.</p> <ul style="list-style-type: none"> • The second edition was published in December 2017. The Church of England Vision for Education: Deeply Christian, Serving the Common Good. The vision is deeply Christian, with the promise by Jesus of “life in all its fullness” at its heart. This is worked out theologically and educationally through four basic 	<p>All curriculum areas encourage a respect for difference, diversity and ways of loving.</p>



SIAMS Self Evaluation 2019

<p>elements which permeate their vision for education: Wisdom, Hope, Community and Dignity.</p> <ul style="list-style-type: none"> • Our vision upholds dignity and inclusion through our robust Anti-bullying policy. • We are a Stonewall Champion school and staff have received training on stages for dealing with incidents of this nature. Pupils are taught anti-bullying strategies including responses to cyber bullying on social media and other devices. 	
<p>b) The following policies provide the structure for pupils to explore and develop an understanding of respect , diversity and difference:</p> <ul style="list-style-type: none"> • Equality Policy • Behaviour Policy • Racist Incident Policy • Curriculum Policy • RE Policy <ul style="list-style-type: none"> • Respect is one of our key school rules. This is reinforced every week at our over and above assemblies: explicitly in our PSHE curriculum and also in our style of lesson delivery; children are expected to listen with respect, contribute, critique work with respect and sensitivity. • Our school is a multi-faith and a multi- racial school. Pupils speak 34 languages and come from 31 ethnicities. • We hold an International Evening to celebrate this diversity. • Our RE curriculum reflects and acknowledges the diversity of our faiths. We complement this by teaching children about other parts of the world, eg: China and the Caribbean. • We hold an annual Interfaith assembly with the community leaders of different faiths at churches. • School topics include visits to a variety of places of worship, eg; temples, mosques, cathedrals as well as museum visits to consolidate pupils' learning about different parts of the world. • Our equality policy monitors our resources, the attainment and progress of gender and the representation of people on our governing body and school staff. 	<p>Pupils safely express their views in a culture of mutual respect.</p> <p>Staff challenge prejudicial behaviour and discriminatory language.</p>
<p>Next Steps</p> <ul style="list-style-type: none"> • Update the RSE policy in line with new legislation and discuss with governors, staff and parents. • Ensure that all staff and governors have read and signed the Church of England Vision and the Valuing All God's children document. 	



SIAMS Self Evaluation 2019

Strand 6: The impact of collective worship:

In developing collective worship that is inclusive, invitational and inspiring, the school community needs to evaluate the extent to which worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

Actions taken	Impact
<p>a) Daily collective worship schedule which is the same each week – all assemblies include time for prayer, stillness and reflection.</p> <ul style="list-style-type: none"> • No pupil is forced to pray, rather be still and quiet during prayer times to respect those around them who are praying. • Collective worship includes separate KS1 and KS2 prayers which were written and developed collaboratively by the pupils. • Prayers are an integral part of each daily assembly, and pupils are invited to join in by being quiet, calm and still. • There are prayer tables in every classroom, every hall and other communal spaces offering opportunities for pupils and staff to use these spaces independently throughout the school day wherever they are. • Pupils whose parents have requested that they do not attend church services on Wednesdays have a special session planned by the Collective Worship Leader and led by a member of staff which is always linked to the theme of that day's church service. This takes place in a room in the school building and they have exercise books to record their thoughts and responses. • The Collective Worship timetable follows a set pattern every week: <ul style="list-style-type: none"> • Mondays: age phase worship through singing in preparation for the themes or festivals of the week. 	<p>Pupils are able to talk about collective worship, and what they do on each different day to worship together.</p> <p>Pupils of other faiths and none feel valued and respected in their respective beliefs and are also able to attend to and engage with the acts of worship in school.</p>



SIAMS Self Evaluation 2019

<ul style="list-style-type: none"> • Tuesdays: pupils from Year 6 lead worship in all other classes – these are set groups of pupils for each class delivering a worship planned and resourced by the Collective Worship leader during the previous week. • Wednesdays: whole school church service in St Stephens Church led by a member of the clergy, including choir procession, sermon, choir-led singing, pupil-led readings and prayers, and opportunities for stillness and reflection. • Thursdays: whole school celebration assembly led by the senior leaders and House Captains and Representatives. Pupils enter and leave the Hall to classical music and use this to create an atmosphere of reflection and worship. • Fridays: Class assemblies or other special presentation assemblies, such as Anti-Bullying, Peace or Black History. These always include worshipful singing and prayer. 	
<p>b) Each assembly throughout the week has a different and distinct format, location and delivery (as outlined in the section above).</p> <ul style="list-style-type: none"> • Dominant ways of worshipping are present in each type of collective worship: <ul style="list-style-type: none"> • Mondays: singing and prayer • Tuesdays: Biblical story, Biblical knowledge (for example learning about saints, events in the Bible, events in the life and teaching of Jesus), prayer • Wednesdays: story, reflection, stillness, singing, prayer, traditions of normal church service and special services such as Eucharist and festivals • Thursdays: prayer and music • Fridays: prayer and music • Special services throughout the year following the liturgical traditions of the Anglican calendar, such as the Easter and Christmas stories, Harvest festival, feast days of some saints, Remembrance and a special Ascension Day service on the roof of the school. • Eucharist at end of terms, and also joint Eucharist services with another local school and church, St Matthews, for Year 6 pupils. • Christian Unity Week celebrated through Tuesday and Wednesday Collective Worship each year including teaching, discussion and activities about how different Christians worship to deepen pupils' understanding. 	<p>Pupils are respectful of the varied forms of worship that may be part of each assembly. They understand that silence, singing, prayer and learning about a story from the Bible are all acts of worship.</p> <p>The pupils of other faiths and none have the same understanding of these varied elements and use their knowledge of their own faith to talk about the Christian traditions respectfully.</p>
<p>c) Wednesday church services always center on a Biblical reading, taken from the Anglican liturgical calendar and chosen for its relevance to young children.</p>	<p>Pupils read the Biblical passage for the day during the Wednesday church</p>



SIAMS Self Evaluation 2019

<ul style="list-style-type: none"> • During Collective Worship planning, the CW leader goes through each reading option for each week in the previous Sunday and selects the most appropriate reading, usually from the gospel or epistle. • During the church service, Year 6 readers read out the reading and then it is explained and developed by the vicar so that all pupils have a better understanding of it and can relate the teachings to their own lives. 	<p>service, making it more relevant to them and the pupils listening.</p> <p>Pupils lead the Collective Worship on Tuesdays and have developed excellent skills in this area. They are confident in delivering the message or story and leading discussions or activities with the younger children.</p> <p>The Trinitarian nature of God and the language of worship is embedded throughout the week, but with particular strength in Wednesday church services.</p>
<p>d) Collective Worship leader, church clergy and Music Leader meet termly to collaboratively plan the themes, readings, special services and music for each week.</p> <ul style="list-style-type: none"> • Collective Worship leader meets with the Year 6 class every Friday to deliver the planned Tuesday class worship for the following week, going through the assembly and discussing the types of questions they could ask or which might come up with the children. • A Collective Worship adviser has been appointed from among the pupil body, who attends curriculum advisory meetings with the Headteacher. • Clergy have led staff training with all teachers. • Clergy support and train the Collective Worship leader and other senior leaders in developing the knowledge and skills for planning and delivering Collective Worship successfully. 	<p>Pupils take a considerable lead in the acts of worship across the school.</p> <p>The clergy support school leaders in planning and delivering a successful schedule of worship that leads to greatly improved practice and deepens leaders' understanding of the nature of God and how to convey this to pupils.</p>
<p>e) Joint services with St Matthew's school and church throughout the year. Choir members and school staff invited to special Sunday services and festivals such as Mothering Sunday.</p> <ul style="list-style-type: none"> • Choir and Year 6 visits throughout the year to other churches for special services, such as the LDBS Christmas service at St Paul's Cathedral, the Year 	<p>Staff and pupils feel very much part of the church community of St Stephens and know the vicar and curate well.</p>



SIAMS Self Evaluation 2019

<p>6 Leavers' Service at St Margaret's Westminster, and regular visits for pupils across the school to Westminster Abbey as well as other places of worship in both the Christian and various other faiths.</p> <ul style="list-style-type: none"> • Very close links between the school and St Stephens Church, including the vicar being on the school's Governing Body and visiting the school regularly to support the teaching of RE, meeting with staff, praying with staff and pupils, attending school events and functions. The clergy come in to school to pray for and with pupils and staff regularly, such as before each SATs test, during SATs week and at staff briefing meetings during times of difficulty, such as if there has been a bereavement or serious illness amongst staff or pupils, or during inspections. 	<p>Pupils have deep respect for the act of worship and places of worship, including those of other faiths. They understand that you can learn through prayer and that it is an important part of their spiritual development.</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • KS1 and KS2 prayers. • Prayer tables in classrooms and in communal areas of the school. • Wednesday Club exercise books and activities. • Electronic folders of Tuesday assembly PowerPoints, scripts and planned activities for classroom worship led by Year 6 (or teachers on occasions where Year 6 not available). • Pupils of Christian, other and no faith are fully involved with aspects of worship, such as being readers, prayer readers and members of the choirs. • Collective Worship timetables for each term with explicit links to the readings used each week in church, links to Christian festivals or special days each week, and also those of other major world religions. The timetable also demonstrates the range of Biblical readings and themes which build on each other sequentially and follow the liturgical calendar • Themes for the Tuesday collective worship link to these themes and festivals to enable further learning about a topic or pre-learning and understanding of a Biblical reading • Calendar of visits to other places of worship for RE educational visits or special services. 	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Use of silence in worship • Develop further opportunities for collaboration with pupils on planning and delivering worship throughout the school (using the curriculum adviser/s during planning more effectively) 	
<p>Do you think the impact of collective worship at Burdett-Coutts CE Primary School is good?</p>	<p>Yes</p>

Strand 7: The effectiveness of Religious Education

In developing effective Religious Education, a school must evaluate the extent to which:

- Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.



SIAMS Self Evaluation 2019

- i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
 - ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
 - iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?
- b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

Actions taken	Impact
<p>a) i RE follows the LDBS syllabus.</p> <ul style="list-style-type: none"> • Each unit of study for every year group has key vocabulary which enables pupils to explore the core theological concepts. Eg: Autumn 2 units explore: <i>incarnation</i> <i>sacrament</i> <i>secular</i> <i>gospel</i> <i>epiphany</i> <i>prophet and advent</i> • Pupils explore the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide. • In year 4, pupils compare the traditions of the Anglican church and the different types of Christian churches worldwide. 	<p>Statutory obligations are met and RE is in line with the Church of England Statement of Entitlement.</p> <p>Curriculum planning for RE is effective, reflecting a good balance between theology, philosophy and human science.</p> <p>RE provision results in pupils who give an age appropriate thoughtful account of Christianity as a living and diverse faith with some reference to theological concepts.</p> <p>Pupils have significant opportunities to engage in dialogue with a range of religions and worldviews.</p>
<p>a) ii In addition to Christianity, pupils in year 1 and 2 learn about Sikhism: in years 3 and 4, they learn about Islam for two consecutive years to embed their understanding.</p> <ul style="list-style-type: none"> • In year 5 and 6, pupils learn about Hinduism and Buddhism. This is how the children develop their understanding of other major world religions. 	<p>Pupils demonstrate an informed and respectful understanding of a range of religions and worldviews.</p>



SIAMS Self Evaluation 2019

<ul style="list-style-type: none"> • The curriculum map shows the weighting given to the teaching of Christianity and other world faiths. We teach 70% Christianity and 30% other world faiths. • Pupils explore world views through questions posed from LDBS planning to promote discussion eg: <ul style="list-style-type: none"> • How might a Muslim show their commitment to their faith? (Y4) • What might Christians mean when they say “though we are many, we are on body, because we all share in the one bread”? (Y3) • Why might there be a symbol for Sikhism? What other symbols or sayings from different faiths do you know? (Y1) • In year 5, pupils learn a unit entitled: Understanding faith in Westminster. This allows the pupils to explore the impact of a variety of faiths in their locality. They research the places of worship; the similarities and differences of the religions; the clothing worn; how the religions influence the culture of Westminster through food, restaurants, how people dress etc... the faith leaders and the community outreach of the various religions eg; <i>Arabic School, global links with churches in other areas of the world etc.</i> 	
<p>a) iii The RE units are enquiry-based questions. There are 6 areas of enquiry:</p> <ul style="list-style-type: none"> • Beliefs, Teachings, Sources of Wisdom & Authority • Ways of Living • Ways of Expressing Meaning • Questions of Identity, Diversity and Belonging • Questions of Meaning, Purpose and Truth • Questions of Values and Commitments <p>The syllabus provide the teachers with structured suitable questions which engage the pupils and allow them to think spiritually and participate in philosophical discussions.</p> <p>Every class has a <i>Big Questions book</i> which has been in place for 2 years. The RE leader initiated this important class book, in order that every child would have an opportunity and safe space for recorded discussion of their critical enquiry. Other benefits of the BG book are that it allows children to engage in RE at a deeper</p>	<p>RE lessons provide a safe space for pupils to discuss religious, spiritual and/or philosophical ideas.</p> <p>Pupils explain ways in which their thinking has been challenged.</p>



SIAMS Self Evaluation 2019

<p>level, reinforce and consolidate their prior learning; make links with their own experiences and apply it to their lives.</p> <p>Examples of Big Questions that have been raised this year in RE lessons which allow pupils to reflect on their own spiritually or philosophical thinking are:</p> <ul style="list-style-type: none"> • “Is Samson a Sikh because he also didn’t cut his hair?” • “Were the animals destroying God’s world or why did only two of each get saved in the ark?” • My special person is a firefighter because they make me feel safe and are always there to rescue me. • When discussing how to care for the world- “listen to God’s laws” 	
<p>c) Professional development</p> <ul style="list-style-type: none"> • School staff have received training from a LDBS Grow adviser & SIAMS inspector on delivering excellent RE teaching and provision. • The RE leaders attend the RE network forum once a term. • The RE leaders of the schools in our cluster (8 schools) moderate the RE work content and assessment. • At their RE leaders network forum , the RE leaders discuss what is happening locally and nationally so that they are kept abreast of the latest practice in RE • <i>Rigorous systems of assessment</i> • Our system of RE Assessment is strength. • The RE Leader has devised assessment sheets for every unit which corresponds to AT1 and AT2. The class teachers are aware of the assessment expectations prior to beginning the unit. • The six areas of enquiry focus sheet is also used to support the assessment progress. • In addition to work scrutinies and learning walks, the RE Leader monitors the assessment of every unit every half term. • The RE Leader inspects the vocabulary used to ensure that there is an appropriate level of challenge in the assessment process. (This has been quality assured at the LDBS RE network forum). 	<p>The school leader for RE has regular opportunities to share new ideas and pedagogy so ensuring that all staff teaching RE do so with confidence and to a high standard.</p> <p>Good practice is shared within the school and with other schools through involvement with local, national and regional groups.</p> <p>The school leader of RE has put in place systems for assessment that result in teachers and pupils being able to gauge progress and attainment in RE.</p> <p>Assessment informs planning, securing accurate challenge and supporting pupils to gain a clear understanding of how to make progress.</p>



SIAMS Self Evaluation 2019

	<p>How effective is RE teaching and learning in the school? Good</p>	<p>RE teaching and learning is consistently graded good through regular school monitoring. Based on the data available at the time of the inspection, considering context & recent cohorts, pupils make good progress against local expectations (KS1 & 2). This includes pupils with SEND and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish academically in RE.</p>
<p>Subject Strengths</p>		
<ul style="list-style-type: none"> • Subject Leadership • Assessment • Syllabus content 		
<p>Next Steps</p>		
<ul style="list-style-type: none"> • Implement weekly Godly Play sessions in EYFS to promote exploration and reflection. • RE Leader / senior leaders to attend regional RE conferences and disseminate information to staff and governors. • KS2 pupils to explore core theological concepts: critically engage with religious and biblical texts • Extend quantity and volume of RE work in KS2 books in order to show evidence of age appropriate skills of enquiry, critical analysis and interpretation. 		
	<p>Based only on your monitoring of teaching and learning in RE is the effectiveness of RE in Burdett-Coutts and Townshend Foundation VA CE Primary School good?</p>	<p>Yes</p>
<p>Do you think you have the evidence to demonstrate that Burdett-Coutts and Townshend Foundation VA CE Primary School is a good church school?</p>		<p>Yes</p>
<p>Evidence</p>		
<ul style="list-style-type: none"> • LDBS planning saved in the subject areas folders: <ul style="list-style-type: none"> • key religious vocabulary identified on front cover of every unit of work, AT1 & 2 foci identified on front cover, key questions to ask to allow BIG question thinking and discussion in bold/highlighted in each unit of work. • RE Leader's folder: <ul style="list-style-type: none"> • RE expectations documentation for staff • termly book monitoring 		



SIAMS Self Evaluation 2019

- assessment data sheets & termly data summaries
- curriculum map
- The six areas of enquiry focus sheet
- RE network forum meeting slides- to disseminate information to staff
- Staff meeting notes
- Lesson observation pro-forma